

An Analysis On Barack Obama's Speech Viewed From Grammatical Cohesion

THESIS

**Submitted as A Partial Requirements for the degree of S.Pd (Sarjana
Pendidikan) in English Departement of IAIN Bengkulu**



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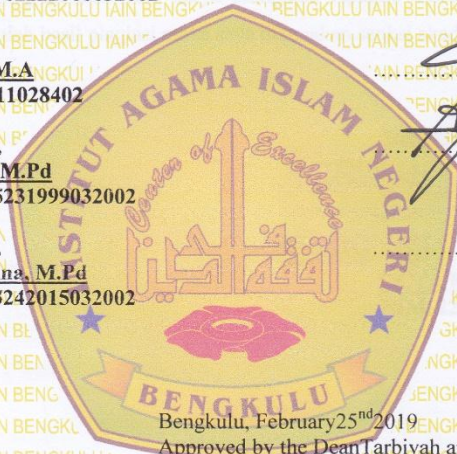
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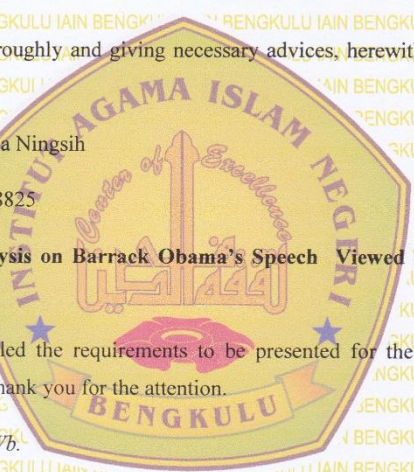
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MOTTO

The Act You Give In Life Will Return To You As You Do

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DEDICATION

This thesis dedicated to.

1. Allah SWT as the only one of my God, the researcher would like to say Alhamdulillah to Allah SWT, who has given me blessing, healthy, strongest and patience in finishing the thesis.
2. My Father Aslaidi Suhari and My Mother Hermawati, who always pray for my success. I want to express my deepest thanks for all of your love which always you give to me. I love you so much. You are my biggest motivation.
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ABSTRACT

Octa Fitria Ningsih. 2019. *An Analysis On Grammatical Cohesion Of Barack Obama's Speech on November 2016 Based On Halliday and Hasan Theory. English Letter Study Program, Islamic Education and Tadris Faculty.*

Thesis, English Education Study Program, Tarbiyah and Tadris, State Institute of Islamic (IAIN) Bengkulu.

Supervisor:

1. Dr. Syamsul Rizal, M.Pd 2. Detti Lismayanti, M.Hum.

This study is aimed to find out what is the types, dominant and function on Barack Obama's speech on November 2016. This study was designed as qualitative study because it analyzes the data from of word descriptively; This research used document analysis as its approach during the process of research, the researcher collected document. The document which is used in this reseach Obama's Speech in AmericanRhetoric.com. The analysis was concern with types of grammatical cohesion (reference and conjunction).

After analyzing the data the reseacher found grammatical cohesion has function on Obama's speech, there three functions of grammatical cohesion found within the speech. The researcher found the types of grammatical cohesion are reference and conjunction. From the analysis it can be said that there are 9.662 data, found on four speeches. Where are the reference has 6.746 items and conjunction 2.816 items that the mostly used the reference with percentage 70,55% while conjunction it was 29,45%. Reference has three important functions; (1) to avoid repeating the same words, (2) to point out a scale of proximity, and (3) to compare something or situation. Second is conjunction, it has five functions are (1) to relate similar or identical words, (2) to coordinate sentences which have the same context, (3) to support previous sentence, (4) to opposite the preceding statement, (5) to connect between cause and effect in a sentence. Third, the general and basic function of grammatical cohesion is to relate words, clauses, phrases, or sentence in order to make the sentence meaningful.

By reviewing this study, it is expected to give valuable contribution to the language users; speakers and writers. This study can be used as additional information in learning and applying good grammatical cohesion especially in the speech text. Moreover, this study also expected will be useful for next researcher who interserted in doind similar study and for those who have a great attention to the cohesion in both of written and spoken text.

Keywords: *Cohesion, Grammatical Cohesion, Halliday and Hasan Theory*

ABSTRAK

Octa Fitria Ningsih. 2019. *An Analysis On Grammatical Cohesion Of Barack Obama's Speech on November 2016 Based On Halliday and Hasan Theory. English Letter Study Program, Islamic Education and Tadris Faculty.*

Thesis, English Education Study Program, Tarbiyah and Tadris, State Institute of Islamic (IAIN) Bengkulu.

Supervisor:

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Penelitian ini bertujuan untuk mengetahui apa jenis, dominan dan fungsinya dalam pidato Barack Obama pada November 2016. Penelitian ini dirancang sebagai penelitian kualitatif karena menganalisis data dari kata secara deskriptif; Penelitian ini menggunakan analisis dokumen sebagai pendekatannya selama proses penelitian, peneliti mengumpulkan dokumen. Dokumen yang digunakan dalam penelitian ini adalah Pidato Obama di AmericanRhetoric.com. Analisis ini berkaitan dengan jenis kohesi tata bahasa (referensi dan konjungsi).

Setelah menganalisis data, peneliti menemukan bahwa grammatical cohesion memiliki fungsi. Pertama, Peneliti menemukan tipe-tipe dari grammatical cohesion yaitu reference dan conjunction. Dari analisis data dapat disebutkan terdapat 9.662 item. Dimana ada 6.746 item dari reference dan 2.816 adalah conjunction dimana yang paling banyak digunakan adalah reference dengan persentasi 70,55% sedang conjunction hanya 29,45%. Reference memiliki tiga fungsi utama yaitu; (1) untuk menghindari kata-kata yang sama, (2) untuk menunjukkan skala kedekatan, (3) untuk membandingkan sesuatu atau situasi. Kedua adalah conjunction memiliki lima fungsi diantaranya; (1) untuk berhubungan dengan kata-kata yang sama, (2) untuk mengkoordinasikan kalimat yang memiliki konteks yang sama, (3) mendukung kalimat sebelumnya, (4) untuk statement yang bertentangan sebelumnya, (5) untuk menghubungkan antara sebab dan akibat dalam kalimat. Fungsi umumnya adalah untuk menghubungkan kata, klausa, prasa atau kalimat untuk membuat kalimat memiliki arti.

Dari meriview penelitian ini, diharapkan memberikan kontribusi yang berharga bagi penguasaan bahasa; pembicara dan penulis. Penelitian ini bisa digunakan untuk menambah informasi dalam pembelajaran dan penerapan grammatical cohesion yang baik khususnya dalam text pidato. Bahkan, penelitian ini juga diharapkan berguna untuk peneliti selanjutnya yang tertarik untuk melakukan penelitian yang sama dan mereka yang memiliki perhatian lebih pada cohesion dari kedua written dan spoken teks.

Keywords: *Cohesion, Grammatical Cohesion, Halliday and Hasan Theory.*

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2. Dr. Zubaedi, M.Ag M.Pd As The Dean of Tarbiyah and Tadris faculty of IAIN Bengkulu.
3. Feny Martina, M.Pd as the chief of English Study Program IAIN Bengkulu.
4. Dr. Syamsul Rizal, M.pd as first Supervisor.
5. Detti Lismayanti M.Hum as Second Supervisor.

Finally the words are not enough to be expressed, except praise is to Allah the worlds for blessing and guidance, May their good deeds be accepted by Allah subhanahu Wata’ala Amin.

Bengkulu, Februari 2019

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CHAPTER I INTRODUCTION

A. Background of the Study

Language is one of the most important things in human being, because it plays a great role in human life for making interaction. By using language someone could make statements, convey facts and knowledge, explain or report something, and keep social relations among the language users. These indicate that by means of language, people can express their ideas, feeling, information, and messages through communication.

Language is not only used as tool of communication in human life, but also, especially for linguistic is learnt and arranged deeply by them to make easier how to teach and explain the sentence in discourse (written and spoken discourse) by analyzing text.¹

The goal of language teaching in Indonesian is directed towards the students' attainment of communicative competence, consisting of grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. The attainment of communicative competence is facilitated through oral and written communication known as the four language skills speaking, reading, and writing receptive skills, whereas speaking and writing are categorized as the productive skills.

¹Fahrul Rozi, *Discourse Analysis on the Headline News of the Jakarta Post Based on M.A.K Halliday and Ruqaiyah Hasan Cohesion Device (June edition)* (Bengkulu : IAIN Bengkulu 2013)

In practice it turns out that is not the sentence-speaking unit of the largest syntax like many alleged or imputed for these people.² Sentence or sentences turned out to be is just another element of language units forming the larger called discourse evidence that the sentence was not the largest unit in the syntax, we encounter a lot of sentences that if we separate from the existing sentences around them, then that sentence into a unit that is not independent. The sentences that have no meaning in, alone. They have new meaning when it is in context with the sentences that are nearby. If sentence is a founding element of discourse, then our question now whether it's discourse, whether its character-based, how to its form, or how its formation. A wide variety of definitions of cohesion have been made of people. However, from the many different definitions of it, essentially emphasize that.

As a complete language unit, then in the cohesion that means there is a concept, idea, thought, or idea, that can be understood by readers (in discourse) or listeners (in oral discourse), without any doubt. Grammatical units as the highest or greatest, meaning discourse was formed out of a sentence or sentences are grammatical, and meets the requirements of the requirements of the other discourse.³In learning a language there is a term 'discourse analysis'. The simplest

²Fahrul Rozi, *Discourse Analysis on the Headline News of the Jakarta Post Based on M.A.K Halliday and Ruqaiyah Hasan Cohesion Device (June edition)* (Bengkulu : IAIN Bengkulu 2013)P.6

³Fahrul Rozi, *Discourse Analysis on the Headline News of the Jakarta Post Based on M.A.K Halliday and Ruqaiyah Hasan Cohesion Device (June edition)* (Bengkulu : IAIN Bengkulu 2013)

definition of discourse is *language-in-use*.⁴ How a language is used at particular setting.

Furthermore, Besty Rymes explained some linguistic have argued that the defining feature of language is its ability to be de-contextualize. For example, the word, “flower” does not need a “flower” around to be understood. A student might tell you she saw a “flower” today, and you would know what she meant. She would not have to point at a flower or draw it for you. In that sense, language is de-contextualizable and this may be a feature that makes language uniquely human but would you really know what that student meant or why she was telling you ,“ I saw a flower”? that is a discourse question. Understanding what utterance like “I saw a flower” means involves understanding how that student was *using* the word flower in *context* and her purpose for telling you she saw one. Therefore, discourse is part or branch of language learning. As it is said in the early section, discourse is related to many disciplines.

People utilize discourse, either spoken or written in daily activities. A student, for example utilizes academic books as written discourse to back up the theories received from school. Another example, companies advertise their product on newspaper to get more costumers, a job seeker also looks up newspaper for a job vacancy and so on. Thus, so many advantages offered by newspaper as written language.

The principal concern of discourse analysis is to examine how any language produced by a given participants whether spoken or written is used in

⁴Besty Rymes, *Classroom Discourse Analysis* (New York : Oxford University Press 2008) P.12

communication for a given situation in a given setting. Thus, discourse analysis is concerned with written and spoken forms. Discourse devices also help to string language elements. Language is not seen as its form only, but also its function. In daily conversation, for example we use interrogative sentence, *can you open the window?*. Here, interrogative sentence is used as polite request. Its means interrogative sentence can be used for requesting someone to do something. In spoken language, the utterance can be interpreted as a request. So understanding of discourse analysis is one of the important benefit for teaching and learning process, especially in English language learning. In addition, the goal of discourse analysis is to analyze the actual language in use.

One of issue in discourse analysis interesting to analyze is grammatical cohesion. It is different from other cohesive elements in text such as; synonym, super ordinate, and collocation. It is likely grammatical text forming relation. Halliday & Hasan identify 5 general categories of cohesion device that create coherence in texts: reference, ellipsis, substitution, lexical cohesion and conjunction.⁵ Grammatical cohesion includes reference, substitution and ellipses, then there is lexical cohesion and conjunction is on the border line of the two types, mainly it is grammatical device but with the lexical components. In grammar, a conjunction is a part of speech that connects two words, sentences, phrases v or clauses together. Sometimes, it is defined as a discourse connective, which is a conjunction joining sentences.

⁵M.A.K Halliday and Hasan Ruqaiya, *Cohesion in English* (New York and London: Longman .1976) p.6

Based on explained above, the researcher find out categories of grammatical cohesion in Barack Obama's speech, such as reference and substitution. Barack Obama's speech has the power such as masterful pauses, Strong, quotable statements, excellent eye contact, good use of rhetorical devices; example: "I'm grateful for your hospitality and the hospitality of the people of Egypt. And I'm also proud to carry with me the good will of the American people and a greeting of peace from Muslim communities in my country: Assalamu'alaikum". The use of "**I**" is called as exophoric reference in all sentences above because "**I**" refers to speaker (*Obama*) that is not mentioned in the text. "**I**" is categorized as head, existential, personal reference.⁶ The function of conjunction "**and**" is used to connect words, phrases, or clauses (independent clause) that has a position of equal or the same grammatical structure in a sentence. Beside that "**and**" is used to indicate additional facts about words, phrases, clauses, or sentences before. "**And**" is additive conjunction in the category of simple additive relation.⁷

"This country has more wealth than any nation, *but that's not what* makes us rich. We have the most powerful military in history, *but that's not what* makes us strong. Our university, our culture are all the envy of the world, *but that's not what* keeps the world coming to our shores." Anaphora is the repetition of a word or phrase at the start of successive clauses or sentences. Usage of 'Anaphora' as a rhetorical device helps to convey and reinforce a certain message in a successive manner that resonates with the audience like layering a Lego brick atop another

⁶Siti Nurjannah, *cohesion in barack obama's second victory speech Discourse analysis*, (Makasar: Hasanuddin University 2013), P.41

⁷Siti Nurjannah, *cohesion in barack obama's second victory speech Discourse analysis*, (Makasar: Hasanuddin University 2013), P.63

sequentially. "Thank you for believing all the way, through every hill, through every valley." Metaphor is compares two different things in a figurative sense. Metaphors convey ideas that may be somewhat abstract in an otherwise figurative and visual sense and this aids understanding, example: "As it has for more than two centuries, progress will come in fits and starts. It's not always a straight line. It's not always a smooth path."

The writer has some reasons why she chooses Barack Obama's speech to analyze. First, the writer interested with Obama's background life, such us he had lived in Indonesia because his mother remarried with an Indonesian oil manager and moved to Jakarta when Barack was six. Second, Barack is the first American President, whose bloody mixture of African-American or black skin. The last, He is President of the open against islam and trying to reconcile the American-Muslims after what the President has done before, that led to wars in Islamic countries such as Iraq, Iran, and Afghanistan. In his speech at a University in Cairo he said "the message that I hope I can pass on is that democracy, the rule of law, freedom of speech, freedom of religion, not just principles which must be implemented to them by the Western world. But I believe those principles is universal that can be grabbed and defined as part of the national identity of the Islamic countries".

The researcher of this study shows that two kinds of grammatical cohesion namely reference and conjunction are found in the text of Barack Obama's speech. Based on description above, this study focus on the An Analysis on Barack Obama's Speech viewed from Grammatical Cohesion.

B. Identification of The Research Problem

After reading the text of Barack Obama's speech, the researcher find out there some problem as follow :

1. Grammatical cohesion has the dominant types that used in analyzing this speech.
2. Grammatical cohesion has function which are used in analyzing these speech.

C. Limitation of Research Problem

Based on the previous explanation, the writer would like to limit the discussion in order to avoid an overlapping explanation that may occur. Therefore, the writer limits her analysis on grammatical cohesion (reference and conjunction). Term grammatical cohesion was divided into two categories, they were conjunction and reference. Which are found in the text of the Barack Obama's Speech on November 2016.

D. Research Question

Based on the limitation of problem above, the researcher question are:

1. What kind and dominant of Grammatical Cohesion found in text of Barack Obama's Speech?
2. What is the function of grammatical cohesion?

E. Objective Of The Research

Based on research question above, the research has several objective of the study:

1. To identify how grammatical cohesion are used on Barack Obama's speech.
2. To describe the function of grammatical cohesion in Barack Obama's speech.

F. Significance Of The Research

After conducting this study, it is expected to give valuable contribution to the language users; speakers and writers. This study can be used as additional information in learning and applying good grammatical cohesion especially in the speech text. Moreover, this study also expected will be useful for the next researchers who interested in doing similar study and for those who have a great attention to the cohesion in both of written and spoken text.

G. Definition of Key Term

The title of the study is "An Analysis on Barack Obama's Speech Viewed From Grammatical Cohesion. In order to make clearer, the researcher would like to describe operational of those research as follow:

1. Cohesion is there is a concept, idea, thought, or idea, that can be understood by readers (in discourse) or listeners (in oral discourse).
2. Grammatical cohesion is grammatical connections between clauses and sentences in written discourse.
3. Obama's Speech is speech delivered at state event which contains elements of culture, politics, international relations and so on.

CHAPTER II

LITERATURE RIVIEW

A. Discourse Analysis

Discourse Analysis is parts of linguistic where this study focus on spoken and written language use in relation to social factors that influence our daily interactions. It deals with the way people use language in its appropriate context. i.e, in certain ways to have certain affects; in order to construct versions of their experiences “When it is restricted to linguistic issues, discourse analysis focuses on the record (spoken and written) of the process by which language is used in some context to express intention”.⁸The focus of discourse analysis is any form of written or a spoken language such as: conversation, dialog, articles, books, and so on discourse analysis is often described as “language-in-use” by means; the way of understanding social interactions, and how written and spoken texts are used in a specific contexts to make meanings. “It tends to focus specifically on aspects of what is unsaid or unwritten (yet communicated) within the discourse being analyzed”.⁹

A discourse analysis consists of a description, interpretation, explanation and in some variants also critique of discourses, including their development and what consequences they have for the phenomenon under study. Linguistic traditions define discourse solely as the units of written and spoken communication under study and focus on the content of texts and

⁸G.Yule and Brown, *Teaching The Language Spoken Language* (Cambride: Cambridge University Press1978)p.83

⁹G.Yule and Brown, *Teaching The Language Spoken Language* (Cambride: Cambridge University Press1978)p.84

conversations. Other social science traditions define discourse as being derived from and dependent on social practices the complex mix of cultural norms, disciplines and rituals which govern discursive formations. A good discourse has to take attention in relation between sentences and keep relevance and harmony between sentences. Discourse is linguistic unit that more big than sentence. A context in discourse divided into two types; first is cohesion (grammatical context) and second is coherence (lexical context)".¹⁰

The organization of stretches of language greater than a sentence it can focus on conversation, written language, when searching for patterning of the language. Discourse analysis must determine the units of these larger stretches of language, how these units are signaled by specific linguistic markers, and/or the processes involved in producing and comprehending larger stretches of language. Discourse Analysis has grown into a wide ranging and heterogeneous discipline which finds its unity in the description of language above the sentence and an interest in the contexts and cultural influences which effect language in use.¹¹

The study of discourse or discourse analysis is concerned with how speakers combine sentences into boarder speech units. Another expert, Gillbert and Mulkay's study of scientists' of discourse in Woofit pointed out D iscourse Analysis as he focus on the functional orientation of language use, the

¹⁰M.A.K Halliday and Hasan Ruqaiya, *Cohesion in English* (New York and London: Longman .1976).

¹¹McCarthy,*Discourse Analysis for Language Teachers*, p.07

acknowledgment of variability in accounts, and the examination of broad regularities in the ways in which accounts are constructed.¹²

Discourse is the way of combining and integrating language, actions, reactions, and ways of thinking, believing, valuing, and using various symbols, tools, and objects to enact a particular sort of socially recognizable identity.¹³ Unlike the sentence whose boundaries appear intuitively clear, the discourse unit is not as clearly definable. In other words, discourse has unlimited boundaries that cover a lot of domains, especially social domains. It is like a statement that reveals by Teun A. Van Dijk discourse is a category that belongs to and derives from the social domain.¹⁴

In addition, Ihsan quoted from Cutting he explains that the similarity between pragmatics and discourse analysis, is analyzing a language as a tool of communication either spoken or written, therefore all forms such as: conversation, speech, essay, letter, etc. are including pragmatics and discourse analysis discussion.¹⁵

Generally, discourse refers to a text unit whether it is spoken language or written language, it does not need to refer to the rational and logic contents. Such as, poem, conversation, tragedy, etc. A unit of discourse structure is closer to lexical unit than syntactic unit.

¹²Robin Woofit, *Conversation Analysis And Discourse Analysis*, (London: SAGE Publishing 2005) p.25

¹³James Paul Gee, *How to do Discourse Analysis, a tool kit First Edition* (New York and London : Routledge Taylor and Francis Group 2011) p.21

¹⁴Teun A. Van Dijk.1985.p.27

¹⁵D. Ihsan, *Pragmatic, Analisis Wacana dan Guru Bahasa* (Palembang: Universitas Sriwijaya 2011) p.21

Leaving from the explanation above, the researcher pointed out that discourse analysis is study of the way to understanding and analyzes the discourse, whether in written and spoken or clearly discourse analysis is all what people “perceive” or “think” about any given topic.

B. Written and Spoken Language

In the written discourse, the writer has also the right to modify some written language where it is necessary, as well as, he has the possibility to check some words in a dictionary wherever he need and to cross others too. Emphasize the fact that the written discourse is encountered by the reader, the writer would not be able to clarify the intended meaning anymore and thus he can be doubtful about what the receiver can intend from the message conveyed. Cook expressed very explicitly the differences between the spoken and the written discourse emphasizing on their characteristics.

On the other hand, spoken language, as has often been pointed out, happens in time, and must therefore be produced and processed on line. There is no going back and changing or restructuring our words as there is in writing; there is often no time to pause and think, and while we are taking or listening, we cannot stand back and view the discourse in spatial or diagrammatic terms. In spoken narrative and anecdotes, speakers will often front place key orientation features for their listeners. These are most obviously time and place markers (‘once upon a time’, ‘one day’, ‘then, suddenly’, ‘at the corner’, ‘not far from here’, etc), but may also be foregrounding of key participants and information about them felt to be important for the listener.

Spoken language involves some problems which are absent in written discourse because in written discourse, the writer has usually a little time to think about what to say and how to say it. So, the spoken language involves a degree of spontaneity that is absent in the written language. For that, in spoken language, the speaker may make false starts or slips of the tongue which can be corrected in the ongoing speech.

When the speaker utters a given verbal account, it is most probably not preplanned unless when the speech given is presented in terms of a lecture based on a written record. Furthermore, the spoken language can be adjusted according to the interlocutor by the use of some international and paralinguistic features available to the speaker. The speaker also can ensure comprehensibility by modifying the utterances then to communicative situation, wherever the interlocutor shows a sign of comprehension.

C. Cohesion

The concept of cohesion is semantic one: it refers to relation of meaning that exist within the text, and that define it as text.¹⁶ Cohesion occurs when interpretation of some element in the discourse is dependent on that on another. The one presupposed the order, in the sense that it cannot be effectively decoded except by recourse to it. When this happens, a relation of cohesion is set up, and two elements presupposing and presupposed, are there by at least potentially integrated into a text.

¹⁶M.A.K Halliday and Hasan Ruqaiya, *Cohesion in English* (New York and London: Longman .1976) p.4

Cohesion is part of system of language.¹⁷ The potential for cohesion lies in the systematic resources of reference, ellipsis, and so on that are built into the language itself. The actualization of cohesion in any given instance, however, depends not merely on the selection of some option from within these resources, but also on the presence of some other element which resolves the presupposition that this set up.

The foundations of text linguistics was laid down by Halliday and Hasan's "Cohesion in English" in 1976. Cohesion is defined as the set of linguistic means we have available for creating texture¹⁸; i.e., the property of a text of being an interpretable whole (rather than unconnected sentences). Cohesion occurs "where the interpretation of some element in the text is dependent on that of another. The one presupposes the other, in the sense that it cannot be effectively decoded except by recourse to it."¹⁹ the configuration of cohesion constitutes and defines a text. It incorporates the semantic, lexical, grammatical and structural resources of reference, substitution, ellipsis, conjunction and lexical cohesion. Halliday and Hasan view cohesion as a semantic relation based on the central notion of presupposition- one element presupposes another which is located somewhere in the text (anaphora or cataphora) or in the context of situation (exophora) and which is essential for text interpretation. Presupposition is realized at three levels: the semantic level (as in the case of reference) which has the semantic property of

¹⁷Halliday and Hasan, *Cohesion in English*, p.5

¹⁸Halliday and Hasan, *Cohesion in English*, 2

¹⁹Halliday and Hasan, *Cohesion in English*. P.4

definiteness and specificity, the lexicon grammatical level (as in the case of substitution and ellipsis) and the grammatical level as in the case of conjunctions.

Cohesion refers to the “non-structural text-forming relations”²⁰The concept of cohesion in text is related to semantic ties or “relations of meanings that exist within the text, and that define it as a text” (ibid: 4). Within text, if a previously mentioned item is referred to again and is dependent upon another element, it is considered a tie. Without semantic ties, sentences or utterances would seem to lack any type of relationship to each other and might not be considered text. Halliday and Hasan (ibid: 4) refer to this intertextual link as “the presupposing” and “the presupposed”.Forexample, “Wash and core six cooking apples. Put them into a fireproof dish.”(ibid): The word “them” presupposes “apples” and provides a semantic tie between the two sentences, thus creating cohesion. Cohesion creates interdependency in text.

Presupposition is realized at three levels: the semantic level (as in the For Halliday and Hasan, the organization of text (which they term texture) is made up (in large part) of relationships amongst items in the text, some semantic, some grammatical, which they refer to as cohesive ties.

1. Dooley and Levinsohn’s Common types of cohesion

Each language will, of course, have its own range of devices which can be used for cohesion, but some general types will be found cross-

²⁰Halliday and Hasan, cohesion in english p. 7

linguistically.²¹ They present six major common types of cohesive devices which be found cross-linguistically, taken largely from the treatment of cohesion by Haliday and Hasan. The six common types of cohesion designated by Dooley and Levinsohn are descriptive expressions alluding to entities mentioned earlier, identity, lexical relation, morphosyntactic patterns, signal of relation between propositions and intonation patterns.

2. Brown and Yule's theory

Working in the area of discourse analysis, brown and Yule developed a theory cohesion and coherence that is partly based on that of Halliday and Hasan in the case of cohesion and partly related to that of Beaugrande and Dressler (1981) in the case of coherence. As far as cohesion is concerned. In this section we shall give a brief outline of the account provided by Halliday and Hasan (1976) since this by far the most comprehensive treatment of the subject and has become the standard text in this area.²²

However, it is important to notice that besides this brief outline Brown and Yule focused their discussion on such cohesive markers as endophora and substitution. As for as the distinction between endophora and exophora, brown and Yule adopt a different view from that of Halliday and Hasan (1976) and thus suggest that, in both cases, text receivers have to look into their mental representation of what is in the text, i.e., a world created by the discourse. In the case of exophora, they have a mental representation of what the text, i.e., what is in world beyond the text. As regards substitution,

²¹Levinsohn and Dooley, *Analyzing Discourse: A Manual Basic concepts* (SIL International and University of North Dakota 2000) p.27.

²²Brown and Yule, *Teaching The Language Spoken Language*, p.190

Brown and Yule point out that Halliday and Hasan's model of cohesion does not "accommodate" the various connections which do exist in texts" since they are mainly concerned with providing the linguistic resources that mark cohesive relationships rather than with how language users understand texts.

Brown and Yule's view is also adopted here. Interestingly, Brown and Yule have gone one step further by adopting what seems to be a pragmatic approach to the discussion of discourse reference and pronouns in discourse. Concerning discourse reference. Successful reference depends on the hearer's identifying for the purposes of understanding the current linguistic message, the speaker's intended referent, on the basis of the referring expression used.²³ This speaker-hearer perspective in the identification.

Discourse reference is an introduction to pragmatics and psychology of comprehension which are not used in Halliday and Hasan's theory of Cohesion. Regarding pronouns in discourse, Brown and Yule have discussed several examples and come to the conclusion that the interpretation of pronominal reference in decontextualised sentence pairs is sometimes misleading and, therefore, suggest this interpretation should be based on more naturally occurring discourse of different types.

3. Halliday and Hasan's sources of cohesion in English

Halliday and Hasan present a thorough treatment of cohesion in English in their foundational book, *Cohesion in English*. They posit that five

²³Brown and Yule, *Teaching The Language Spoken Language*, p.205

sources of cohesion can be found in English: cohesion through reference, cohesion through substitution, cohesion through ellipsis, cohesion through conjunction and cohesion through lexical items. Of these various types of cohesive relations, the first four are grammatical, while the other is lexical.

D. Grammatical Cohesion

Grammatical cohesion is grammatical connections between clauses and sentences in written discourse. There are four types of grammatical cohesion ties in English that are related to the grammar of the text: reference, ellipsis, substitution, and conjunction.²⁴ The use of those are different. Reference for referring to other words, ellipsis to omitting the word which is not important to be already understood, the assumption, substitution focus on replacement of a word or a group word with dummy word “do, one and ones”, conjunction focuses on a word connecting from word-word, phrase-phrase or clause-clause and sentence-sentence.

1. Reference

Reference is a grammatical cohesion device in a text that can only be interpreted with reference either to some other parts of the text or to the world experienced by the sender and the receiver of the text.²⁵ Reference is with the expectations with the demonstrative adverbs, part of system of determiners in the noun phrase.²⁶ In general, reference is subcategorized in two groups: exophora or exophoric reference (situational reference which is not cohesive) and endophora, or endophoric reference (textual reference).

²⁴Halliday and Hasan, *Cohesion in English*, p.6

²⁵Halliday and Hasan, *Cohesion in English*, p.31

²⁶Maria TeresaTaboada, *Building Coherence and Cohesion* , p.160

Endophora reference may be either anaphora (reference to preceding text) or cataphora (reference to following text).

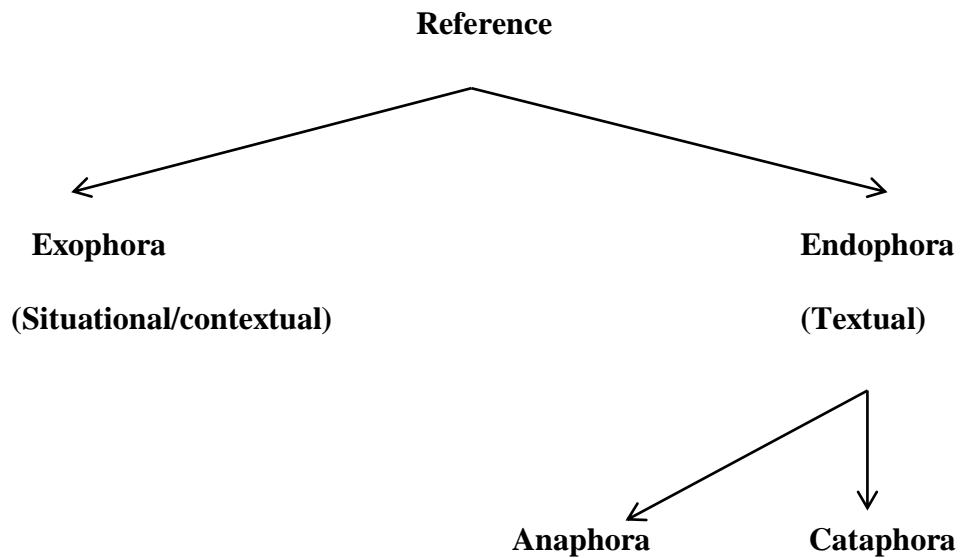


Figure 2.1 Kinds of Reference (Halliday and Hassan, 1976: 33).

Exophora is not simply synonym for referential meaning. An exophoric item is one which does not name anything. It signals that reference must be made to the context of situation. It embodies an instruction to retrieve from elsewhere the information necessary from interpreting the passage.²⁷ Exophoric reference contributes to the creations of the text, in that it links the language with the context of situation, but it does not contribute to the integration of one passage with another.²⁸

Endophora is as the norm, not implying but this that it is the logically prior form of the reference relation, but merely it is the form of which it plays

²⁷Halliday and Hasan, *Cohesion in English* p.33

²⁸Halliday and Hasan, *Cohesion in English* p.37

a part in cohesion and which therefore has priority in the context of present study.²⁹ There are two kinds of endophora reference; they are :

a. Anaphoric Reference

The key of anaphoric reference is look back at previous sentences and Cataphoric is reference requiring look forward.³⁰

The example:

“Mr Hakim is a flower seller who is handsome boy in his village. He is very kind and patient people. All of people like him.”

In order to interpret the word he, we should refer back to the previous sentence named Mr Hakim. The anaphoric is Mr Hakim.

b. Cataphoric Reference

Cataphoric reference is reference requiring look forward the next text in order to identify the reference.³¹

The example:

“Oh... my beautiful girl has come, how are you?” (said handsome man in the garden)

“I’m fine... my handsome man is fine, isn’t he?”

In order to interpret the reference handsome man, the readers should refer to the next text. And cataphoric here is my beautiful girl.

There are three types of reference: personal reference, demonstrative

²⁹Halliday and Hasan, *Cohesio in English*, p.37

³⁰Siti Nurjannah, *cohesion in barack obama’s second victory speech Discourse analysis*, (Makasar: Hasanuddin University 2013), P.19

³¹Halliday and Hasan, *Cohesio in English*, p.33

reference, comparative reference.³² Personal reference is reference by means of function in the speech situation, through the category of person. There are classes of personal reference: personal pronouns, possessive adjectives (possessive determiners), and possessive pronouns.³³ Demonstrative reference is reference by means of location, on a scale of proximity. These demonstrative are also semantically subcategorized into selective and non-selective demonstrative. Comparative reference is indirect reference by means of identity or similarity. The reference may be anaphoric, or cataphoric or even exophoric depending on its referent point. There are types of reference:

a) Personal Reference

Personal reference is reference by means of function in the speech situation.³⁴ Personal pronoun is a reference by means of function in the speech situation, that refers to person. It is used the first person, the second person and third person. It is usually used for singular or plural person. There is no general name for this category traditional grammar because the members of it belong to different classes with disserve structural roles but in fact they represent a single system.

³²Halliday and Hasan, *Cohesion and English*, p.38

³³Halliday and Hasan, *Cohesion and English*, p.54

³⁴Halliday and Hasan, *Cohesion and English*.p.37

Table 2.1 Categories of grammatical function and class personal reference

<i>Semantic category</i> <i>Grammatical Function</i> <i>Class</i>	Existential	Possessive	
	Head		Modifier
	Noun (pronoun)	Determiner	
<i>Person :</i>			
Speakers (only)			
Address (s), with/without	I me	Mine	My
Other person(s)			
Speaker and other person(s)	You	Yours	Your
Other person, male	We us	Ours	Our
Other person, female	He him	His	His
Object; passage of text	She her	Hers	Her
Generalized person	They their	Theirs	Their
	It	[Its]	Its
	One		One's

Adopted From :M.A.K Halliday and Ruqaiyah Hasan, *Cohesion in English* pages 38.

b) Demonstrative Reference

Demonstrative reference is reference by means of location on a scale of proximity.³⁵ It is essentially a form of verbal pointing. The speaker identifies or points out the referent by locating it on scale of proximity. Demonstrative reference uses determiners and adverbs such as this, these, here, those, to point to other items in the text.³⁶ These demonstrative are also semantically subcategorized into selective demonstratives and non-selective demonstrative. The demonstrative English is described in the following table below.

³⁵M.A.K Halliday and Ruqaiyah Hasan, *Cohesion in English*, p.37

³⁶Maria Teresa Taboada, *Building Coherence and Cohesion*, (Amsterdam/Philadelphia, Netherland: Jhon Benjamins publishing Company 2004), p. 161

Table 2.2 Categories of grammatical function and class demonstrative reference

<i>Semantic Category</i>	Selective		Non-selective
<i>Grammatical Function</i>	Modifier/head	Adjunct	Modifier
<i>Class</i>	Determiner	Adverb	Determiner
Proximity:			
<i>Near</i>	This these	Here [now]	
<i>Far</i>	That those	There then	
<i>Neutral</i>			The

Adopted From :M.A.K Halliday and Ruqaiyah Hasan, Cohesion in English pages 38

c) Comparative Reference

Comparative reference is indirect reference by means of identity or similarity.³⁷ It is employed to describe the referent denoted by comparing its features to that another referent denoted in the preceding text. Two distinct categories may be distinguished according to word class in both languages: adjective and adverbs.

³⁷M.A.K Haalliday and Ruqaiyah Hasan, *Cohesion in English*, p.39

Table 2.3 Categories of grammatical function and class comparative reference

<i>Grammatical function</i>	Modifier:	Submodifier/ Adjunct
	Deictic/epithet (See below)	
<i>General comparison:</i>	<i>Class</i> Adjective	Adverb
	Identity	Identically
	General identity	Similarly likewise
	Difference (ie non identity or similarity)	So such Differently otherwise
<i>Particular comparison:</i>	Better, more, etc [Comparative adjectives and quantifiers]	So more less equally

Adopted From :M.A.K Halliday and Ruqaiyah Hasan, *Cohesion in English* pages 3

Table 2.4 The additional conclusion

No	Grammatical Class	Determiner	Adverb
1	Identical	Same, equal, identical	Identically
2	Similarity	Similar, additional	Similarly, likewise
3	Difference	Other, different, else	Differently, otherwise
4	Particular Comparison	Better, more, etc	So, more, less, equally

Sources: Betty Schramper Azar and Robert Krohn (1990: 17).

e.g. she and aunt are difference

The most concrete example reference are thrid person pronouns:

(he/him/his), (she/her/her), (it/it/its), (thy/them/their).

2. Conjunction

It is cohesive device because it signals relationship that can only be fully understood through reference to other parts of text.³⁸ By using conjunction, we see the way of grammatical contribution to textually is systematically connected to what has gone before. Conjunction does not depend either on referential meaning or on identity or association of wording. Conjunction is divided into four types as described as additive, adversative, causal and temporal.³⁹

a. Additive

Additive conjunction serves to further the discourse topic. It differs from the paratactic relation of coordination by introducing the new clause

³⁸Halliday and Hasan, *Cohesion and English*, p226

³⁹Halliday and Hasan, *Cohesion in English*, p.227

as an extra piece of information, perhaps reinforcing what has already been said.⁴⁰

Here is conjunctive relation of additive type:

Simple additive relation (external and internal)

- Additive : and. And also, and..too
- Negative : nor, and...not,not...either, neither
- Alternative : or ir else

Comparative relation (internal)

- Similar : like wish, similarly, in the same, in (just) this way
- Dissimilar : in the other hand, by contrast, conversely

Appositive relation (internal)

- Expository : that is, i mean, in other hand, to put in another way
- Exemplificatory : for instance, for example, thus.

For example :

The party got to the summit *and* had their lunch. *And* they had time for a rest afterwards.

Here the first *and* coordinates the propositions *the party got to the summit* and *had their lunch*. The second *and*, however, introduces a supplementary idea.

⁴⁰Halliday and Hasan, *Cohesion in English*,,p.231

b. Adversative

Adversative conjunction is explained as introducing an item of information which is 'contrary to expectation'.⁴¹ The expectation may be derived from the content of what is being said, or from the communication process, the speaker-hearer situation. This is the type of adversative conjunction :

Addversative relation 'proper' (in spite of) (external and internal)

- Simple : yet, though, only
- Containing 'and' : but
- Emphatic : however, nevertheless, despite this, all the same

Constrative relation (as against) (external)

- Simple : but, and
- Emphatic : however, in the other hand, at the same

Constrative relation (as against) (internal)

- Avowal : in fact, as a matter of fact, to tell the truth, actually, in the point of fact.

Corrective relation ('not...but) (internal)

- Correction of meaning : instead, rather, on the contrary
- Correcting of wording : at least, rather, I mean

Dismissive (generalized adversative) relation ('so matter __stil')

- Dismissal closed : in any/either, case/event

⁴¹M.A.K Halliday and Hasan Ruqaiya, *Cohesion in English* (New York and London: Longman .1976) p.244

Dismissal open-ended : any how, at any rate, in any ease

For the example :

I'm afraid I'll be home late tonight. However, I won't have to go in until tomorrow. I quite like being chatted up when I'm sitting in a bar having a drink. On the other hand, I hate it if...you know...if the guy starts to make a nuisance of him.

c. Causal conjunction

The relationship is one of cause and consequence. Causal conjunction marks the relationships of reason, consequence and purposes.⁴² The summary of the casual type is expressed by the following form below :

Causal relation, general (because...so) (external internal)

Simple : so, thus, hence, therefore

Emphatic : accordingly, consequently, because of this.

Causal relation, specific

Reason : (mainly external) for this reason, an account of this
(internal) it follows, on this basis

Result : (mainly external) as a result of this (internal)
arising out of this

Purposes : (mainly external) for this purposes
(internal) to this end

⁴²Halliday and Hasan, *Cohesion in English*, p.256

Reversed causal relation general

Simple : for, because

Condition relation (if...then) (external internal)

Simple : then

Emphatic : in that case, that being the case

Generalized : under the circumstances

Reversed polarity : otherwise, under the circumstances

Respective relation (with respect) (internal)

Direct : with regards to this, here

Reserved polarity : otherwise, in the either respects

d. Temporal conjunction

Temporal relationships exist when the vents in a text are related in terms of the timing of their occurring.⁴³ There are the types of temporal conjunction, here are :

Simple temporal : and, then earlier, afterword

Complex temporal relation : at one, thereupon

Conclusive relation : finally, at last, in the end

Sequence and conclusive relation : first, them, at first

Temporal relation : the, next, secondly, finally

Have and now : up to know, to this point

Summary relations : to sum up, to resume

For the example :

⁴³Halliday and Hasan, *Cohesion in English*, p.261

Brick tea is blend that has been compressed into a cake. It is taken mainly by the minority groups in China. First, it is ground to a dust then it is usually cooked in milk.

C. Mini Biography Barack Obama

Barack Obama was born to a white American mother, Ann Dunham, and a black Kenyan father, Barack Obama Sr., who were both young college students at the University of Hawaii. When his father left for Harvard, she and Barack stayed behind, and his father ultimately returned alone to Kenya, where he worked as a government economist. Barack's mother remarried an Indonesian oil manager and moved to Jakarta when Barack was six. He later recounted Indonesia as simultaneously lush and a harrowing exposure to tropical poverty.

He returned to Hawaii, where he was brought up largely by his grandparents. The family lived in a small apartment - his grandfather was a furniture salesman and an unsuccessful insurance agent and his grandmother worked in a bank - but Barack managed to get into Punahou School, Hawaii's top prep academy. His father wrote to him regularly but, though he traveled around the world on official business for Kenya, he visited only once, when Barack was ten.

Obama attended Columbia University, but found New York's racial tension inescapable. He became a community organizer for a small Chicago church-based group for three years, helping poor South Side residents cope with a wave of plant closings. He then attended Harvard Law School, and in

1990 became the first African-American editor of the Harvard Law Review. He turned down a prestigious judicial clerkship, choosing instead to practice civil-rights law back in Chicago, representing victims of housing and employment discrimination and working on voting-rights legislation. He also began teaching at the University of Chicago Law School, and married Michelle Robinson, a fellow attorney. Eventually he was elected to the Illinois state senate, where his district included both Hyde Park and some of the poorest ghettos on the South Side. In 2004 Obama was elected to the U.S. Senate as a Democrat, representing Illinois, and he gained national attention by giving a rousing and well-received keynote speech at the Democratic National Convention in Boston. In 2008 he ran for President, and despite having only four years of national political experience, he won. In January 2009, he was sworn in as the 44th President of the United States, and the first African-American ever elected to that position. Obama was reelected to a second term in November 2012.

D. Some Related Previous Studies

Some studies will be related to the analysis of Cohesive device. Fachrul Rozi (2013) analyzed Grammatical and Lexical Cohesion based on M.A.K Halliday and Ruqaiyah Hasan (1976). He analyzed the Headline news of Jakarta Post. He analyzed the headline news by using cohesive device that found in the headline news. He found that the author used M.A.K Halliday and Ruqaiyah Hasan cohesion model almost in each text.

Siti Nurjannah (2013) analyzed Cohesion in Barack Obama's Second Victory speech Discourse analysis. She analyzed the speech of Barrack Obama Second Victory speech. She analyzed the speech by using cohesive device that found in the speech. She found the reference is the dominant of cohesive device, while the least a general word.

Yuniarti (2009) analyzed ellipsis and substitution as proposed by Quirk and Greenbaum (1973). She analyzed the dialogue texts from LKS (Intan, Gita, and Tiga Serangkai) at the second year of senior high school (SMA 2 Giri Mulya, Bengkulu Utara). The sample of her research is dialogue texts from three textbooks. She analyzed the text by using ellipsis that found in the dialogue. She found nominal ellipsis is most dominant.

Basically, the researcher has the same topic about cohesion as previous study. However, this research tries to focus on the Grammatical Cohesion that found from some Barack Obama's speech. In which the second previous studies focus on different subject.

CHAPTER III

RESEARCH METHOD

A. Research Design

The methodology used in conducting this paper is descriptive and qualitative research method. According to Gay, et al, descriptive qualitative method is study which is the data analysis involves summarizing data in a dependable and accurate manner and leads to the presentation of the study findings in a manner that has an air of undeniability⁴⁴. This qualitative methodology provides more advanced information so that it benefits the field of sciences and is easily applied to any issues. In addition, Moleong explained that the human as the instrument of qualitative research and the data from of words, pictures, and statistics⁴⁵. It means that qualitative research is a research to describe the data in form of words or picture with developing deep understanding and full description of the data in form of long report and narrative. In this case, the ability of the researcher in the analyzing the data is as basic instrument to explore the data. The describe the data form narrative report. In this research, the researcher describe clearly about the grammatical cohesion used in Barack Obama's speech from words and sentences on his speech to know the issues or discourse that the delivered through his speech through discourse analysis approach.

⁴⁴L.R Gay, et al. *Educational Research: Competencies Anaysis and Application* – Third Edition. New York, Pearson, 2012, P. 465.

⁴⁵Lexy J Moleong. *Metode Penelitian Kualitatif*. Bandung, Rosdakarya, 2003. P. 6.

B. Subject Analysis

The subject of this study was speech of Obama on november 2016. The researcher choosed four of the speech. The speech as follows:

1. Presidential Election Outcome Address on November 9th 2016, Washington, D.C, USA.
2. Press conference post 2016 presidential election on November 14th 2016, Washington, D.C, USA.
3. Address to the people of Greece on November 16th 2016, Athens, Greece.
4. Joint presser with chancellor Angela Merkel on November 17th November 2016, Berlin, Germany.

C. Source The Data

As mentioned as the previous chapter, the researcher decides some Barrack Obama's speech as her source. The researcher choosed the text of Barrack Obama's speech on November 2016, she collects four texts speech to analyze. The researcher choose the script as speech in English has the main data, after collecting the script, the researcher compiles the theory related to study. In this study, the data were collected through documentation. Document means something such a book, megazine, rules, daily book and soon. A document is simply past event that can be writtig, pictures or monumental masterpiece of someone. The prrimary source of the data in this thesis taken from youtube and transcript is taken from AmericanRhetoric.com by Michel E. Eidenmuller.

D. Procedure of the Research

Procedure for selecting the data based on data analysis.⁴⁶ As the source of the data, the researcher took three speech of Barack Obama's as the following procedures :

1. Pick up the video and transcript of the speech of Barack Obama's speech on November 2016.
2. Read the speech and then identified the data which are relevant to this writing.
3. Underline related Grammatical cohesion aspects based on the criteria of Halliday and Hasan cohesion.
4. Classify each term have got into grammatical cohesion.

E. Instrument of the Research

This research used instrument based on criteria of grammatical cohesion theory of Hasan And Halliday theory and the function used Renkema.

No	Aspect	Indicator
1.	Reference	
	Personal	Pronoun
	Demonstrative	Location
	Comparative	Identity and similarity
2.	Conjunction	
	Additive	Additional
	Adservative	Contrast
	Causal	Cause and reason
	Temporal	Sqeunce

⁴⁶ Michael Quinn Patton, *Qualitative research and Evaluation Methods*, (Thousand Oaks, London, New Delhi: Sage Publication), p.250

After knew what the criteria of grammatical cohesion, the researcher directly involves in selecting the data sources of her study by reading the text speech. She also directly involves in reducing the data sources. And she also plays the main person in identifying and analyzing the data sources in accordance to the problem of the study which have been formulated.

F. Data Validity

Due to determine the trustworthiness of the data, the researcher needed a technique of rechecking the data in the order to get a high rate of credibility. In the research, the researcher used technique of validity suggested by Moleong in form of “*Analysis Discussion Validity*”⁴⁷. In this case, the researcher had discussion about the data analysis with Ms. Resti Mayang Sari, M.Pd, the Assistance of lecturer Reading Comprehension of IAIN Bengkulu. This technique conducted by exploring the contemporary findings of the research with her. Then, after the technique analysis had been correct, the researcher continued to complete the research.

G. Technique for the Analysis and Interpreting the Data

The data which have been collected will be descriptively analyzed, presented, and reported. These several steps that will give a description about the process of data analysis, such as: (1) data reduction, (2) data presentation, and (3) data conclusion and its verification⁴⁸.

1. Data Reduction

⁴⁷ Lexy J. Moleong. Ibid, P. 179.

⁴⁸ Matthew B. Miles and A. Michael Hubberman, *Qualitative Data Analysis – Second Edition*. California, Sage Publications. 1994. P.21.

This is the first component of the analysis. It is a process of selecting, focusing, simplifying, and abstracting data. Data reduction is a part of analysing process that affirms, makes shorter and focus, eliminate unimportant things, and arrange the data so that the writer could make conclusion.

2. Data Presentation

Data presentation is a process of organizing information, description in form of narration that enables creating conclusion. This data presentation must refer to research problem in order to create description about detailed condition to be told and answered each of research problems.

3. Data Conclusion and its Verification.

Final conclusion will happen at the time of data gathering is over and it needs to be verified. The last component is a process of strengthening data which has been collected.

The data which is analyzed is based on the descriptive design or descriptive technique. The steps of descriptive design can be done for discourse analysis, such as: (1) choosing a kind of discourse which is analyzed by the writers. (2) deciding analysis unit, and (3) describing analysis unit or data unit.

After all the data was collected, the next step was analyzed the data by using the following steps :

1. Analysis and identify the data contains forms of grammatical cohesion by Halliday and Hasan (1976).

2. Calculate the data to find out the types of Grammatical cohesion and the frequency based on formula percentage. To count the percentage of the data, this research use Bugin's formula.⁴⁹

$$P = \frac{F}{N} \times 100\%$$

Note:

P = Percentage

F = Frequency

N = Total of Frequency

3. After counting the percentage of grammatical cohesion each types, researcher put the result in the table of cohesive.
4. Making conclusion.

⁴⁹Bugin,.P.171

CHAPTER IV

RESULT AND DISCUSSION

A. Result

The data are taken from Barack Obama's speech on November 2016. Those speech is analyzed based on the research problems. The researcher uses two theories to answer the research problems. Halliday and Hasan's theory is used to identify the kinds of the grammatical cohesion of Barack Obama's speech. Renkema's theory is used to identify the function of grammatical cohesion. The researcher presents the result of analysis that include grammatical cohesion which have two categories that are reference and conjunction used in Barack Obama's speech on November 2016.

This chapter discusses the data presentation and analysis of study. The first is the data presentation that describes the result from analysing and reading conscientiously of data collection. Then to acquire the reliable data, the data being analysed will be answered in this chapter as research questions.

The data in term of samples also presents as descriptively in this discussion, because it is the way to make the reader understand and comprehend, especially for other non-academic readers.

1. The Percentage of Grammatical Cohesion

In this thesis, there are six speech of obama. So we strated with the first speech.

1.1 Barack Obama speech entitled *Presidential Election Outcomes Address*.

a. References

The tables below summarize the results of type of grammatical cohesion “reference” found in Barack Obama on speech I.

Table 4.1. The Result of references in Barack Obama on speech I.

Type of References	Item of References	Occurrences	Total	%
Personal	It	11	139	49,29%
	They	4		
	Them	-		
	Us	1		
	Our	13		
	Their	3		
	Theirs	-		
	I	33		
	You	16		
	Your	2		
	Him	3		
	We	31		
	My	3		
	She	5		
	Her	4		
Demonstrative	This	15	123	43,62%
	That	49		
	These	-		
	Those	-		
	There	1		
	Then	2		
	The	48		
	Now	3		
Comparative	Same	1	20	7,09%
	Other	2		
	More	6		
	Bigger	1		
	As hard as	1		
	Better	3		
	Highest	1		
	Best	2		
	Stronger	1		
	Less	1		
	Harder	1		

The percentages of type of reference that found in Barack Obama’s speech entitled *Presidential Election Outcomes Address* are displayed in chart 4.1 below.

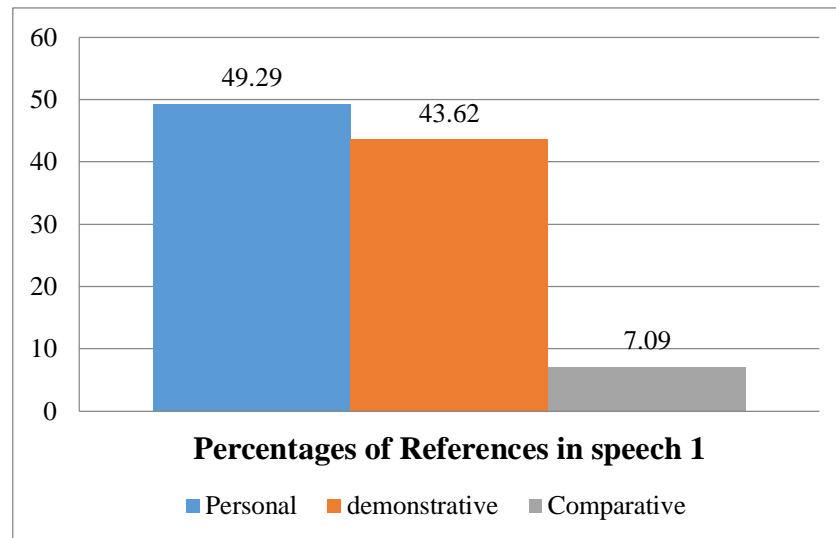


Chart 4.1 Graphic of type of reference that found in Barack Obama’s on speech I

Based on chart 4.1 above, it indicated that the reference found in Obama’s speech on November 2016. We can see the types of refernces, there were trhee types such as personal, demonstrative and comparative. Where the type of personal was dominant on speech I. The highest percentage type of reference was in personal, It was 49,29%. Type of demonstrative was second position on speech I, it was 43,62%. The last type is comparative. It was 7,09%.

b. Conjunction

The tables below summarize the results of type of grammatical cohesion “conjunction” that found in Barack Obama’s on speech I.

Table 4.2 The Result of conjunction in Barack Obama on speech

I.

Type of Conjunction	Item of Conjunction	Occurrences	Total	%
Additive	Or	2	62	53,44%
	And	45		
	Also	2		
	Thats	10		
Adversative	Actually	3	10	8,62%
	But	6		
	The point	1		
	through	1		
Causal	So	7	19	16,38%
	For	9		
	because	4		
Temporal	Yesterday	1	25	21,56%
	Before	2		
	Morning	3		
	Last night	3		
	Tomorrow	1		
	Next	4		
	First	5		
	After	1		
	When	2		
	Then	2		

The percentages of type of conjunction that found in Barack Obama's speech entitled *Presidential Election Outcomes Address* are displayed in chart 4.2 below.

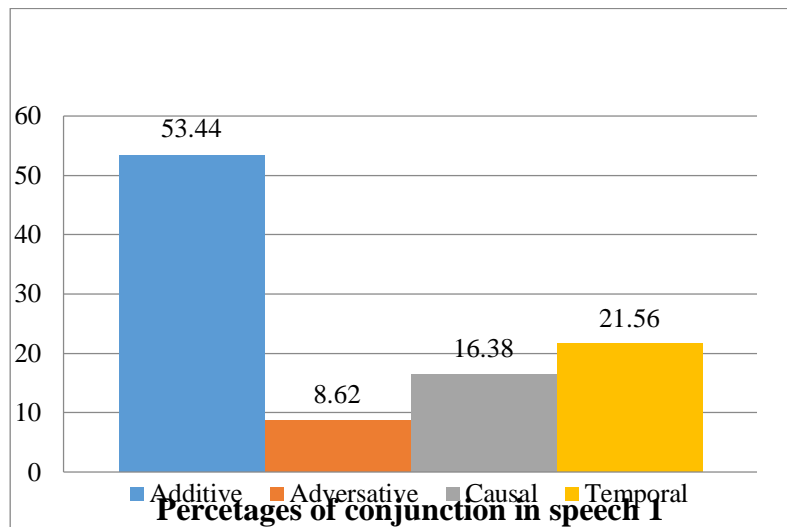


Chart 4.2 Graphic of type of conjunction that found in Barack Obama’s on speech I

Based on the chart 4.2 above shows that conjunction type additive was the most dominant in the speech I. The highest percentage type of conjunction was in additive, It was 53,44%. After additive, second position was temporal. It was 21,56%. The third position was causal. It was 16,38%. And the last position was addservative, it was 8,62%.

1.2 Barack Obama speech entitled *Press Conference Post 2016 Presidential Election.*

a. References

The tables below summarize the results of type of grammatical cohesion “reference” found in Barack Obama’s on speech II.

Table 4.3. The Result of references in Barack Obama on speech II

Type of References	Item of References	Occurrences	Total	%
Personal	It	11	721	49,%
	They	4		
	Them	-		
	Us	1		
	Our	13		
	Their	3		
	Theirs	-		
	I	33		
	You	16		
	Your	2		
	Him	3		
	We	31		
	My	3		
	She	5		
	Her	4		
Demonstrative	This	15	706	44,4%
	That	49		
	These	-		
	Those	-		
	There	1		
	Then	2		
	The	48		
	Now	3		
Comparative	Same	1	105	6,6%
	Other	2		
	More	6		
	Bigger	1		
	As hard as	1		
	Better	3		
	Highest	1		
	Best	2		
	Stronger	1		
	Less	1		
	Harder	1		

The percentages of type of reference that found in Barack Obama's speech entitled *Press Conference Post 2016 Presidential Election* are displayed in chart 4.3 below.

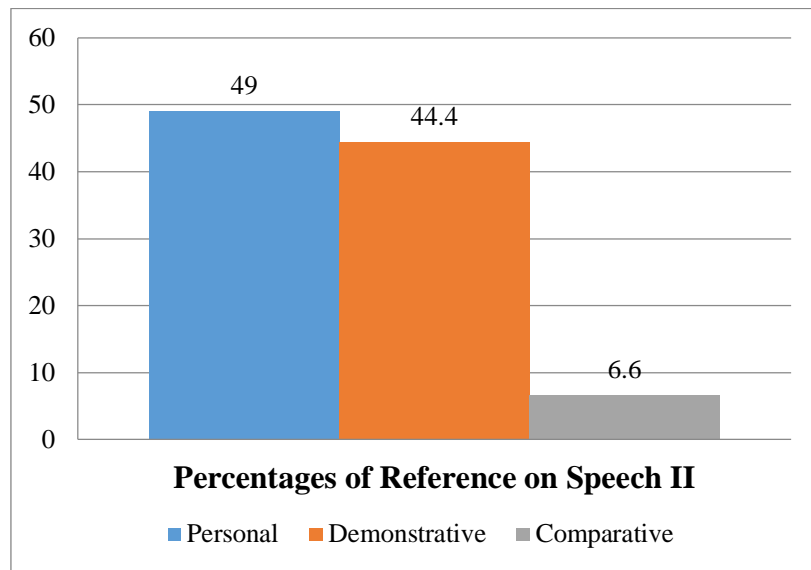


Chart 4.3 Graphic of type of reference that found in Barack Obama's on speech II

Based on graphic above showed the dominant of reference was same on speech I. It was personal (49%). Second position was demonstrative (44,4%) and the last was comparative (6,6%).

b. Conjunction

The tables below summarize the results of type of grammatical cohesion "Conjunction" found in Barack Obama's on speech II.

Table 4.4. The Result of conjunction in Barack Obama on speech II

Type of Conjunction	Item of Conjunction	Occurrences	Total	%
Additive	Or	2	3310	6,98%
	And	45		
	Also	2		
	Thats	10		
Adversative	Actually	3	63	11,99%
	But	6		
	The point	1		
	through	1		
Causal	So	7	108	20,22%
	For	9		
	because	4		
Temporal	Yesterday	1	31	5,9%
	Before	2		
	Morning	3		
	Last night	3		
	Tomorrow	1		
	Next	4		
	First	5		
	After	1		
	When	2		
	Then	2		

The percentages of type of conjunction that found in Barack Obama's speech entitled *Press Conference Post 2016 Presidential Election* are displayed in chart 4.4 below.

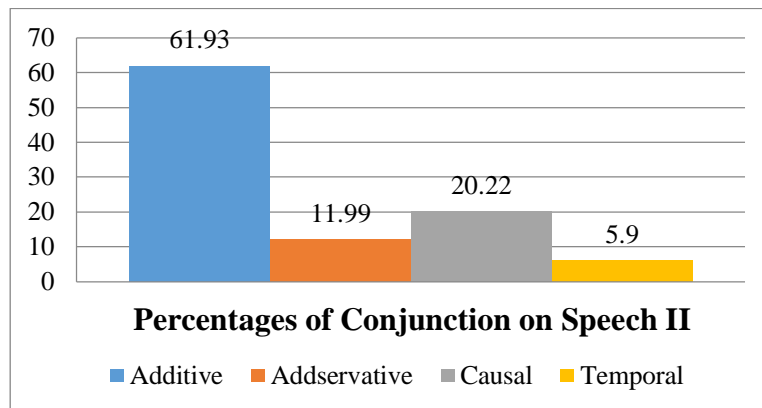


Chart 4.4 Graphic of type of conjunction that found in Barack Obama’s on speech II

The graphic above shows the percentage of conjunction on speech II. That shows the conjunction type additive was dominant. It was 61,98%. Causal was second position after additive. It was 20,22%. The third position was addservative. It was 11,99%. And the last position was temporal with percentage 5,9%.

1.3 Barack Obama speech entitled *Address to the People of Greece.*

a. References

The tables below summarize the results of type of grammatical cohesion “reference” found in Barack Obama’s on speech III.

Table 4.5 The Result of references in Barack Obama on speech III

Type of References	Item of References	Occurrences	Total	%
Personal	It	11	413	70,11%
	They	4		
	Them	-		
	Us	1		
	Our	13		
	Their	3		
	Theirs	-		
	I	33		
	You	16		
	Your	2		
	Him	3		
	We	31		
	My	3		
	She	5		
	Her	4		
Demonstrative	This	15	46	8%
	That	49		
	These	-		
	Those	-		
	There	1		
	Then	2		
	The	48		
	Now	3		
Comparative	Same	1	130	22,07%
	Other	2		
	More	6		
	Bigger	1		
	As hard as	1		
	Better	3		
	Highest	1		
	Best	2		
	Stronger	1		
	Less	1		
	Harder	1		

The percentages of type of reference that found in Barack Obama’s speech entitled *Address to the People of Greece* are displayed in chart 4.5 below.

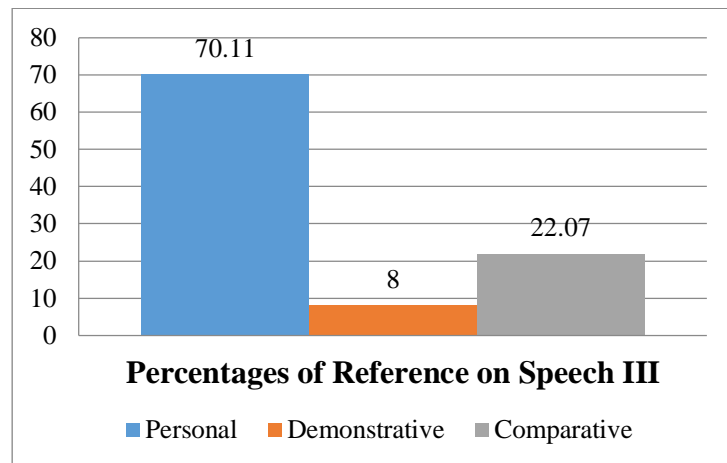


Chart 4.5 Graphic of type of Reference that found in Barack Obama’s on speech III

From the graphic above showed the dominant of reference was same on speech I and II. It was personal (70,11%). Second position was comparative (22,07%). And the last was demonstrative (8%).

b. Conjunction

The tables below summarize the results of type of grammatical cohesion “conjunction” found in Barack Obama’s on speech III.

Table 4.6. The Result of conjunction in Barack Obama on speech III

Type of Conjunction	Item of Conjunction	Occurrences	Total	%
Additive	Or	2	270	64,2%
	And	45		
	Also	2		
	Thats	10		
Adversative	Actually	3	45	10,6%
	But	6		
	The point	1		
	through	1		
Causal	So	7	91	21,6%
	For	9		
	because	4		
Temporal	Yesterday	1	15	3,6%
	Before	2		
	Morning	3		
	Last night	3		
	Tomorrow	1		
	Next	4		
	First	5		
	After	1		
	When	2		
	Then	2		

The percentages of type of reference that found in Barack Obama's speech entitled *Address to the People of Greece* are displayed in chart 4.6 below.

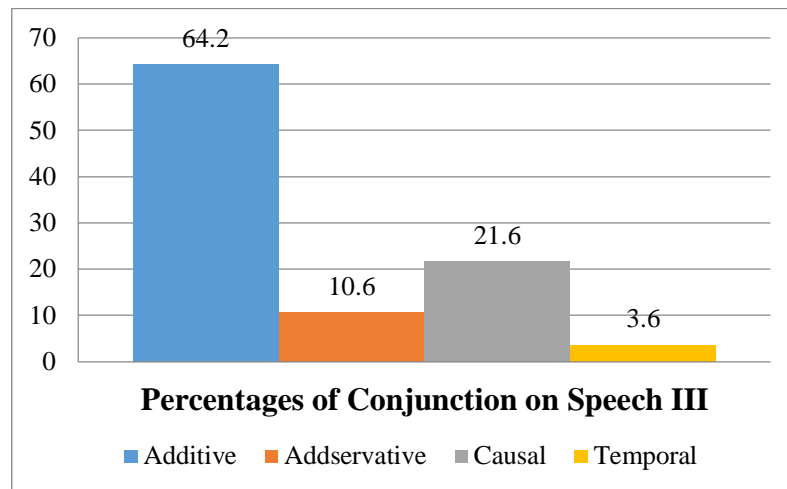


Chart 4.6 Graphic of type of Conjunction that found in Barack Obama’s on speech III

The graphic above shows the percentage of conjunction on speech II. That shows the conjunction type additive was dominant. It was 64,2%. Causal was second position after additive. It was 21,6%. The third position was addservative. It was 10,6%. And the last position was temporal with percentage 3,6%.

1.4 Barack Obama speech entitled *Joint Presser with Chancellor Angela Merkel.*

a. References

The tables below summarize the results of type of grammatical cohesion “reference” found in Barack Obama’s on speech IV.

Table 4.7. The Result of references in Barack Obama on speech IV

Type of References	Item of References	Occurrences	Total	%
Personal	It	11	411	44,92%
	They	4		
	Them	-		
	Us	1		
	Our	13		
	Their	3		
	Theirs	-		
	I	33		
	You	16		
	Your	2		
	Him	3		
	We	31		
	My	3		
	She	5		
	Her	4		
Demonstrative	This	15	456	49,83%
	That	49		
	These	-		
	Those	-		
	There	1		
	Then	2		
	The	48		
	Now	3		
Comparative	Same	1	48	5,25%
	Other	2		
	More	6		
	Bigger	1		
	As hard as	1		
	Better	3		
	Highest	1		
	Best	2		
	Stronger	1		
	Less	1		
	Harder	1		

The percentages of type of reference that found in Barack Obama’s speech entitled *Joint Presser with Chancellor Angela Merkel* are displayed in chart 4.7 below.

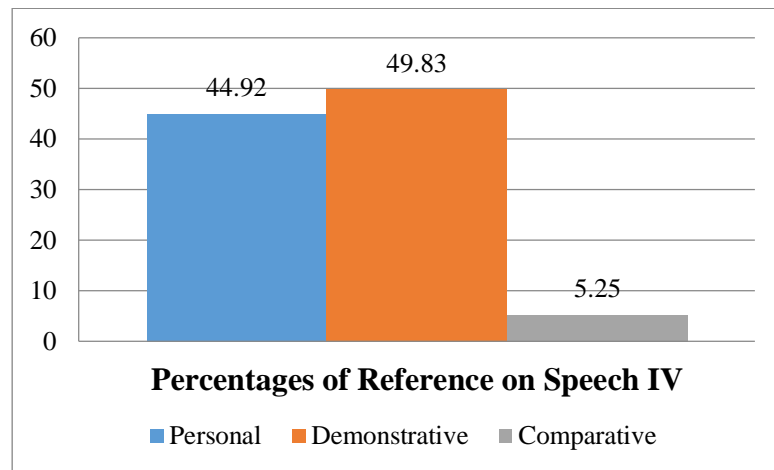


Chart 4.7 Graphic of type of Reference that found in Barack Obama’s on speech IV

On graphic speech IV, we can see the dominant different with another forward speech (I,II,III). It was demonstrative in first position (49,83%). Second position was personal (44.92%). The last position was the same with forward speech comparative (5,25%).

b. Conjunction

The tables below summarize the results of type of grammatical cohesion “conjunction” found in Barack Obama’s on speech IV.

Table 4.8. The Result of conjunction in Barack Obama on speech IV

Type of Conjunction	Item of Conjunction	Occurrences	Total	%
Additive	Or	2	247	75,84%
	And	45		
	Also	2		
	Thats	10		
Adversative	Actually	3	43	7,63%
	But	6		
	The point	1		
	through	1		
Causal	So	7	57	10,12%
	For	9		
	because	4		
Temporal	Yesterday	1	36	6,41%
	Before	2		
	Morning	3		
	Last night	3		
	Tomorrow	1		
	Next	4		
	First	5		
	After	1		
	When	2		
	Then	2		

The percentages of type of reference that found in Barack Obama's speech entitled *Joint Presser with Chancellor Angela Merkel* are displayed in chart 4.8 below.

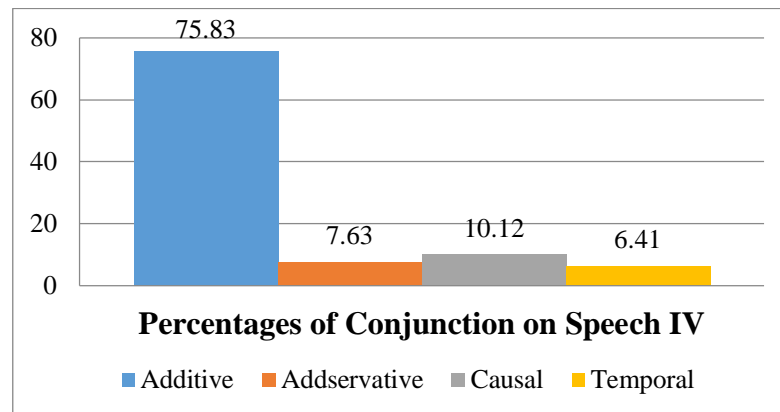


Chart 4.8 Graphic of type of Conjunction that found in Barack Obama’s on speech IV

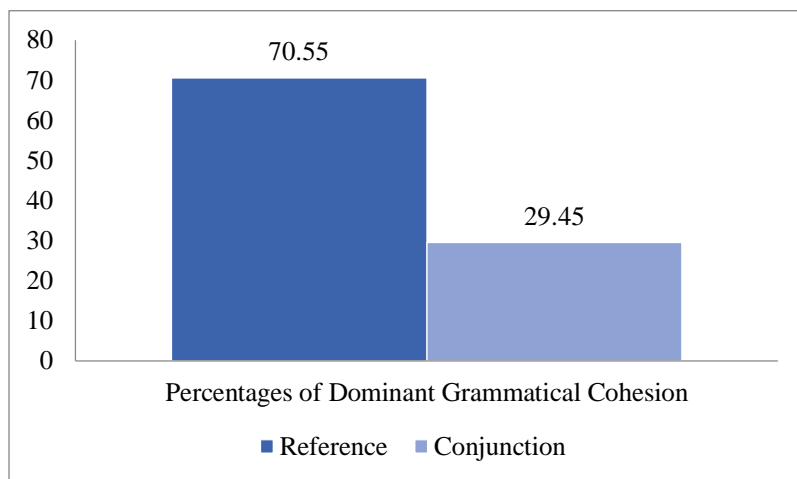
The graphic above shows the percentage of conjunction on speech II. That shows the conjunction type additive was dominant. It was 75,84%. Causal was second position after additive. It was 10,12%. The third position was addservative. It was 7,63%. And the last position was temporal with percentage 6,41%.

2. Summary of Findings

Reference is the specific nature of the information that is signaled for retrieval. In case of reference, the information to be retrieved is the referential meaning, the identity of the particular thing or class of things that is being referred to; the cohesion lies in the continuity of reference, whereby the something enters into the discourse a second time, (Halliday and Hasan, 1976:31). On other hand, Halliday and Hasan indicate that conjunctive relations are not tied to any particular sequence in the expression. The followings are the types of conjunction found in the texts, likes additive, adversative, causal and temporal.

The Dominant Of Grammatical Cohesion Of Barack Obama's Speech

On November.



Graphic 4.13 Percentages of dominant grammatical cohesion.

The graphic above, showed the type of grammatical cohesion on Obama's speech on November 2016. The type of reference was the dominant on Obama's speech, after we saw the graphic about reference was most percentage than any types. In conjunction the dominant was additive. The dominant of grammatical cohesion on Obama's speech was reference with 70,55%. Conjunction was 29.45%.

3. Analysis Grammatical Cohesion

Grammatical cohesion can support to create cohesive and coherence discourse. Grammatical relations being used in this field are divided into two types, such as: reference and conjunction.

From those four speech, the researcher found 3.040 items reference and 1.455 conjunction. For further description, it will be described as follows.

3.1 Analysis Barack Obama speech entitled *Presidential Election Outcomes Address* on November 9th 2016, Washington, D.C, USA.

a. Reference

Reference is a kind of grammatical cohesion which refers to the following word, clause, or sentence (Halliday and Hasan, 1976:31). Halliday and Hasan classify kind of reference into three; personal, demonstrative, and comparative reference. The kinds of reference namely personal and demonstrative reference comparative reference are found in this speech.

1) Personal

Personal reference is the term used as a referential item to something or someone within the framework of the discourse. In speech I, there are 139 items of personal references that cover all of the classes. It is the most frequent grammatical cohesion that is found. For example, “I” and “him” in line 32 and 33 refers to Obama and Trump.

“ That’s what I heard in Mr. Trump’s remarks last night .

That’s what I heard when I spoke to him directly.”

The use of “I” is called as exophoric reference in all sentences above because “I” refers to speaker (*Obama*) that is not mentioned in the text. I is categorized as head, existential, personal

reference. And him refers to Mr. Trump that is mentioned in the text.

2) Demonstrative

Demonstrative references that are found in speech I are 123 items. It takes the first position in speech I. The demonstrative reference that is found in this study indicates scale of proximity that implicate near, far, neutral, and, time. “This” in line 32 is referring to their country (USA) in the line 32.

“Want what’s the best for this country.”

This refer to something that has been said before, it is about U.S.A.

“and that is one bit of prognosticating that actually came true”.

3) Comparative

There are twenty two examples of comparative references in speech I. The purpose of comparative references is to indicate resemblance which is a referential property. “Better: in line 40 is referring to heads up of Obama’s team.

“...that make government run better, and make it responsive...”

b. Conjunction

Halliday and Hasan (1976, page 303) state that conjunction is on the borderline of the grammatical and lexical cohesion. It means that the set of conjunctive elements can probably be interpreted

grammatically in terms of systems, but such an interpretation involves lexical selection in terms of meaning. Conjunction consists of five categories: additive, adversative, causal, temporal, and other conjunction. Additive conjunction is expressed by the words and, and also, nor, and...not, or, or else, furthermore, in addition, etc. Adversative relation, which means contrary to expectation covers some words include 'yet', 'though', 'only', 'but', 'however', 'nevertheless', 'despite this', 'actually', etc. The causal relation consists of the words so, then, hence, therefore, consequently, because of this, for this reason, on account of this, etc. Temporal conjunction includes then, next, after that, just then, at the same time, etc.

1) additive

Additive conjunction is used to coordinate the sentences in order to be able to be classified into the same position or condition and also give clue that there is an additional statement which supports the preceding sentence. The most frequent additive conjunction in speech I use are and. An example additive conjunction is in line 9.

“.....the president-elect and I have some pretty significant differences.....”

The function of conjunction “and” is used to connect words, phrases, or clauses (independent clause) that has a position of equal or the same grammatical structure in a sentence. Beside that “and”

is used to indicate additional facts about words, phrases, clauses, or sentences before. “And” is additive conjunction in the category of simple additive relation.

2) Adversative

Adversative conjunction acts to indicate “contrary to expectation” and is signaled by “*yet, though, only, but, in fact, rather*”, etc. The amount of this type is twenty. An example of this type is in line 9 .

“...and I have some pretty significant differences but remember, eight years ago.....”

From this example, it can be observed that there are two sentences that relate one another.

3) Causal

The relationship is one of cause and consequence. Causal conjunction marks the relationships of reason, consequence and purposes.

“...more gracious in making sure we had a smooth transition so that we could hit the ground running.”

Both of them are connected by “so”. The use of causal conjunction indicates that the first and the second sentence are related and continuous. It means that the first sentence causes the second sentence to occur. It can be conclude that causal

conjunction has key position in forming and clarified a meaning in sentence.

4) Temporal

Temporal relationships exist when the vents in a text are related in terms of the timing of their occurring. The last category of conjunction is temporal and links by signaling sequence or time.

In line 63 in speech I.

“And then if we lose, we learn from our mistakes.”

3.2 Analysis Barack Obama’s speech untitled *Press conference post 2016 presidential election on November 14th 2016.*

a. Reference

In speech II there was 1591 items of reference. The analysis in this speech is the same with speech I.

1) Personal

Personal refernce is reference by means of function in the speech situation. Personal pronoun is a reference by means of function in the speech situation, that refers to person. It is used the first person, the second person and third person. It is usually used for singular or plural person. There is no general name for this category traditional grammar because the memmbes of it belong to diffeerent classes with diserve structural roles but in fact they represent a single system.

In speech II, there are 780 items of personal references that cover all of the classes. It is the most frequent grammatical

cohesion that is found. For example, in paragraph three line one and two.

“first of all, as I discussed with the president-elect on Thursday, my team stands ready to accerelet”

“and we are going to be staying in touch as we travel. I remember what it was like when I came in eight.....”

I refers to speaker (Obama) and we refers to speakers and the audience.

In paragraph eleven in line one until five are personal reference (determine).

“.....the receiving end of one of her though and thorough interviews.....her reported from a convention floor or from the field..”

“she was an especially power full role model for young women and girls...”

She and her above means Gwen. In first line in paragraph 11 Obama mention Gwen and tell about her to audience.

2) Demonstrative

Demonstrative reference is reference by means of location on a scale of promixcity. It is essentially a form of verbal pointing. The speaker identifies or points out the referent by locating it on scale of proximity. Demonstrative reference uses determiners and adverbs such us this, these, here, those, to pints to other items in the

text. These demonstrative are also semantically subcategorized into selective demonstratives and non-selective demonstrative

In paragraph three line four; there are examples of demonstrative reference.

“this office is bigger than any person.”

This means team Obama’s office in white house.

“this is a time for great changing the world.”

This in paragraph nine line two means the time not place. Because the speaker said time i n his sentence.

‘so I didn’t know if there was any coincidence there.’

There an example above means place; Kansas City, forward sentence Obama’s mention Kansas.

3) comparative

Comparative reference is indirect reference by means of identity or similarity. It is employed to discribe the referent denoted by comparing its features to that another referent denoted in the preceding text. Two disticnt categories may be distinguished according to word class in both languages: adjective and adverbs.

In speech II reference was in third position with percentage 6,6%. There is not many mention in this speech.

“this office is bigger than any one person.”

The example above shows the word “bigger” as temporal reference (adverbs) cause that means comparison.

In paragraph four in line two;

“...and respond to much more rapidly than any administration..”

“...the country in a significant different direction,....”

More is the same with bigger was the adverb. In the last example “different” is temporal part adjective.

b. Conjunction

1) additive

Additive conjunction serves to further the discourse topic. It differs from the paratactic relation of coordination by introducing the new clause as an extra piece of information, perhaps reinforcing what has already been said.

In speech two there was 331 items. The first position with percentage 61,98%. The function of additive for more information to what is already in the sentence.

There example of additive in speech II;

“and we are going to be staying in touch as we travel.”

(paragraph 3 line 2).

“on the other hand, if you look at.....” (paragraph 38 line 3).

“and those aspect of his positions or presidentitions...”

(paragraph 52 line 4).

In the three examples above it is shown that the final sentence of each example do not modify any element in the first sentence. It merely adds further information to what has been

mentioned in the previous sentence, a kind of discourse, which is linked by conjunction and, or and on the other hand.

2) Adversative

Adversative conjunction is explained as introducing an item of information which is 'contrary to expectation'. The expectation may be derived from the content of what is being said, or from the communication process, the speaker-hearer situation as we know the function of adversative is to indicate contrast between information in each clause.

“it's not something that constitution explicitly requires, but it is one of those.....” (paragraph 4 line 1).

“...she not only informed today's citizen, but she also inspired....” (paragraph 11 line 3).

In the example above, the conjunction but indicates special sense “in spite of.” This kind of conjunction can be paraphrased by a 'cohesive' subordinate clause introduced by though or although. The conjunction only in the conjunctive relation is a part from simple adversative relation only refers to another part of a sentence, it often goes in mid position with the verb.

3) Causal

This type to indicate causality. Look at the example below;;

“and so my instructions to my team...” (paragraph 6 line 1).

“...for the approaches that we have taken.....” (paragraph 7 line 2).

“and because josh earnest has some pull around here...” (paragraph 13 line 1).

The example above, the causal conjunction so shows about someone to introduce a result of what is stated previously. First example obama explain about his instructions for his team. For and Because (reversed causal) Within the sentence, it is natural to find the structural expression because going in either direction. With the cohesive relation between sentences, however in the text unfolded is reflected in the typical sequence.

4) Temporal

Temporal relationships exist when the events in a text are related in terms of the timing of their occurring to indicate the time.

“First of all, as I discussed.....” (paragraph 3 line 1).

“number two, our work has also...” (paragraph 7 line 1).

“finally, in peru, I’m meet with the leaders...” (paragraph 9 line 1).

3.3 Analysis Barack Obama’s speech untitled *Address to the people of Greece on November 16th 2016, Athens, Greece.*

a. Reference

1) personal

Personal reference is reference by means of function in the speech situation. Personal pronoun is a reference by means of

function in the speech situation, that refers to person. It is used the first person, the second person and third person. It is usually used for singular or plural person. There is no general name for this category traditional grammar because the memmbes of it belong to diffeerent classes with diserve structural roles but in fact they represent a single system.

“I want to thank you for your warm and generous welcome.” (paragraph 1 line 3).

“and so they gathered in a great...” (paragraph 7 line 3).

“we’ve been told that some cultures are not....” (paragraph 11 line 2).

2) Demonstrative

Demonstrative reference is reference by means of location on a scale of promixcity. It is essentially a form of verbal pointing. The speaker identifies or points out the referent by locating it on scale of proximity. Demonstrative reference uses determiners and adverbs such as this, these, here, those, to pints to other items in the text. These demonstrative are also semantically subcategorized into selective demonstratives and non-selective demonstrative.

“..... to the government and the people...” (paragraph 1 line 1).

“of course, the earliest forms of democracy here in athens were far....” (Paragraph 6 line 1).

“.....*there is a connection between democracy....*” (paragraph 22 line 1).

3) Comparative

Comparative reference is indirect reference by means of identity or similarity. It is employed to describe the referent denoted by comparing its features to that another referent denoted in the preceding text. Two distinct categories may be distinguished according to word class in both languages: adjective and adverbs.

“*There’s been a different concept...*” (paragraph 8 line 4).

“*that all men are created equal “ and “ endowed by their creator...*” (paragraph 9 line 3).

“*so more democracy is good for the people of the world.*” (paragraph 9 line 2).

b. Conjunction

1) Additive

Additive conjunction serves to further the discourse topic. It differs from the paratactic relation of coordination by introducing the new clause as an extra piece of information, perhaps reinforcing what has already been said.

“*the government and the people....*” (paragraph 1 line 1).

“*in contrast to regimes that rule...*” (paragraph 16 line 5).

“*that is why the most important office in any....*” (in last paragraph line 1).

2) Adversative

Adversative conjunction is explained as introducing an item of information which is 'contrary to expectation'. The expectation may be derived from the content of what is being said, or from the communication process, the speaker-hearer situation

"but also because I came" (paragraph 2 line 4).

"... ..and actually prefer authoritarian....." (paragraph 11 line 3).

" but the fact that your democracy opens your heart.."
(paragraph 20 line 7).

3) Causal

The relationship is one of cause and consequence. Causal conjunction marks the relationships of reason, consequence and purposes.

"because that's how democracy has to....." (paragraph 28 line 5).

"I came here with gratitude for all that Greece..."
(paragraph 2 line 8).

"so more democracy is good for the people of the world."
(paragraph 17 line 2).

4) Temporal

This type has function for the events in a text are related in terms of the timing of their occurring. For example:

“The first involves the paradox of a modern,.....” (paragraph 30 line 1).

“When our economies don’t work....”

“in closing, our globalized world is passing.....”

From example above we can see, the speaker used several types of temporal conjunction. that all has same function indicate the time.

3.4 Analysis Barack Obama’s speech untitled Joint Presser with Chancellor Angela Merkel on 17 November 2016.

a. Reference

1) Personal

In this speech, type of personal have 411 items. For example :

“well thank you so much. It is wonderfull to beck in Berlin.

This is My sixth visit to germany. It will not be my last. I have somehow continued to miss oktoberfest.”

The sentences above, that have several item of personal such *it, My, I*. It that indicate about thing, obama’s mentioned about his vist to German. My that indacate the speakers (determiner). obama mentioned that was sixth visit to German.

2) Demonstrative

This type has 456 items in thhis speech. Demonstrative reference uses determiners and adverbs such us this, these, here, those, to pints to other items in the text.

“ I think we should all hope for a Russia that succesful, where its people are employed and the economy is growing, and they are having good..... ”

The example above there are two of demonstrative “that and where”. That and where not mention about noun and place but there are idea/hope.

3) Comparetive

This type has 48 items. The last postion in refences.

“...that makes people more control, that gives them more confidence in their future...”(page 12 in paragraph 3).

b. Conjunction

1) Addivtive

This type has 247 items. Obama always mention this type.

For example:

“ Angela and I agreed on the need for comprehensive and humane respone to the devastating humanitarian crisis in Syria and for the influx of migrants and refugees from around the world.” (page 7 in paragraph 1).

The sentences above. We can see obama mentoined “and” in that sentences. When *and* is used alone as a cohesive item, as distinct from and then, it often seems to have the sense of “there is something more to be said “or” an alternative interpretation “(Halliday and Hasan, 1976: 245).

2) Adversative

The core meaning of adversative relation is “contrary to expectation,” from the content what is being said (external) or from the communication process (internal).

“this is not an issue that any one country should bear but is need of an international response. “

“I had no gray hair. But i believe today what i said then....”

In the example above, the conjunction but indicates special sense “in spite of.” This kind of conjunction can be paraphrased by a 'cohesive' subordinate clause introduced by though or although.

3) Causal

In general the causal relation indicates the relation between sentences that express what follows is the result of as consequence of previous. The following discussion will include the items such as : so, for, because, and then.

“ so I want to thank you for your friendship, for your leadership, and your commitment to our alliance.”

“.....because the united states has a fundamental interest in europe’s stability and security.”

The example above, in speech IV obama mentioned so, for and because for this type. So as simple expression of causal relation are used in the speech. The conjunction so of which the

function is to introduce “a result” of what is stated previously. For and Because (reversed causal).

Within the sentence, it is natural to find the structural expression because going in either direction. With the cohesive relation between sentences, however in the text unfolded is reflected in the typical sequence.

4) Temporal

The temporal relation occurs when the sequence of events in sentences are related in terms of time; the one is subsequent to the other. For example:

“ in the united states, if 43 percentt of eligible voters do note vote, then democracy is weakenend.”

As mentioned before, the conjunctive item then connects the sentences which are related in time. It can be seen from all the examples above that this conjunctive item relates the two which the second sentence which can be interpreted to occur after the first event.

4. Function of Grammatical Cohesion Used on “ Barack Obama’s speech on November 2016”

The concern of this study is to describe tshe language used on Barack Obama’s speech the grammatical cohesive devices used in communication. Every single word produced by the speaker has certain functions and

meanings. Grammatical cohesion is not an exception. Surely, a speaker has a purpose when using a grammatical cohesion.

There are three functions of grammatical cohesion found within the speech. First, reference has three important functions, that is, to avoid repeating the same words, to point out a scale of proximity, and to compare something or situation. Second is conjunction, it has five functions are to relate similar or identical words, to coordinate sentences which have the same context, to support previous sentence, to opposite the preceding statement, to connect between cause and effect in a sentence. Beside the functions are mentioned above, the general and basic function of grammatical cohesion is to relate words, clauses, phrases, or sentence in order to make the sentence meaningful.

a. Reference

The function of grammatical use in this speech is explained through examples depicted below. From this study, the researcher finds some of reference functions. There are three functions of reference that is used by the characters in their conversation.

1) To avoid repeating the same word

One of three function is to avoid repeating the same word, for example:

“I also had a chance last night to speak with Secretary Clinton and I just had a chance to hear her remarks. I could not be prouder of her. She has lived an extraordinary life of public

service. She was a great First Lady. She was an outstanding senator for the state of New York. And she could not have been a better secretary of state.”

The first function is to avoid repeating the same words. The pronoun “her” and “she” refers to the same person. The examples above are personal references that are used to replace the word “Clinton”.

2) To point out a scale of proximity

The next function is to point out a scale of proximity. It is shown by the following example line 103 in speech IV.

“Here in Berlin, this week, coalition members are meeting to ensure we remain unified and focused on our mission to destroy ISIL.”

The word “here” is a demonstrative reference that indicates a scale of proximity. The use of this reference based on the object location.

3) To compare something or situation

The last function is to compare something or situation for comparative reference. Actually, this function is only used by the comparative reference. In this function, need words to be compared. This function is proven in this example line in speech IV.

“And part of what makes me most optimistic is if you look at the attitudes of young people. Across the board, young people are

much more comfortable with respecting differences. They are much more comfortable with diversity. They are much less likely to...”

Express attitudes that divide us between “us” and “them.” The word “more” and less indicates comparison between two words. So it means that comparative reference is used to compare the two words, phrases, clauses or sentence.

a. Conjunction

In this study, the researcher finds four functions from four categories of conjunction.

1) To relate similar or identical words

The first function of additive conjunction is to relate a word to another word that is the same or identical. The following example shows the phenomenon. Example in speech IV line 295.

“...that we're investing in their education and their skills,....”

The identical words meant here are *education* and *skills*. They have similarity as nouns in this sentence. So, the use of additive conjunction is justifiable.

2) To coordinate sentences which have the same context

In speech III line

“We've been told that some cultures are not equipped for democratic governance and actually prefer authoritarian rule.”

The sentence “We’ve been told that some cultures are not equipped for democratic governance and actually prefer authoritarian rule.” does not have correlation, but it uses additive conjunction “and” because both of the sentences have the same context. And it makes these sentence need additive conjunction to relate them and makes the message can be delivered.

3) To support previous sentence

In this function, conjunction used to add information to support the previous sentence. It is shown in following sentence. Example in speech II line .

“I’ve been very clear that excess capacity is not the result of market forces; it’s the result of specific government policies, and it needs to be fixed.”

These sentences need appropriate conjunction to relate them. In other word, this appropriate conjunction to connect the supporting statement that makes the sentence clearer.

4) To oppose the preceding statement

The second conjunction is adversative that has function to contradict the statement in the preceding sentence and to relate the sentences in contrast. For the example. In line in the speech v.

“So we’re focused on the hemisphere, we’re focused on the region. But it’s more than just North America, South America. You’re now part of a global network of young leaders from

Africa, Southeast Asia, Europe, and the Americas who are doing amazing work in their own communities.”

From this example, it can be concluded that the meaning between the first and the second sentence are contrastive. To unite the two sentences have contrastive meanings, we need to use additive conjunction. The purpose is to make the sentences relate in meaning.

5) To connect between cause and effect in a sentence

The next is causal conjunction that has a function as connector of cause and effect in a sentence. For example in speech v line .

“You're now part of a global network of young leaders from Africa, Southeast Asia, Europe, and the Americas who are doing amazing work in their own communities. And while my time as U.S. President is coming to an end, this network is just beginning -- it's never been more important. We need you to stay connected, work together, learn from each other, so we can build that next generation of leadership who can take on challenges like climate change and poverty, can help grow our economies, make sure that women get opportunity. Make sure that every child, wherever they live, has a chance to build a good life.”

The first parts of the sentence, “We need you to stay connected, work together, learn from each other” and “we can build that next generation of leadership who can take on challenges like climate

change and poverty, can help grow our economies, make sure that women get opportunity” indicate that there is cause and effect relationship in those sentences. The first part of the sentence is the cause of the second part. Thus, the addition of the causal conjunctive “so” makes the sentences understandable.

In conclusion, the grammatical cohesion is needed by a speaker or reader to produce language correctly. It is used to arrange sentences to make them better understood. The use of grammatical cohesions has to be appropriate with their function. Some types of grammatical cohesion have similar function, they are substitution and ellipsis. So, in understanding sentence the listener has to beware of the difference between the two.

B. Discussion

After analyzing grammatical cohesion of Barack Obama’s speech, the results of the analysis show that kinds of grammatical cohesion namely reference and conjunction are found in that speech.

The first kind of grammatical cohesion is reference. The kinds of references namely personal and demonstrative reference comparative reference are found in the speech.

The personal reference in the speech is personal pronoun and possessive determiner. The personal pronoun in the speech is „we“, „I“, and „it“. In the speech, personal pronoun „we“ presupposes three different persons. First, personal pronoun „we“ presupposes Barack Obama and audiences. Second,

personal pronoun „we“ presupposes Barack Obama and the government of U.S. And personal pronoun „we“ also presupposes Barack Obama and americans. Then, the personal pronoun „I“ in the speech presupposes Barack Obama who is the speaker of the speech. Thus, the personal pronoun „it“ in the speech presupposes the preceding word, phrase, or sentence of the issues in the speech. The possessive determiner in the speech is „my“, „your“, „its“, „our“, and „their“.

All of those possessive determiners presuppose the own of person in the speech. It means Barack Obama uses those possessive determiners in presupposing the own of person which is stated in the speech.

Another kind of reference namely demonstrative reference in the speech is adverbial demonstrative and selective nominal demonstrative. The adverbial demonstrative in the speech is „there“ and „now“. In the speech, those adverbial demonstratives are used to explain the place of object which is presupposed. It means that Barack Obama uses those adverbial demonstratives in explaining the place of an object in the speech. The selective nominal demonstrative in the speech is „this“, „these“, „that“, „those“, and „the“. In the speech, those selective nominal demonstratives are used to presuppose the object in the speech. It means Barack Obama uses those selective nominal demonstratives in explaining about something which relates to the issues that are delivered by Barack Obama. And, then kind of grammatical cohesion in the speech is conjunction. The kinds of conjunction which found in that speech are additive, adversative, causal, and temporal conjunction. Additive conjunction in the speech is „and“, „on the other hand“, „likewise“, and „for instance“. Those additive conjunctions are used to

link the issues of the speaker's opinion which have similar context. It means that Barack Obama uses those additive conjunctions in relating the issues which have similar context. The adversative conjunction which found in the speech is „but“ and „instead“. Those adversative conjunctions are used to link the issues which have different context. It means that Barack Obama uses those adversative conjunctions in relating the issues which have similar context. The causal conjunction which found in the speech is „because“ and „so“. Those causal conjunctions are used to make a reason, result, and purpose from the issues which are delivered. The temporal conjunction which found in the speech is „finally“, „at the same time“, and „meanwhile“. Those temporal conjunctions are used to indicate a sequence of time about something in the issues which are delivered. It means that Barack Obama uses those temporal conjunctions in indicating a sequence of time about something in the issues.

Based on the discussion above, it can be concluded that kinds of grammatical cohesion which are found in the Barack Obama's speech on november 2016 namely personal and demonstrative reference used to presuppose and explain the person or object in the speech. And, the kinds of conjunction namely additive, adversative, causal, and temporal conjunction are used to link the issues in the speech.

Finally, the functions of grammatical cohesion of Barack Obama's speech on November 2016 are; (1) to indicate reference pronoun, (2) to indicate spatial order, (3) to indicate conclusion or summary, and (4) to indicate contrast.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

In conclusion as a result of the analysis four speech of Obama's that have been done in chapter IV, here the researcher focus on the dominant, types and function of grammatical cohesion on Barack Obama's speech on November 2016. The researcher found the types of grammatical cohesion are reference and conjunction. In these speech the researcher found highest occurrence and the lowest occurrence of the grammatical cohesion in the Barack Obama's speech. The grammatical cohesion which has the highest occurrence is reference item especially personal reference it contrast with conjunction.

The type of reference was the dominant on Obama's speech, after we saw the graphic about reference was most percentage than any types. In conjunction the dominant was additive. The dominant of grammatical cohesion on Obama's speech was reference with 70,55%. Conjunction was 29.45%. The function on Obama's speech, there are (1) to avoid repeating the same words, (2) to point out a scale of proximity, and (3) to compare something or situation. Second is conjunction, it has five functions are (1) to relate similar or identical words, (2) to coordinate sentences which have the same context, (3) to support previous sentence, (4) to opposite the preceding statement, (5) to connect between cause and effect in a sentence. Third, the general and basic function of grammatical cohesion is to relate words, clauses, phrases, or sentence in order to make the sentence meaningful.

B. SUGESION

By reviewing this study, it is expected to give valuable contribution to the language users; speakers and writers. This study can be used as additional information in learning and applying good grammatical cohesion especially in the speech text. Moreover, this study also expected will be useful for next researcher who interserted in doind similar study and for those who have a great attention to the cohesion in both of written and spoken text.

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