

**AN ANALYSIS OF COHESIVE DEVICES IN NATO
SECRETARY GENERAL STOLTENBERG'S SPEECH
AT NATO PRESS CONFERENCE: DISCOURSE
ANALYSIS APPROACH**

THESIS



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PUTERA BATAM UNIVERSITY**

2022

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**Submitted in Partial Fulfillment of the Requirements for the Degree of
English Sarjana Sastra**



By:

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Is the real work of myself and I realize that this thesis has never been published in
other media before, partially or entirely, in the name of mine or others

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APPROVAL PAGE

**AN ANALYSIS OF COHESIVE DEVICES IN NATO SECRETARY
GENERAL STOLTENBERG'S SPEECH AT NATO PRESS
CONFERENCE: DISCOURSE ANALYSIS APPROACH**

THESIS

**Submitted in partial fulfillment of the Requirements for the Degree of
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ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi jenis kohesi gramatikal dan kohesi leksikal yang ditemukan dalam wacana lisan. Penelitian ini dimaksudkan untuk melihat apakah wacana lisan memiliki perangkat kohesif yang efektif. Penelitian ini menggunakan teori Halliday dan Hasan tentang perangkat kohesif dan hubungan kohesif. Jenis dan hubungan perangkat kohesif dikumpulkan dari pidato sekretaris jenderal NATO Stoltenberg di konferensi pers NATO. Peneliti memilih sumber data ini karena NATO merupakan organisasi multinasional. Oleh karena itu, pidato harus diatur dengan hati-hati. Penelitian ini menggunakan desain penelitian deskriptif kualitatif, dimana data dikumpulkan dalam bentuk kata dan frase. Data dianalisis dengan menggunakan pendekatan analisis wacana analitik di mana kata dan frasa diidentifikasi berdasarkan penggunaan dan kaitannya dengan wacana tempat terjadinya. Setelah itu, hasilnya disajikan dalam esai deskriptif yang memaparkan hasil analisis. Berdasarkan hasil, tuturan tersebut mengandung jenis-jenis yaitu konjungsi, referensi, elipsis, repetisi, sinonim, antonimi, meronimi, hiponimi, dan relasi yang berupa relasi semantik, relasi referensi, dan relasi bentuk. Jenis konjungsi paling banyak muncul dalam tuturan. Sementara itu, relasi keterkaitan referensi merupakan tipe yang paling banyak muncul dalam tuturan. Hal ini dikarenakan banyaknya jenis perangkat kohesif yang menciptakan keterkaitan referensi seperti referensi, pengulangan, sinonimi, dan meronimi.

Kata Kunci: Kohesi, Perangkat Kohesif, Wacana

ABSTRACT

This research was aimed at identifying the types of grammatical cohesion and lexical cohesion found in spoken discourse. This research intended to see whether the spoken discourse has effective cohesive devices. The research used Halliday and Hasan's theory about cohesive device and cohesive relation. The types and relation of cohesive device were collected from the NATO secretary general Stoltenberg's speech at the NATO press conference. The researcher chooses this data source because NATO is a multinational organization. Therefore, the speech has to be organized carefully. The research employed a descriptive qualitative research design, whereas the data were collected in the form of words and phrases. The data were analyzed using a discourse analysis analytic approach where the words and phrases were identified based on the usage and the connection to the discourse where it occurred. After that, the result was presented in the descriptive essay, which described the result of the analysis. Based on the result, the speech contained the types which are conjunction, reference, ellipsis, repetition, synonymy, antonymy, meronymy, hyponymy, and the relations which are semantic relation, relatedness of reference, and relatedness of form. The type of conjunction has the most occurrences in the speech. Meanwhile, the relation of relatedness of reference was the type with most occurrences in the speech. It was because there are many types of cohesive devices which create the relatedness of reference such as reference, repetition, synonymy, and meronymy.

Keywords: Cohesion, Cohesive Devices, Discourse

MOTTO AND DEDICATION

MOTTO

**“If it’s meant to be, it’ll be”
(J.M Barrie)**

DEDICATION

**I dedicated this thesis to my mother Mutiara Sasini Bunga and my grandfather
Harry Moerdani who always support my study since I was a child..
I also dedicated this thesis to the readers who read this research.**

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Alhamdulillah rabbil 'alamin, all praises and gratefulness to Allah Subhanahu Wa Ta'ala who has given mercy and gift, so the researcher can complete this thesis entitled “an analysis of cohesive devices in NATO Secretary General Stoltenberg’s speech at NATO press conference: Discourse analysis approach” for the requirements to complete the undergraduate study program (S1) in the English Literature Study Program, University of Putera Batam.

The researcher realized that this thesis is far from perfect. Therefore, the researcher with pleasure will always accept criticism and suggestion. With all the limitation, the researcher also realized that this thesis would not complete without help, guidance, and encouragement from the various parties. The greatest gratitude also addressed to his thesis supervisor, Mr. Zia Hisni Mubarak, S.Pd., M.Pd. as the thesis supervisor who has contributed the idea, motivation, and patience in arranging to the researcher to write the thesis well. For this reason, the researcher expressed her gratitude to:

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The researcher apologizes for all mistakes made along the studies and also the researcher hopes this thesis would be useful for the readers. May Allah give happiness, healthy and mercy for them. Amin

Batam, 2nd March 2023



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CHAPTER I

INTRODUCTION

1.1. Background of the Research

Language is a tool for communication. To communicate, people convey their message using language to interact with each other. After then, the hearer will interpret the meaning that conveyed in the message. The meaning could be vary depends on where the discourse occurs. In other words, communication is an interchanging action between conveying message and interpreting the meanings based on the discourse where it occurs.

Conversation or writing that is longer than a sentence, and have coherent meaning and clear purpose called text or discourse. According to Halliday and Hasan (1976), a difference between a text and a sentence that is not connected with others is that a text has a texture. Cohesive relation between sentences gives the texture in text. The cohesive relation connects sentences together in order to ties the sentences as a unified whole text, and seen as a single form of text instead of a single disconnected sentence. To put it simply, a text is a passage longer than a sentence that connect with each other.

The cohesive relation or cohesion is a relation between sentences that tied them together into a single text. Being cohesive means that sometimes to interpret a word or sentence, the meaning might be in the sentences that come before or after that. The presupposition will be exists in the passage before or later in the text to form a relation between sentences. The presupposition is important to

interpret a cohesive devices in a text (Halliday and Hasan, 1976). Cohesive devices are also signaling the types of information that are added into the text.

Cohesion is a relation between semantic elements in the writing that tied sentences together in a text. A text is considered cohesive when can be understood by the reader as a whole text. Cohesion can be reached when the interpretation of a lexical item in the text depends on another lexical item that came out previously (Halliday and Hasan, 1976). Just like in the YouTube video of CNBC Television with a title “President Biden delivers an update on Ukraine and Russia — 2/22/22” which published live on February 23, 2022. Joe Biden said in the beginning of his speech

“Yesterday, **Vladimir** Putin recognized **two regions of Ukraine** as independent states. **And, he** bizarrely asserted that **these regions** are no longer part of Ukraine and their sovereign territory.”

Biden’s speech decorated with cohesive devices to make the speech unified into a whole text. In Biden’s speech we can found that he is using “He” and “These” in the second sentence to refer to the antecedent “Vladimir” and “Two” in a sentence before that. He also use a repetition of “regions” and “Ukraine” to emphasize, and the usage of “And” to shows the equality of the connected sentences which in this discourse shows that both information in the sentences are came from Vladimir Putin and the second sentences came right after the first one. Halliday and Hasan (1976) said that cohesive devices are used to shows connection between passages to form a cohesion, which unified sentences into a text.

Another usage of cohesive devices seen in the BBC news article written by Favour Nunoo, with a title Ghana zoo: Lions maul man to death in Accra that published on 30 August 2022.

“Lions are rarely **found** in the wild in Ghana, however researchers say a small population could be **present** in the northern Mole National Park **and** its surrounding environment.”

In the small piece of article that was taken from the BBC news, it can be seen that the writer in this case “Favour Nunoo”, used lexical device synonymy. “Found” and “Present” in the article create lexical ties between the first and second sentence. It connects the idea that Lions was hard to found in Ghana, and one of the presences of lions can be seen around the northern Mole National Parks. It also has the conjunction “and” as a grammatical cohesive device, which works as a signal for an additional information to the main idea. The writer also found some examples of cohesive relation on the news conference of NATO Secretary General Stoltenberg’s on April 7th 2022.

“**We** agreed that **we** must support all the regional partners under the pressure. **And we** agreed to step up cooperation with **our** partners in the Asia Pacific, **because** the crisis has global ramifications. **Allies** utterly condemn the horrific murders of civilians **we** have seen in Bucha and other places recently liberated from Russian control. ”

In the cut of Secretary General Stoltenberg, we can see that he is using a cohesive device conjunction “and” to connect sentences together to express the continuity of the information. The “we” on the sentences also works as cohesive

device in a form of cataphoric reference because the words that they are refers to are introduced forward or later in the sentence. He also use “because” to show the clausal relation on the sentences.

Darong, et al., (2022) analyzed the lexical cohesive devices that found in Students’ Narrative Text. The data was collected from 20 selected student of Catholic University of Santu Paulus Ruteng. The research used Halliday’s theory of cohesion as a tool to analyze the data. The result showed that 93.7% cohesive devices was the reiteration, while 6.3% of the data was the collocation.

Another previous study about cohesive devices was performed by Akmilia et al., (2022). The study performed to identify cohesive devices and coherence of the research articles. The data source for this research was 10 research articles from the 8th ELTLT Conference 2019. The research was based from the theory of Halliday and Hasan (1976) which talks about grammatical and lexical cohesion. The method used in this research was qualitative and quantitative method where qualitative method performed as a descriptive analysis of the topics and quantitative method provided as numerical data, which shows the occurrence of the cohesive devices. The study revealed that the used of conjunction addition was used frequently by the authors. Moreover, the verbal ellipsis was not found from the data source.

Looking at the results of the previous study sparks an interest for the researcher to conduct this research. The similarity between the past and this research is that this research also used Halliday’s theory combined with Paltridge’s theory of cohesion and usage of cohesive devices. Meanwhile, the

difference would be in the data source that used in present research. The data source that used for this research is the speech text of news conference of NATO Secretary General Stoltenberg's. This research focused on analyzing the types and strategies of cohesion devices. This research entitled "news conference of NATO Secretary General Stoltenberg's on April 7th 2022"

1.2 Identification of the Problem

1. The presence of cohesive devices used in speech text.
2. Different use of cohesive devices used in interview.
3. Types of cohesive devices used in speech text of NATO Secretary General Stoltenberg.
4. Types of cohesive relation used in speech text of NATO Secretary General Stoltenberg.

1.3 Limitation of the Problem

Based on the identification of the problem, the limitation focused on the analysis of:

1. Types of cohesive devices used in the speech text of NATO Secretary General Stoltenberg news conference.
2. Types of cohesive relation used in the speech text of NATO Secretary General Stoltenberg news conference.

1.4 Formulation of the Problem

The limitation of the problems led the research into this following question:

1. What are the types of cohesive devices used in the speech text of NATO Secretary General Stoltenberg news conference?

2. What are the types of cohesive relation used in the speech text of NATO Secretary General Stoltenberg news conference?

1.5 Objective of the Research

This research objective is to solve the research problem that might help the future research that will study cohesive devices. The objectives of this research are:

1. To identify the types of cohesive devices used in the speech text of NATO Secretary General Stoltenberg news conference.
2. To identify the types of cohesive relation used in the speech text of NATO Secretary General Stoltenberg news conference.

1.6 Significance of the Research

1. Theoretical Significance

The results of this study expected to raise the awareness in understanding cohesion and cohesive devices. By writing this paper, the researcher gain more understanding about the usage of cohesive devices. It also expected as a contribution to discourse analysis field, especially in the usage of cohesive devices as a way to reach cohesion in text. This paper also can be a journal guide for readers. Additionally, this study hopefully can be a reference in future studies with the same topic.

2. Practical Significance

The findings of this study expected to increase researcher's knowledge in understanding the usage of cohesive devices in speech text. Understanding cohesive devices would help the people to make better writings. The good writing

is the one that coherent and unified under the same idea. By understand the usage of cohesive device, the good flow of writings is expected. A good writing can increase the reader interest to read the text. Another reason of studying cohesive device is to understand the correct form of ties that needed when adding information in the writings. Different cohesive devices used for different additional information in the text.

1.7 Definition of Key Terms

Discourse analysis : Analysis that study how the language construct and used in social and realities (Flick, 2014).

Cohesion : Relation between sentences that tied them together into a single text (Halliday & Hasan, 1976).

Cohesive devices : Cohesion tools that gives cohesive ties to unified sentence as a whole unit (Halliday & Hasan, 1976).

CHAPTER II

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

This chapter shows the detail about the theory of cohesive device proposed by Halliday and Hasan (1975) that will be used in this research. The framework of the research also introduced in this chapter. This chapter also include several previous studies that are became the base of this research. Lastly, this chapter discussed about the result of cohesive devices research that are performed before this research and became a reference for this research.

2.1 Discourse Analysis

This research used discourse analysis as the approach to this matter. It focused on cohesive devices to make cohesion between sentences. This chapter explains the theories that are used in this research. There are 2 types of cohesive devices where it is divided into sub-categories. Both types of cohesive devices intertwined with each other to create cohesion. Thus, it is important to understand both types of cohesive devices to increase the quality of a discourse.

Discourse analysis is an approach that focused on studying language under particular context. According to Yule, (1996), discourse analysis is the analysis of language in use. It focused more on what the language used for instead of the formal properties of the language. Meanwhile, according to Paltridge (2012), discourse analysis purpose is to analyze the relation that the language have with culture and social contexts and also the effect of it in forming the social identities

as well as relationship between participants. It is also consider another way of using the language in different views with possibility of different meanings. Flowerdew (2013) stated that discourse analysis is the analysis that focused on the language in its context where the language is used and the analysis of the language above the level of sentence. He further added that discourse analysis is not only concerned with analysis, but also concerned with theory and application.

One of the scopes of discourse analysis is to study the language in the level above sentence. According to Halliday and Hasan (1976), Cohesion is a study that focused on relation between sentences that unified them into a whole unit. It is further described by Halliday and Matthiessen (2014), which define cohesion as the highest ranking of grammatical unit. This research objective is to identify types of cohesive devices. In order to identify the types of cohesive devices, this research will use discourse analysis approach since the concern of this approach is the language above the level of sentence.

2.1.1 Cohesion

Cohesion is one of the most essential elements in writing. A written text must fulfill two conditions in order to be coherent. The first one is the unchanging context from the very first sentence to the last one. While the second one is that the text must have cohesive, which in other words is that each sentences must have ties that connect them together. And these ties can be constructed with cohesive devices (Halliday & Hasan, 1976)

2.1.1.1 Cohesive Devices

To make cohesion, it requires the use of cohesive device to create the cohesive ties. It works as connector between sentences. Halliday and Hasan (1976) said that cohesive devices work in pairs, whereas the relation of cohesive devices will only have cohesive forces when there is another element which mentioned the exact same word or the word related to it that works as a presupposition. Without the presupposition, the word “them”, or “apples” stand alone will not give any ties at all. Thus, it is important to give presupposition or antecedent as a pair to tie the sentences.

2.1.1.1.1 Grammatical Cohesion

Grammatical cohesion is a cohesive relation that ties sentences through the grammatical structure. As Halliday and Hasan (1976) stated, grammatical cohesion constructs grammatical cohesion that cross between sentences. They identified grammatical cohesion into 4 types, which are reference, substitution, ellipsis, and conjunction.

A. Reference

Reference means refers to, where in this case reference creates cohesive relations by referring to something that has been said before or something that is about to be said in the latter. Halliday and Hasan (1976) divide the reference into endophoric and exophoric. Endophoric refers to something in the discourse itself and used in situ, while exophoric refers to something that is outside the discourse where it occurs. Thus, in this research, the exophoric reference is outside of the research topic since it refers to something that exists from outside of the discourse where it occurs. Meanwhile, Halliday and Hasan (1976) also divide the

endophoric into two types, anaphoric which refers to something that has been said before, and cataphoric which refers to something that will be said in the latter. Furthermore, Halliday and Hasan (1976) also categorized reference as a personal reference, demonstrative reference, and comparative reference.

Personal reference is a type of reference that refers to the person in the text. In some occasion, personal reference also used to refer into things such as animal and even a car. According to Halliday and Hasan (1976), Personal reference comes in a form of pronoun, possessive pronoun, and possessive determiner.

Example:

When **he** arrived, **Andi** was surprised to see that his door is open (Nurhidayat et al., 2021).

Demonstrative reference is a reference that used as a way to address an item or person based on the position of the object in the moment it said. According to Halliday and Hasan (1976), the reference used determiners such as this, that, here, there, those, these, and the, to fulfill its position as a cohesive device. They further added that demonstrative reference often accompanied with a gesture which indicating the object that is referred to. In written discourse however, the gesture replaced by mentioning the object it refers to in the previous sentences. According to Halliday and Hasan (1976), the usage of the determiner relies on the distance the object that the speaker is pointing to from the speaker location. This and here used to express something which is near from the speaker, while that and there used to express something which is located somewhat not near from the speaker.

Meanwhile, these and those used to pointing something plural that is near and ‘not near’ respectively.

Example:

We went to opera last night. That was our first outing for months (Halliday & Hasan, 1976).

Another type of reference is comparative reference. Comparative reference is a reference that connects sentences using comparison of two or more objects. Halliday and Hasan (1976) explain that there are two types of comparative reference, general and particular reference. General comparative reference is simply comparison where things that it refers to may be same, similar, or different. Meanwhile, the particular comparative reference focused on the comparison in quantities and qualities.

Comparative reference use adverb and adjective as its cohesive tools in making ties between sentences. These tools tie the sentences in a form of comparison between the things mentioned in the sentences. According to Halliday and Hasan (1976), tools such as same, similar, not similar, differently otherwise, likewise, equal, and identical is used in general comparative reference. It is because these adverb and adjective does not explain the differences or the likeness between the two things. Meanwhile, particular comparative reference use adjective and adverbs that more detailed and focused on the similarity or the differences between two things. It presented with the adverbs and adjectives such as less, more, many, fewer, better, so, as, further. It can also use quantifiers in comparing the two things.

Example:

Jennings is here to see you. I was expecting someone **different** (Halliday & Hasan, 1976).

B. Substitution

Substitution is a synonym of replacement. Practically it is the same as reference, however in substitution the replacement based on the wording instead of the meaning. Halliday and Hasan (1976), explain that substitution is a relation on the lexicogrammatical level. This means the cohesive relation of substitution came in the level of wording, grammar, and vocabulary. Moreover, Halliday and Hasan (1976) divide the Substitution into three categories which are nominal, verbal, and clausal substitution.

Nominal substitution is a substitution where the word replaced by 'one', or 'ones'. Instead of repeating the same word, one or ones used to replace it.

Example:

My **axe** is too blunt. I must get a sharper **one** (Halliday & Hasan, 1976).

Verbal substitution is a substitution where the presupposition words replaced by 'do'. This substitution mostly appeared in a spoken language instead of written ones. The substitution 'do' stands as a verb to replace the verb that ties to it, or the whole clause.

Example:

Just finish off **watering** those plants. And let me know when you've done **so** (Halliday & Hasan, 1976).

This substitution replaced the elements with 'so'. This substitution can replace not only replace word, but also used as a substitute for a whole clause.

Example:

Everyone seems to think he's guilty. If **so**, no doubt he'll offer to resign (Halliday & Hasan, 1976).

C. Substitution

Ellipsis is very similar to substitution, however in Ellipsis the word replaced with nothing. This means that the element that supposed to be replaced is omitted instead. It could be said that it is in a state of 'left unsaid' purposely. Halliday and Hasan (1976) simplified ellipsis as a substitution by zero. Usually, ellipsis used when the writer tries to avoid repetition or when the context is too obvious to miss by the reader. Moreover, just like substitution, it divided into three types of ellipsis, which are nominal, verbal, and clausal ellipsis.

Nominal ellipsis is an ellipsis that occurs in noun clause or also called nominal group, hence called nominal ellipsis. Halliday and Hasan (1976) defined nominal ellipsis is an omission of an element in the nominal group.

Example:

Four other **Oysters** followed them, and yet another four (Halliday & Hasan, 1976).




Ellipsis

Just like nominal ellipsis, verbal ellipsis always occurs in verbal group or verbal clause. The verb in the previous sentence is omitted in order to either avoid repetition or shorten the sentence. Despite the sentence missing its verb, the reader can understand it clearly.

Example:

A: Cats **like** cheese do they? -
 B: Yes, they do. Well, some do and some don't.



 Ellipsis Ellipsis Ellipsis

(Halliday & Hasan, 1976).

Clausal ellipsis is an ellipsis that occurs in a clause. Clause consists of modal and propositional element. Halliday and Hasan (1976) stated that modal consist of subject and other element in verbal group, while propositional element consist of complements and adjunction. Moreover, they also said that in clausal ellipsis, both modal and propositional are omitted, only some part of it remains which shows the existence of ellipsis in the sentences.

Example:

A: Who was going to plant a row of poplars in the park?
 B: The Duke was.


 Ellipsis

(Halliday & Hasan, 1976)

D. Conjunction

Conjunction is a cohesive device that ties sentence indirectly using its own specific meanings. Halliday and Hasan (1976) stated that conjunction is not a device for reaching into the preceding or following text, but instead it has specific meaning of its own which indicating the connection between the sentences. Conjunction does not have presupposition or antecedent in the text because it does not specifically refer to any specific elements. Thus, it is quite different with other grammatical cohesive ties. Halliday and Hasan (1976) categorize conjunction into additive, adversative, causal, and temporal conjunction.

Additive conjunction is a type of conjunction that connects sentences with their additional information. Halliday and Hasan (1976) said that one of the usages of additive conjunction is to arrange the flow of information.

Example:

I couldn't send all the horses, you know, because two of them are wanted in the game. **And** I haven't sent the two Messengers either (Halliday & Hasan, 1976).

Adversative conjunction is a tie that shows contrary to expectation. According to Halliday and Hasan (1976), the expectation can be derived from the previous sentence, communication process, or speaker-hearer situation. Many usage of adversative conjunction were omitted, however in some circumstances it cannot be omitted.

Example:

He's not exactly good-looking. **But** he's got brains (Halliday & Hasan, 1976).

Causal conjunction is conjunction that connects a cause and the result. Halliday and Hasan (1976) stated that causal conjunction used when the content of one sentence is the result of something that happened in other sentence.

Example:

I was not informed. **Otherwise** I should have taken some action (Halliday & Hasan, 1976).

Temporal conjunction also called as time conjunction. According to Halliday and Hasan (1976), temporal conjunction is used when the connection between sentences is about time and sequence of activity. Temporal conjunction

gives a connection that shows time sequence or systematically about which came first or latter.

Example:

Ahmed lived in Jeddah **after** he got his Ph.D. (Locatell, 2020).

2.1.1.1.2 Lexical Cohesion

Lexical cohesion is the relation that relies on the meaning of the sentences. Halliday and Hasan (1976) said that lexical cohesion is a cohesion that achieved through the vocabulary selection. According to Paltridge (2012), there are 6 types of lexical cohesion which are repetition, synonymy, antonymy, hyponymy, meronymy, and collocation.

A. Repetition

Repetition is a kind of lexical cohesion where the cohesion ties made by repetition of a lexical item. According to Halliday and Hasan (1976), the usage of repetition refer back to the referent in previous sentence is called repetition.

Example:

JF: ... What was the training like, you **mean**?
Z: I **mean**...

(Mubarak, 2019)

B. Synonymy

Synonym is an exploitation of words with similar meaning. Paltridge, (2012) explained that Synonymy is a lexical cohesion that ties sentences through the usage of words with similar meaning.

Example:

Some students **found** difficulties in learning English. Besides, they also **encountered** difficulties in grasping the materials (Rijal, Et al., 2019).

C. Antonymy

Antonymy is the opposite of synonymy. Paltridge, (2012) said that Antonymy creates ties between sentences through the contrastive meanings.

Example:

The materials which are given today are so **difficult**. Students told the teacher that previous materials were **easy** (Rijal, Et al., 2019).

D. Hyponymy

Hyponymy is a lexical cohesion that created by using words that are somehow related based on the level of the words or as Halliday and Hasan (1976) said as superordinate of lexical taxonomies. In addition Paltridge (2012) explained it as a general-specific relation between words.

Example:

I said there's someone I'm waiting for if it's **a day, a month, a year** (Dyah & Irawan, 2013).

E. Meronymy

Meronymy is a lexical tie that is built on the relation between words under the same general term. Halliday and Hasan (1976) stated that meronymy is a relation between composition words under the same superordinate. In addition, Paltridge (2012) added that meronymy is a relation between co-meronyms or “whole to part” relationship.

Example:

The farmer takes care of the **plant** so that the **roots** can be harvested for natural medicine (Sidabutar, 2021).

F. Collocation

Collocation is a lexical cohesion where it refers to precedent elements in the previous sentence which dependent with the context of the discourse. Halliday and Hasan (1976) stated that collocation is a cohesive tie that made between lexical items that regularly co-occur. In addition, collocation does not stop with pairs but instead it can form cohesive chains depend on the vocabulary selection. To put it simply, Collocation is all lexical cohesion that does not fall under the category of reiterations, which are repetition, general word, repetition, and superordinate, but still achieved cohesive meanings because of the context of the discourse. Another theory come from Nijat (2022) who said that collocation is a pair of words that come together and related to each other.

Example:

Did you **watch TV** last night? (Mccarthy & Dell, 2017)

The single people of **today** were the children of **yesterday** and are the parents of **tomorrow**. (Tanskanen, 2006)

2.1.1.2 Cohesive Relation

Cohesive devices will create ties between sentences, phrase, and clause that show the connection between the two elements. This ties that cohesive devices made is called as a cohesive relation. Cohesive relation according to Halliday and Hasan (1976) are the ties between sentences, clause, or phrase which are the results of using cohesive device. Furthermore, they categorized the cohesive relation into three categories based on where the connection lies.

A. Semantic Relation

Semantic relation is one of the three relations that cohesive can make. as its name suggest, the semantic relation is a cohesive ties where to cohesion lies in the meaning of the cohesive devices itself. According to Halliday and Hasan (1976), semantic relation is the cohesion that created by creating a meaning between sentences in order to connect it.

B. Relatedness of form

Relatedness of form is another cohesive relation in Halliday and Hasan's (1976) theory. This type of relation created through the formal relation between word and and the one that replace it. According to Halliday and Hasan, this type almost the same with the relatedness of reference. However, in the reference it is impossible to restore the word that was replaced.

C. Relatedness of Reference

Relatedness of reference is the last type of cohesive relation in Halliday and Hasan's theory. This is a relation where it was created because there is a connection between a reference and the word it refers to. Halliday and Hasan (1976) explained that relatedness of reference is a relation that created if there is a word that was referred in the other sentences.

2.2 Previous Studies

Many researchers have conducted research about cohesive devices in the past years. The type of source that been analyzed varies from narratives text, descriptive text, even the project of university students.

The first previous research was conducted by Kusumawati and Aziza (2019) which aimed at analyzing cohesive devices in abstract journal. The research took 10 abstract of PREMISE journal of English Education from Muhammadiyah University as their data source. Furthermore, the data analyzed using Halliday and Hasan theory of cohesion. The research found that the total number of cohesion in the abstract is 318. It was consist of 254 reference types and 64 reiteration types where 9.8% of it was personal reference, 63.8% demonstrative reference, and 6.3% comparative reference. Meanwhile, there are 17.3% of repetition, 2.2% synonymy, and 0.3% for both hyponymy and antonymy.

Amperawaty and Warsono (2019) conducted a research that aimed at analyzing cohesion and coherence through the usage of cohesive devices. The research conducted to the student final projects available in background sections from undergraduate students at Universitas Negeri Semarang. The research was based on the theory of the importance of cohesion and coherence in a discourse to achieve well-constructed and understandable writing (Halliday & Hasan, 1976). The result of the research was that the data source was well written with a cohesive devices. Despite that, there is a lack of connection in using a repetition. The students were not able to use a repetition to achieve cohesion.

Astariani (2020) analyzed the cohesion and coherent of anecdote Good-Bye. The research aim at analyzing the types of cohesive devices found in Goo-Bye. . The analysis conducted using Halliday and Hasan's theory about cohesive devices. The result showed that four types of cohesive devices could be found which are

reference, ellipsis, conjunction and lexical cohesion. In addition, substitution was not found in the anecdote.

Jayanti and Hidayat (2021) investigated grammatical cohesive device that occurred in the reading text that used for English test for junior high school. The investigation based on the theory of Halliday and Hasan about cohesion. The research took sixteen reading texts of English National Final Examination Test as a data source for the investigation. The result showed that from 621 grammatical cohesive devices that found, 67.47% (419) cohesive devices was the reference, 5.15% (32) was the substitution, 2.58% (16) was the ellipsis, and 24.80% (154) was the conjunction.

Nurhidayat, et al., (2021) investigated cohesive devices used by Tertiary English students in writing English paragraphs. The data collected from ten undergraduate English students from an institute in Curup, Bengkulu, Indonesia. The data then processed using cohesion theory proposed by Halliday and Hasan. The investigation showed that the students use reference in a form of personal and demonstrative reference. Conjunction used in the form of additive, adversative, and clausal conjunction. Reiteration used in the form of repetition. Meanwhile, the students have problem with using substitution, ellipsis, conjunction, reiteration, and collocation.

Nijat, et al. (2022) examined types of cohesive devices and their usage in the news articles from BBC and TOLO news about overturning the courts' decision for Ahmad Omar Sheikh. The research conducted using Theory of cohesion proposed by Halliday and Hasan. The findings of this research were that

there were total of (92) cohesive devices in BBC article, 73 of them are grammatical cohesion, while 19 of them were lexical cohesions. Meanwhile, in TOLO news article, there were total of 105 cohesive devices, 64 of them were grammatical cohesive device and 41 were lexical cohesive devices.

Islami, et al. (2022) examined the use of both lexical and grammatical cohesive devices that used in descriptive text by English training participants at PST. The research used Halliday and Hasan's theory, Coh-Metrix 3.0, and Spearman Correlation in order to analyze the data. The data was taken from eleven selected employee of Pura Smart Technology (PST). The result showed that 54.92% cohesive devices that were found was the repetition, 6.81% was the synonym, 33.71% was the hyponymy, 3.40% was the meronymy, and collocation with 1.14%. Meanwhile, for grammatical cohesion, the researcher found a reference with 29.54% and conjunction with 69.31%

Looking at the previous research, there are similarities and dissimilarities between present and previous research. The similarities can be seen by the focus of the research which is the types of grammatical and lexical cohesive devices. Although, many research focused on one type of cohesive devices, there are few research that focused on both types of cohesive devices. Besides that, both research use Haliday's theory to determine the types of grammatical and lexical cohesive devices. On the other hand, the dissimilarity of the research is on the data source selection. This research used news conference of NATO Secretary General Stoltenberg on April 7th 2022.

2.3 Theoretical Framework

The research will use Discourse analysis as the approach of the research. The discourse approach is chosen because the object of this research is cohesion of discourse. The cohesion of the text will be studied based on the usage of cohesive devices. This research aims to determine the cohesive devices from grammatical and lexical point of view. Grammatical cohesive device consists of reference, substitution, ellipsis, and conjunction. Meanwhile, Lexical cohesive device divided into two types, reiteration and collocation. Both of cohesive devices were taken from Halliday and Hasan (1976) who stated that cohesiveness of discourse can be seen through the usage of cohesive devices. The research use news conference of NATO Secretary General Stoltenberg's on April 7th 2022.

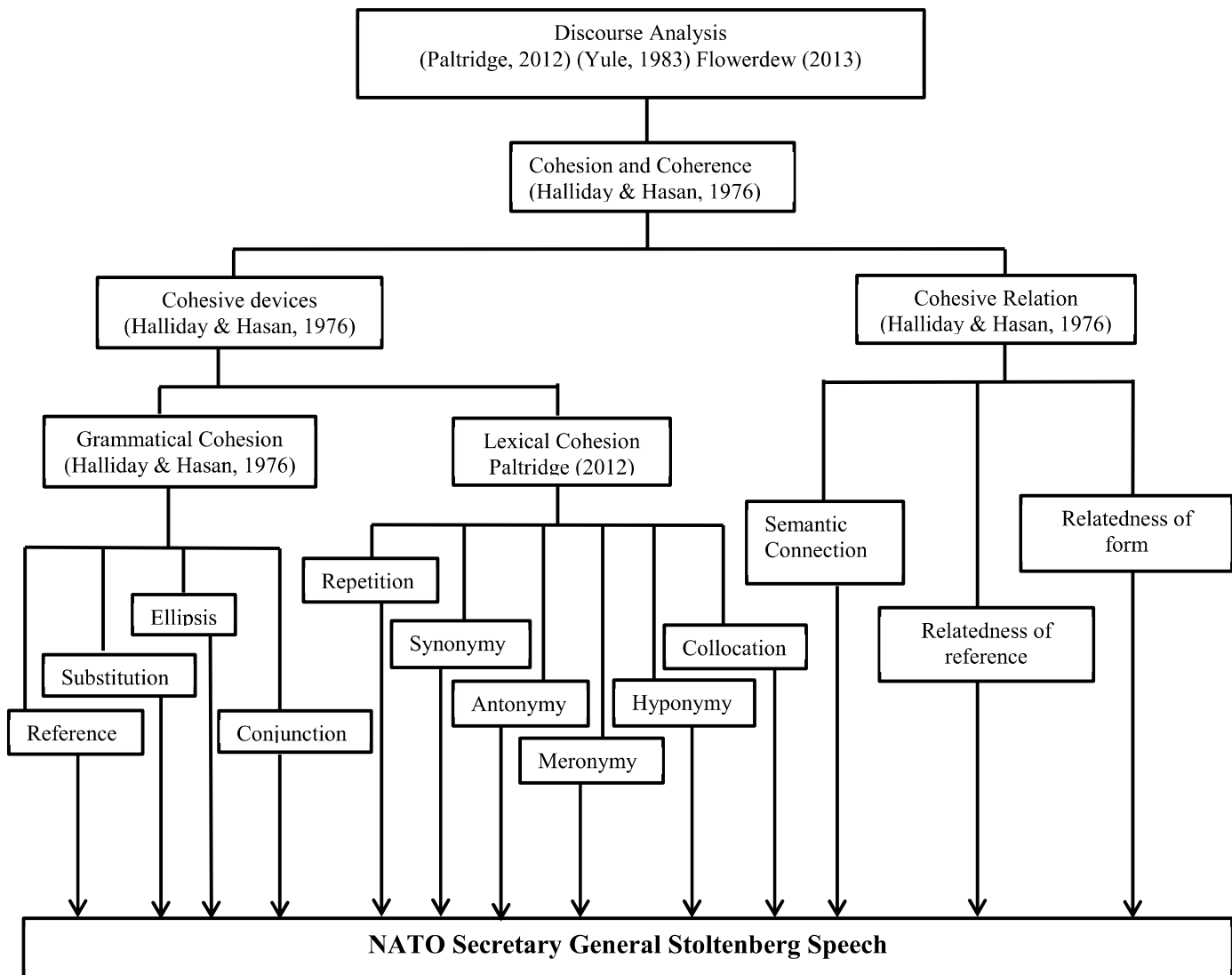


Figure 2.1 Theoretical Framework

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains how the research was conducted. It explains the method that was employed in this research. The explanation consists of the research design, object of the research, collecting data method, analysis data method, and the method of presenting the result of the research.

3.1 Research Design

In conducting this research, the researcher used descriptive qualitative method. Miles, et al. (2014), explained that qualitative method is describing the ways people interact, make an action, and managing situations under particular settings. Additionally, Creswell and Creswell (2018) added that qualitative method is a study that analyzes the social and individual problems. He also added that qualitative method data comes in a form of words. Furthermore, Marshall and Rossman (2016) said that qualitative method can be conducted by identifying, isolating, and generalizations.

Qualitative method and quantitative method also differs in the way to perform the analysis. Flick (2014) introduced two types of major approach on analysis data in qualitative method. The first approach is where the data selected and reduced by grouping the phenomena under one concept. The second approach is where the data expanded by developing more interpretations to it. Flick finished it by saying qualitative method serves the result of analysis in descriptive and generalized statements by comparing materials and texts on several cases.

This research used qualitative method since the data of this research are utterances from NATO Secretary General Stoltenberg speech. Another reason to use qualitative method in this research is that this research aimed to identify the cohesive devices used in NATO Secretary General Stoltenberg. Lastly, the result of this research was presented by using descriptive essay regarding the analysis of cohesive devices in NATO Secretary General Stoltenberg speech. Therefore, this research conducted using qualitative method.

3.2 Object of the Research

This research aimed at analyzing types of cohesive devices in NATO Secretary General Stoltenberg Speech. The types of cohesive devices introduced by Halliday and Hasan (1976) are the object of this research. Speech of news conference of NATO Secretary General Stoltenberg's is the data source of this research. The data was taken from the utterances based on the speech. The sentences are the data of this research to see cohesive devices that was used on the sentences. Meanwhile, the whole speech provided context to the data as a single discourse unit.

3.3 Method of Collecting Data

First step to do before analyzing the data was data collecting. This research used observational method to collect the data. According to Creswell and Creswell (2018) observational method is a method of collecting the data for scientific purposes, through using senses of human body, while noting or recording the phenomena. In this research, the data source is in a form of video and text. Therefore, this research used observational method in collecting the data.

In using observational method, the data were recorded using note-taking technique. Merriam and Tisdell (2016) stated that note taking is crucial in observational method. Note taking is the act of highlighting the data by noting the phenomenon that related to the research. She further added that the notes should be descriptive and detailed. Therefore, this research used note-taking technique to point out the cohesive devices from the speech of NATO Secretary General Stoltenberg.

The first step in collecting the data, the researcher watched the speech video from beginning until the end. After that, the researcher watched the video again while transcribed the speech into written text. The next step was to take a note of cohesive devices that found in the speech text. Then lastly, the data were organized into each category of grammatical and lexical cohesive devices based on the theory of (Halliday & Hasan, 1976).

3.4 Method of Analyzing Data

After collecting the data, the next step in this research was the analysis of the data. The data were analyzed using analytic approach of discourse analysis. According to Flick (2014), analytic approach focused on the internal of the text. It is concern to the way it constructs and positioned to be a discursive text.

The first step in analyzing the data was by carefully reading the discourse while giving concern to the connection between the highlighted data to the whole discourse. Then the discourse were analyzed again, this time by doing line-by-line analysis to further see the connection that was provided by the cohesive device in

the discourse. After that, the highlighted data were sorted into the type of cohesion devices using theory of Halliday and Hasan (1976).

3.5 Method of Presenting Research Result

After finished in analyzing the data, the last step in this research was to present the result of the analysis. The result was presented in a form of descriptive essay. According to Leavy (2017), the result of qualitative research method come in a form of descriptive writing where it should be compelling and engaging to the reader. However, Merriam (2016) stated, that the result of the research could also include tables and pictures. Therefore, in this research the result was presented with both tables and descriptive writings. The table was used to present the findings of this research that already sorted according to its types. Meanwhile, the findings were explained descriptively.