

**A STUDY OF COHESIVE DEVICES IN THE GEORGE WALKER
BUSH'S SECOND PRESIDENTIAL INAUGURAL SPEECH**

THESIS

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**ENGLISH LETTERS AND LANGUAGE DEPARTMENT
FACULTY OF HUMANITIES AND CULTURE
THE STATE ISLAMIC UNIVERSITY OF MALANG**

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THESIS

Presented to the State Islamic University of Malang in partial fulfillment of the
requirement for the degree of *Sarjana Sastra (SS)*

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2008

APPROVAL SHEET

This is to certify that the thesis entitled “**A Study of Cohesive Devices in the George Walker Bush's Second Presidential Inaugural Speech**” written by Rohmat Hidayat has been approved by the advisor, for further approval by the Board of Examiners.

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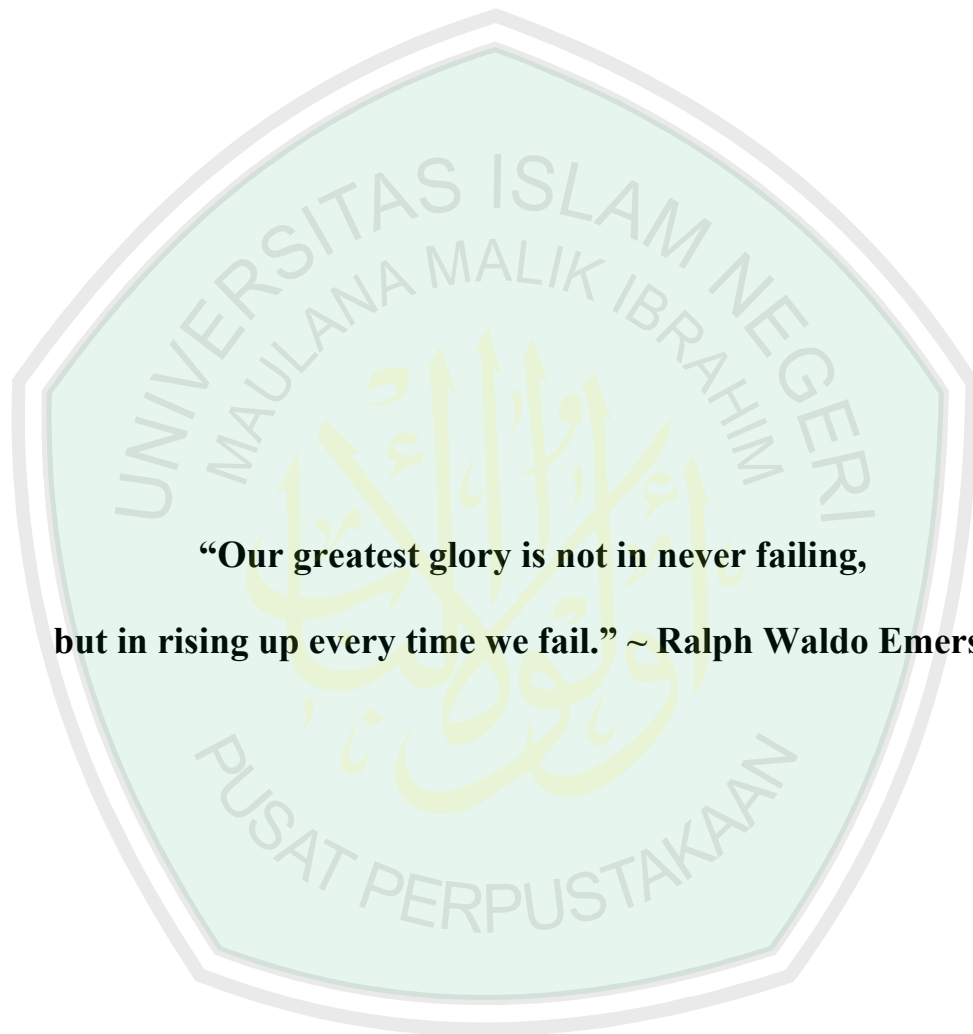
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MOTTO



**“Our greatest glory is not in never failing,
but in rising up every time we fail.” ~ Ralph Waldo Emerson**

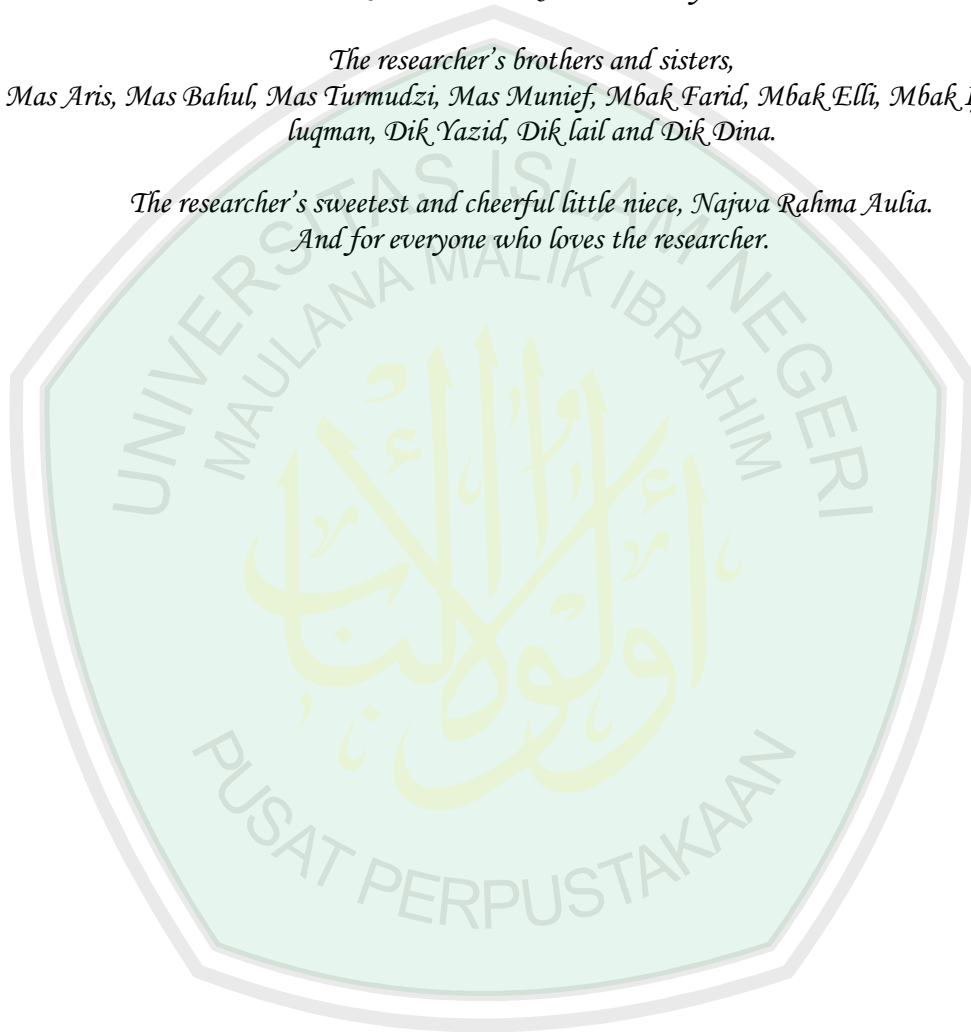
DEDICATION

This thesis is dedicated to:

*The researcher's beloved father and mother,
H. Chusnan and HJ. Siti Miladiyah.*

*The researcher's brothers and sisters,
Mas Aris, Mas Bahu, Mas Turmudzi, Mas Munief, Mbak Farid, Mbak Elli, Mbak Ifa, Dik
luqman, Dik Yazid, Dik Iail and Dik Dina.*

*The researcher's sweetest and cheerful little niece, Najwa Rahma Aulia.
And for everyone who loves the researcher.*



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Alhamdulillah robil 'alamin, all praises be to Allah SWT. And *Sholawat* and *Salam* are always delivered to our Prophet Muhammad SAW who has leaded us as a good model in the overall of our life.

I realize that my thesis compilation will never get success without any interference from other people. Therefore, it is my pleasure to acknowledge the following people for their contribution to the writing of this thesis.

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Finally, I truthfully realize that this thesis still needs the constructive criticism and suggestion from the readers in order to make it perfect and hopefully it can be useful for the readers, especially for the English learner.

Malang, November 19, 2007

The Researcher

ABSTRACT

Hidayat, Rohmat. 2007. *“A Study of Cohesive Devices in the George Walker Bush's Second Presidential Inaugural Speech”*. Thesis. English Letters and Language Department, Faculty of Humanities and Culture. The State Islamic University of Malang. Advisor: Rohmani Nur Indah, M. Pd.

Key Words: Cohesion, Cohesive Devices, George Walker Bush, Inaugural Speech.

This research is intended to analyze the cohesive devices expressed on the George Walker Bush's second presidential inaugural speech in which the devices organize semantic (meaning) relationship between an element and the others. The organization of those elements is categorized as cohesion which is also viewed as one of the elements helping the audience to follow easily the train of thought of the speaker or the writer. George Walker Bush as the president of America reelected in 2005 has also constructed his second speech by many elements of cohesive devices. In line of this, the script of the speech includes spoken text since it covers verbal record of the speech. Thus, it becomes an interesting object to be researched. The problems are covered by the question “What types of cohesive devices are used in the George Walker Bush’s second presidential inaugural speech?” and “What are the functions of cohesive devices used in George Walker Bush’s second presidential inaugural speech?”.

This research uses descriptive qualitative design in which the data are taken from the utterances expressed by George Walker Bush during his presenting second presidential inaugural speech. The data are analyzed by exploring Halliday and Hasan’s theory of cohesive devices.

The research has obtained the following results. On the grammatical cohesive devices which comprise reference, ellipsis, substitution and conjunction, the data show that the most widely used is reference which function is to indicate reference pronoun. Then, in the second position is conjunction which function is to indicate a connection between ideas. After that ellipsis, its function is to simplify the sentences of utterances. And no substitution is found in which it makes the language expressed accurate by substituting specific terms. Nevertheless, on the lexical cohesive devices which cover reiteration and collocation, it is found that the most widely used is reiteration namely repetition followed by metonym, hyponym, and synonym. And no antonym is found within the script. However, collocation is rarely found.

From the results, it is expected that this research is useful for politicians, teachers, students, preachers and any other professions who has intension to produce more qualified and rationale text of speech which can achieve their aim.

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CHAPTER I

INTRODUCTION

This section discusses background of the study, statement of the problems, significance of the study, scope and limitation of the study, and the definition of key terms. Each of the objects discussed in detail in the next:

1.1 Background of the Study

In Islamic view, people are commanded to do everything well. It is illustrated in Hadist that is narrated by Imam Muslim:

عن أبي هريرة رضي الله عنه قال, قال رسول الله صلى الله عليه وسلم : إن
الله طيّب لا يقبل إلا طيّباً... (رواه مسلم)

Abu Hurairah ra. Said: Rasulullah saw uttered: "In truth, Allah is the greatest Substance and He does not accept everything to him except the great ones".

Referring to the above Hadist, generally, it can be interpreted to human communication, how they should utter or communicate in right and good communication. Certainly, a right and good language will provide clear perception to people it expressed. Rahardjo (2002: 95) explains that the right language is a language which expresses appropriate rule, pattern, formation, and structure. While, a good language is a language which is communicated through

the appropriate condition, well focused to whom it is shared, has appropriate place, time, and topic of communication, and the last, how those components are expressed. When people can express those two points, good and right in communication, the communication will be more valuable. Lie as quoted by Rahardjo (2002: 90-91) agrees that when people communicate in more valuable communication, they not only achieve to understand each other, but also express valuable, right, and beautiful meaning inside that communication.

The discussion above gives us a clue that communication will be more meaningful and beautifully expressed while it expresses right and good language. Additionally, DeWitt H. Parker points that there are six principles which construct the beauty of thing. They are organic unity, theme, thematic variation, balance, evolution, and hierarchy points. However, it is also in working condition to the beauty of language.

The six principles are; first is organic unity, it means a language should consists of certain unsure which are needed. Second is theme, it refers to idea or ideas which become the key how people understand a communication. Third is thematic variation, it deals with the idea which always develops in order to find appropriate point so it does not seem monotonous. Fourth is balance, it explains how certain unsure constructs a language by its similarities and differences. Fifth is evolution, it describes the relationship of each unsure in order to produce a maximum meaning and hierarchy points to the structures of the unsure which arranged the main unsure and its sub supporting (Gie, 1976: 46-48).

Nevertheless, to analyze a language we certainly use text. Here, text is not defined as a single passage which covers a group of sentences, but it is identified as a sentence, set of sentences or utterances which provide the relation of meaning inside. Halliday and Hasan (1976: 1) argue that the world text always refers to any passage, spoken or written, of whatever length, does form unified completely. Subsequently, to be considered as a text, a sequence of sentence or utterance should have the criteria of texture or textuality. One of the criteria is cohesion (Renkema, 1993: 34-37). The relationship between one sentence and other sentence in a text realized by means of formal linguistic devices is labeled as cohesion. Indeed, Halliday and Hasan (1976: 8) say “Cohesion is semantic relation between an element in the text and some other elements that is crucial to the interpretation of it”. The relation of the elements, cohesive devices, will make a unity of thought and community in a text

Cohesive devices support a text to be meaningfully formed. They help the listener or reader in interpreting a piece of text or discourse. Tannen (1982) states that cohesive devices call upon a speaker’s background of knowledge of syntactic or semantic and socio-cultural knowledge in a process of interpretation.

In the relating discussion, people will apply the same theory in interpreting the presidential inaugural speech of American presidents in their Inauguration Day-the day on which the President of the United States is sworn in and takes office. Historically, it was originally held every four years on March 4 except the first inauguration for George Washington, which was held on April 30, 1789.

Presidential inaugural speech is the speech given by the presidents who have just been elected to their society. In their speeches, they share many information, and the vision and mission of their government. In America, the speech is given in a brief speech peppered with Biblical allusions and references to God.

The new president made a point of acknowledging America's history of slavery and of reaching out to immigrants -- ideas not traditionally associated with the Republican Party. The speech also discussed about the newest issue which occur in that country.

Analyzing the script of Bush's second presidential inaugural speech means analyzing a text since we realize it has the elements of text. The script becomes an interesting media to be discussed, because it expresses both formal language and poetical one. In view of the fact that this study becomes very important, as we can analyze the use of language in the society and we can find much information about the current existence and development of the use of language.

This study has a relation to the previous studies which stand on the same field. Khanisya (1999) studies on cohesive devices used in the Jakarta Post "features article", Rahmadhi (2003) analyzes discourse analysis on breaking news text displayed by Metro TV of Indonesia. Most of them research language used within the news which provides informative expression and it work based on the fact. Additionally, it is very important for the researcher to conduct a research that focuses on the type of cohesion devise and the function of cohesion devises applied in the Presidential Inaugural Speech. Since the speech does not only

expresses informative language but also affirmative language which is packaged in the formal language and expressed by beautiful structures.

1.2 Statement of the Research Problem

Considering to the background of the study that explained previously, the researcher points the problems. Those are:

1. What types of cohesive devices are used in the George Walker Bush's Second Presidential Inaugural Speech?
2. What are the functions of cohesive devices used in George Walker Bush's Second Presidential Inaugural Speech?

1.3 Objective of the Study

Based on the statement of the problem, the objectives of the study are:

1. To find the cohesive devices used in the George Walker Bush's Second Presidential Inaugural Speech.
2. To describe the function of the cohesive devices used in the George Walker Bush's Second Presidential Inaugural Speech.

1.4 Significance of the Study

The significance of the study is expected to be able to give valuable contribution to the researchers as the factual informer and other people who are interested in this study.

Theoretically, it is supposed that the result of this study will contribute to linguistics study, mainly to discourse study. Practically, the result of this study dealing with cohesion theory used in the second George Walker Bush's second presidential inauguration speech is expected to give more information both to the researcher and to the reader about the utilization of the cohesive devices in speeches. Furthermore, this study will be a valuable input for any politician, preacher, rector or other people who want to create more qualified and rationale speech that can be clearly perspected by the audience while listening or reading it. In addition, this study will help the other researcher who conducts research in the same field as a reference.

1.5 Scope and Limitation of the Study

The researcher limits the study based on the following points. Firstly, the object of the study is focused on the George Walker Bush's Second Presidential Inaugural Speech, which is published by
<<http://www.usa-presidents.info/inaugural/bush-2.html>>

Then, to analyze or to investigate the cohesive devices, which construct the speech, the researcher uses only the cohesion theory of M. A. K. Halliday and Ruqoiya Hasan. The last, the researcher does not discuss the other points outside cohesion, such as the effectiveness of the speech, the message of the speech, the meaning of phrases in the speech and so on.

1.6 Definition of Key Terms

To avoid misunderstanding, the researcher provides the definitions of key terms used as follow:

1. Cohesion refers to semantic relation in form of formal link that may be set up within a sentence as well as between sentences.
2. Cohesive devices are formal linguistic devices used to form coherence in discourse. It is divided into two types, namely grammatical and lexical cohesive devices. Grammatical cohesion consists of reference, substitution, ellipsis and conjunction. Whereas, lexical cohesion consists of reiteration and collocation.
3. Presidential inaugural speech is the speech given by the president who has just been elected to their society. In their speeches, they share many information, and also the vision and mission of their government.
4. George Walker Bush is the 43rd President of the United States. He was sworn into office on January 20, 2001, re-elected on November 2, 2004, and sworn in for a second term on January 20, 2005.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the review of the related literature. It refers to the text, cohesion, cohesive devices, grammatical cohesion, reference, substitution, ellipsis, conjunction, lexical cohesion, reiteration, collocation, the function of cohesive devices, and previous study.

2.1 Text

Text can be defined in many ways. In layman's terms, a discourse, and especially a text, is sequence of connected sentences or utterances (in the form) by which a sender communicates a message to a receiver (the function) (Renkema, 1993: 32). Then, in scholarly purposes which relate to linguistics, text is defined as Halliday and Hasan (1976: 1) command that the words text refers to a unit of language in use for communication in the form any passage, spoken or written, of whatever style and genre forms a unified whole. Furthermore, Brown and Yule (1983: 190) state, "A text is verbal record of communication event".

To make easier to identify a text Halliday and Hasan (1976: 1-2) note that

"A text may be spoken or written, prose or verse, dialogue or monologue...A text is a unit of language in use. It is not a

grammatical unit, like a clause or a sentence; and it is not defined by its size. A text is sometimes envisaged to be some kind of super-sentence, a grammatical unit that is larger than a sentence but is related to a sentence in the same way that a sentence is related to a clause, a clause to a group and so on... A text is best regarded as semantic unit: a unit not of form but of meaning. Thus, it is related to a clause or sentence not by size but by realization, the coding of one symbolic system in another. A text does not consist of sentences; it is realized by, or encoded in, sentences. ”

In this way, if we understand it, we shall not expect to find the same kind of structural integration among the part of a text as we find among the part of a sentence or clause. The unity of a text is a unit of a different kind.

In addition, a sequence of sentences or utterances is categorized as text when it consists of the existence of connection among sentences or utterances. However, Renkema (1993: 34-35) states that the connection among sentences or utterances should have the criteria of textuality, that is criteria that a sequence of sentences must meet in order to qualify as a text. Those seven criteria are cohesion; it is the connection which results when the interpretation of a textual element is dependent on another element in the text. Second is coherence, it is the connection which is brought about by knowledge which a listener or a reader is assumed to possess outside the text. Third is intentionality, it means that the writers and the speakers must have the conscious intention of achieving specific goal with their message. Fourth is acceptability, it requires that a sequence of sentences be acceptable to the intended audience in order to qualify as a text. Fifth is informativeness, it means that a text must consist of new information. Last is

situationality, it is important to consider the situation in which the text has been produced and dealt with.

2.2 Cohesion

Halliday and Hassan (1976) assert that cohesion is a semantic concept. They propose that the concept of cohesion is semantic one; it refers to the relation of meaning that exists within the text. Cohesion occurs when the interpretation of some elements in the discourse is dependent on those one another. The one presupposes the other in the sense that it cannot be effectively decoded except by resource to it. When this happens a relation of cohesion is set up, and the two elements, the presupposing and the presupposed, are thereby at least potentially integrated into text.

Further, they also mention that cohesion is a semantic relation between an element in the text and some other element that is crucial to the interpretation of it. The other element is also to be found in the text, but its location in the text is in no way determined by the grammatical structure. The two elements, the presupposing and the presupposed, may be structurally related each other, or they may not; it make no difference to the meaning of the cohesive relation.

2.3 Cohesive Devices

Halliday and Hasan (1976: 2) point that the primary determinant of whether a set of sentences do or do not constitute a text depends on cohesive relationship within and between sentences, which create a texture: it distinguishes from some thing that is not a text and the texture is not provided by the cohesive relation. Indeed, the cohesive relation can be realized by the use of cohesive devices. Halliday and Hasan (1976: 4-5) classify cohesive devices into two types: grammatical and lexical cohesion, since cohesion is expressed partly through grammar and partly through the vocabulary.

Those two types of cohesive devices consist of different point of the discussion. Grammatical cohesive devices consist of four kinds, namely, reference substitution, ellipsis, and conjunction, while lexical cohesive devices consist of two kinds, namely reiteration and collocation. In addition, those types of cohesive devices will help the listener or reader in interpreting a piece of text or discourse.

On the other hand, Beaugrande's theory which is quoted by Musiin (in Khanisya 1999: 21) provide that there are six elements which construct a cohesion within a text. Those are recurrence, definiteness, coreference via proform, exophoric reference, ellipsis and junction. Here, the division of cohesion devices based on Beaugrande theory seems to be general than Halliday and Hasan theory which expresses more vivid, complete, definite and practical than Beaugrande's. Based on the theories above and the data existed, this research applies the division of cohesive devices proposed by Halliday and Hasan theory.

The discussions of the divisions of cohesive devices, grammatical and lexical cohesion, are elaborated in the following section.

2.3.1 Grammatical Cohesion

Grammatical cohesion is indicated as a link of meaning relationship which is realized by reference, substitution, ellipsis devices and conjunction.

2.3.1.1 Reference

Halliday and Hasan (1976: 31-32) explain that reference is a semantic relation which refers to specific nature of the information that is signaled for retrieval. This indicates the information which is retrieved or found and brought back is the referential meaning, functioned as the identity or the particular thing or class of things that is being referred to. Therefore, the readers and the listener find the same thing enters into the text and it make easy for the people while understanding the text.

Reference is specified into two parts; situational or exophoric reference which refers to a thing as identified in the context of situation. Then, textual or endophoric reference which refers to a thing as identified in the surrounding the text (Halliday and Hasan, 1976: 32). In this discussion, reference to the situation becomes the prior form of reference and reference to another item within the text becomes the secondary or derived form of this relation. It is caused by the existence of situational reference preceded text reference.

In addition, reference is also classified into three types; personal reference, demonstrative reference, and comparative reference. Personal reference is

reference by means of function in the speech situation, through the category of person. The category of personals includes the three classes of personal pronoun, possessive determiners (usually called possessive adjective) and possessive pronoun. The system of reference is known as person, when 'person' is used in the special sense of 'role'; the traditionally recognized categories are first person, second person, and third person, intersecting with the number categories of singular and plural. (E.g. *I, me, mine, my, you, yours, your, we, us, ours, our, he, him, his, she, her, hers, they, them, theirs, their, it, its, one, and ones*). Then, demonstrative reference is reference by means of location, on a scale of proximity. Generally, demonstrative reference is divided into two parts: circumstantial (adverbial) demonstrative and remaining (nominal) demonstrative. The circumstantial demonstrative covers the words *here, there, now, and then* which refer to the location of a process in a space or time, and they normally do so directly and the remaining demonstrative covers the words *these, that, those, and the* which refer to the location of something, typically as some entity-person or object-that is participating in the process. They therefore occur as elements within the nominal group. Then, the last type of reference is comparative reference. It refers to indirect reference by means of identity or similarity. Comparative reference is categorized into two points; general (deitic) and particular (non-deitic). The general deals with identity (*same, equal, identical, identically*), similarity (*such, similar, so, similarly, likewise*), and difference (*other, different, else, differently, otherwise*). Next, particular deals with numerative (*more, fewer, less, further, additional; so-as-equally-+ qualifier (e.g. so many)*) and epithet

(comparative adjective and adverb, e.g. *better*; *so-as-more-less equally*-+ comparative adjectives and adverbs, e.g. *equally good*). The examples of reference are as follow:

I see John is here. *He* has not changed a bit. (Personal reference)

The word *he* presupposes John in the previous sentence and not someone else.

A man crossed the street. Nobody saw what happened. Suddenly, *the* man was lying there and calling for help. (Demonstrative reference)

The definite article *the* in the word the man indicates that it presupposes to the word a man stated before.

It is a *different* cat from the one we saw yesterday. (Comparative reference)

This sentence pictures the use of comparative devices *different* to point forward to the referent *the one we saw yesterday*.

2.3.1.2 Substitution

Halliday and Hasan identify substitution as the replacement of a word (group) or sentence segment by a ‘dummy’ word, in Renkema (1993: 37). Here, substitution is different from reference. Substitution is relation in the wording rather than in the meaning. It deals that substitution is relation between linguistics items, such as words and phrases; whereas reference is a relation between meanings. In this case, the preceding words or phrases help the listener or the reader to fill the correct element in understanding a text.

There are three types of substitution; that are nominal substitution, verbal substitution, and clausal substitution. Substitution deals with grammatical relation, a relation in the wording rather than in the meaning. The different types of substitution are defined grammatically rather than semantically. Therefore, the function of the substitute is grammatical function of the substitute item which functions as a noun, as a verb, as a clause. The following is the detail explanation about those three types.

Nominal substitution consist of one *and ones* which function as head of nominal group, and can substitute only for an item which is itself head of a nominal group; and *same* which substitutes for an entire nominal group. Then, verbal substitution operates *do (do, does, did, doing, and done)* as head of verbal group, in the place that is occupied by the lexical verb; and its position is always final in the group. Last, clausal substitution is a relation of the entire clause not the element within the clause. The word used as substitutes are *so* and *not*. The examples of those types as bellows are adopted from Renkema (1993: 37):

These biscuits are stale. Get some fresh *ones*. (Nominal substitution)

Here, *one* substitutes for *axe*. Since, one is a substitute item of noun substitution.

Have you called a Doctor? – I have not *done* it yet, but I will *do* it. (Verbal substitution)

The words *done* and *do* that indicate verbal substitute items substitutes for *called a doctor*.

Are they still arguing in there? – No, *it* just seems so. (Clausal substitution)

It here substitutes for *they are not still arguing in there*.

2.3.1.3 Ellipsis

The process of ellipsis is nearly same as the process of substitution in how its replace one item by another in sentences. While substitution is the replacement of one item by another, ellipsis is the omission of an item and it can be interpreted as that form as substitution in which the item is replaced by nothing. Therefore, ellipsis is also defined as “substitution by zero”. Halliday and Hasan (1976: 88) state that ellipsis is the omission of an item within a sentence. In this case, the sentence whose item is omitted can rationally be understood by understanding the previous sentence.

The classification of ellipsis is in three headings which similar to substitution's. Those are nominal ellipsis, verbal ellipsis, and clausal ellipsis. By nominal ellipsis means ellipsis within the nominal group. Then, by verbal ellipsis means ellipsis within verbal group. It is divided into lexical and operator ellipsis. Lexical ellipsis consist of modals such as *can, could, will, would, shall, should, may, might, must, ought to*, and *is to (am to, are to, was to, were to)* while operator ellipsis involves only the omission of the tense operators. The last is by clausal ellipsis, which means ellipsis within clausal sentence (Halliday and Hasan, 1976). The following examples dealing with three types of ellipsis are taken from Renkema (1993: 38):

These biscuits are stale. Those are fresh. (Nominal ellipsis)

The omission of the word *biscuits* in the sentence *those are fresh* indicates that it is nominal ellipsis since the word missing is a noun.

He participated in the debate, but you didn't. (Verbal ellipsis)

This sentence ellipses verb form which construct it. The missing sentence, however, should be in the form *you did not participate in the debate*.

Who wants to go shopping? You? (Clausal ellipsis)

Actually, the word *you* is a presentation of a complete clause of *do you want to go shopping?* That relates to the previous clause.

2.3.1.4 Conjunction

Halliday and Hasan define that conjunction is a relationship, which indicates how the subsequence sentence or clause should be linked to the preceding or the following (part of the) sentence (Renkema, 1993: 38).

Halliday and Hasan (1976: 303) state that conjunction is on the borderline of the grammatical and lexical cohesion, mainly grammatical but with a lexical component in it. It means that the set of conjunctive elements can probably be interpreted grammatically in terms of system, but such an interpretation involves lexical selection in terms of meaning. Conjunction is divided into five types: 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*, *besides*, *alternatively*, *incidentally*, *by the way*, *that is*, *I mean*, *in other words*, *for instance*, *thus*, *likewise*, *similarly*, *in*

the same way, on the other hand, by contrast, etc. Adversative relation which means contrary to expectation covers some words include *yet, though, only, but, however, nevertheless, despite this, in fact, actually, as a matter of fact, at the same time, instead, rather, on the contrary, at least, rather, I mean, in any case, in either case, whichever way it is, anyhow, at any rate, however it is, etc.* The causal relation consists of the words *so, then, hence, therefore, consequently, because of this, for this reason, on account of this, as a result, in consequence, for this purpose, with this in mind, for, because, it follows, on this basis, arising out of this, to this end, in that case, in such an event, that being so, under the circumstances, otherwise, under other circumstances, in this respect, in this regard, with reference to this, otherwise, in the other respect, aside from this, etc.* Temporal conjunction includes *then, next, after that, just then, at the same time, previously, before that, finally, at last, first...then, at first...in the end, at once, thereupon, soon, after a time, next time, on other occasion, next day, an hour later, meanwhile, until then, at this moment, up to now, etc.* The other conjunctive items involve *now, of course, well, anyway, surely and after all.*

The following examples are taken from Halliday and Hasan (1976: 251 and 269) and Renkema (1993: 38-39):

Besides being mean, he is also hateful. (Additive conjunction)

I would love to join in. *Only* I do not know how to play. (Adversative conjunction)

He is not going to school today *because* he is sick. (Causal conjunction)

The car was repaired. *Afterwards* we were able to continue our journey. (Temporal conjunction)

They were going to come to the meeting. *Of course*, they may have changed their minds. (Other conjunction)

2.3.2 Lexical Cohesion

Halliday and Hassan as quoted by Renkema (1993: 39) point that lexical cohesion is the relationship of sentence within the text that does not refer to grammatical and semantic connections. This is the cohesive effect achieved by the selection of vocabulary or based on the words used. Here, lexical cohesion proposes two kinds of reiteration and collocation.

2.3.2.1 Reiteration

Reiteration is a form of lexical cohesion which involve the repetition of lexical item, at one end of the scale; the use of general word to refer back to a lexical item, at the other end of the scale; and a number of things between-the use of a synonymy, near-synonymy, superordinate (Halliday and Hasan, 1976: 278). The items of reiteration include five points. They are repetition, synonym, hyponym or superordinat, metonym or general word and antonym.

Repetition is the act of repeating the same word which has been stated before and it often involves reference in the second occurrence by matching definite articles. Then, synonym is two or more forms with very closely related meanings which are often intersubstitutable in sentences. After that, hyponym refers to a word whose meaning consists the entire meaning of another word and it is also known as superordinate. Later, metonym or general word covers a

relationship of a part and whole. Last, antonym deals with two forms with opposite in meanings.

The following are the examples of kinds of reiteration which is taken from Halliday and Hasan (1976: 279-280):

There is a boy climbing that tree.
 The boy is going to fall if he does not take care. (Repetition)
 The lad is going to fall if he does not take care. (Synonym)
 The child is going to fall if he does not take care. (Superordinate)
 The idiot is going to fall if he does not take care. (General words)

In addition, Renkema (1993: 39) asserts that reiteration also involves a metonym (part vs. whole) and an antonym (related to a contradictory position/situation/condition of things or people). These examples describe the addition:

At its six-month checked up, the *brakes* had to be repaired. In general, however, the *car* was in good condition. (Metonym)
 The *old* movies just do not do it any more. The *new* ones are more appealing. (Antonym)

2.3.2.2 Collocation

The other type of lexical cohesion is collocation that is achieved through the association of lexical items that regularly co-occur. Renkema (1993: 39) says that collocation deals with the relationship between words and the basis of the fact that these words often occur in same surrounding or are associated with each other. Some examples are “sheep” and “wool”, “congress” and “politician” or “college” and “study”.

Red Cross helicopters were in the air continuously. The *blood bank* will soon be desperately in need of *donors*.

The hedgehog *scurried* across the road. Its *speed* surprised me.

2.4 The Functions of Cohesive Devices

In conclusion, based upon the discussion on the cohesive devices as explained by Halliday and Hasan (1976) and Renkema (1993), the function of cohesive devices can be viewed as bellows:

- a. To indicate reference pronoun (*e.g. he, it, their, one's, etc*), substitution (*e.g. one, do, does, so, etc*) and ellipsis.
- b. To indicate an addition of a fact or idea, *e.g. in addition, furthermore, etc.*
- c. To indicate a time order, *e.g. soon after meanwhile, etc.*
- d. To indicate spatial order, *e.g. here, there, etc.*
- e. To indicate a concession in an argument, *e.g. next, then, etc.*
- f. To indicate the degree/order of importance of a class, *e.g. better, the most, etc.*
- g. To indicate cause and effect relationship, *e.g. because, consequently, therefore, etc.*
- h. To indicate comparison, *e.g. similarly, equal, etc.*
- i. To indicate contrast, *e.g. however, nevertheless, etc.*
- j. To indicate classification/exemplification, *e.g. for instance, etc.*
- k. To indicate conclusion or a summary, *e.g. to sum up, in conclusion, in brief, etc.*

- l. To indicate repetition, synonym, hyponym, metonym, antonym, and general item.
- m. To indicate co- occurrence of lexical items.

Warriner (1977: 40) assert that cohesive devices have functions. First, adding an idea or fact by using: *again, also, besides, furthermore, in addition, etc.* Second, establishing a time or chronological order by using: *first, next, then, before, after, meanwhile, etc.* Third is establishing a spatial order by using: *here, there, etc.* Fourth, tying together and show cause and effect relationship by using: *because, for, since, due to, etc.* The last, restricting, contradicting, and showing contrast by using: *although, however, nevertheless, etc.*

2.5 Previous Study

In fact, many researchers have researched about cohesive devices from many overviews. Khanisya (1999) researched about cohesive devices used in the Jakarta Post Feature Articles. On her research, she finds that Jakarta Post feature articles tend to use reference and conjunction rather than the other types of grammatical cohesive devices. Then, for lexical cohesive devices, reiteration occurs more frequently than collocation. Last, cohesive devices are used in all part of the text/feature articles-either within a sentence, among sentences within a paragraph, and among paragraphs within an articles with various function. The most frequent function of cohesive devices used in the article is to indicate repetition.

Further, Sugianto (2000) who analyzes Cohesion in Newsweek Advertisement finds that in the terms of grammatical cohesive devices, each point has different frequency in existence. In the reference, personal reference appears in highest frequency than demonstrative and comparative reference. Secondly is ellipsis. Verbal ellipsis places the highest frequency of occurrence than followed by nominal ellipsis and clausal ellipsis. Here, ellipsis makes the sentence appear effective and efficient. Thirdly is substitution. Nominal substitution has greater frequency than clausal substitution and those are the only substitutions that exist there. The fourth is conjunction. Of the five types of conjunction, additive conjunction is mostly used. Then, in the term of lexical cohesive devices, repetition as one type of reiteration has the highest frequencies of occurrence than others, yet collocation which deals with relationship between words on the basis often occur in the same surrounding.

The other researcher, Rahmawati (2003) discusses the cohesive devices which exist in the headline news of VOA Indonesia.com. The findings of her research are first; in this headline news, references are often used to make one word relates to other words between or within the text. Here, substitution is not used, because substitution is better for conversation or informal conversation. Only one type of ellipsis used by the text namely nominal ellipsis since the text expresses something clear and easy to understand. Then, the text of VOA Indonesia.com also express a single type of conjunction, adversative conjunction, due to the text is short, clear, simple, and systematic news.

Furthermore, all of the researchers above have different character in their object of the research and they use the same theory in applying their research since it relates to informative written text. However, the researcher here conducts the research on cohesive devices in different object of research, precisely in a spoken text which is covered by written text. It covers formal and poetical speech. Thus, this research focused on cohesive devices on George Walker Bush's second presidential inaugural speech. In addition, the researcher uses these previous researches as references for his research.

CHAPTER III

RESEARCH METHOD

This section converses the research design, research object, data sources, research instrument, data collection, data analysis and triangulation, all of which are discussed in the following:

3.1 Research Design

To respond the research problem, the descriptive qualitative is used as design of this study. This study is classified as descriptive qualitative method, since the data were in form of words of the utterance rather than number, in this case the words of inauguration speech. Bodgen and Taylor (in Moloeng, 1991:3) stated that qualitative method is the research procedure which results in descriptive data including written and oral words from the object of the study.

In this research, the researcher uses descriptive qualitative research design, since the aim of the study is to explain the cohesive devices expressed in George Walker Bush's second presidential inaugural speech which is statistically analyzed, but those are analyzed in the form of words. Therefore, this research tends to be qualitative. Precisely, this research is descriptive qualitative research.

3.2 Research Object

The object of the study is the statements, which are produced by constructing the elements of cohesive devices that are expressed in the script of George Walker Bush's second presidential inaugural speech. In that script the researcher found many interesting, strange words or sentences that formally and poetically expressed. Those can be analyzed by using the theory of cohesion in order to find the cohesive devices, which structure that speech.

3.3 Data Sources

The sources of the data of the study is the script of George Walker Bush's second presidential inaugural speech, which is published by <<http://www.usa-presidents.info/inaugural/bush-2.html>> The writer analyzed the script, which has correlation to cohesive devices in the study of discourse analysis.

3.4 Research Instrument

To support the validity of the study the researcher makes use of certain instruments. In conducting this research, the researcher himself becomes the

major instrument; he observes the cohesion devices expressed in the script of George Walker Bush's second presidential inaugural speech.

3.5 Data Collection

There are some processes which the researcher does in accomplishing this study. First, the researcher browses the script of George Walker Bush's second presidential inaugural speech performed during Bush's second inaugural address. Then, he selects the data, which relate to the problem and the purposes of the study.

3.6 Data Analysis

The researcher conducts some steps to examine the data in this study. Those steps are identifying and categorizing the data in accordance with the research problem, namely cohesive devices in relation to grammatical and lexical cohesion. Then, discussing and interpreting the data from each category based on the theory of cohesive devices. The last, making conclusion based on the finding data analysis.

3.7 Triangulation

One process involved in corroboration effort has known as triangulation. As explained by Moloeng (2002: 178) that triangulation is a technique which is applied to check the validity of the data by employing the elements outside the data and it is functioned as the checker and the evaluator of that data. Therefore, it is useful for the research to check the validity of that research. Denzin (1978: 295)

as quoted by Berg (1988: 5) outlines that there are four categories of triangulation data triangulation, investigator triangulation, theory triangulation, and methodological triangulation.

Here, this research uses three types of triangulation: written source (data triangulation), investigator and expert. To get the most valid data and to support the validity of the data found the researcher uses some transcripts provided by some sites. Those deal with George Walker Bush second presidential inaugural speech. Hence, he compares the main scripts with the scripts taken from other sites such as:

<<http://www.usa-presidents.info/inaugural/bush-2.html>>

<http://www.millercenter.virginia.edu/scripps/digitalarchive/speeches/spe_2005_0120_bush?PHPSESSID=2f5cb5092c703f4b888859d9d0471244>

<<http://www.cnn.com/2005/ALLPOLITICS/01/20/bush.transcript/index.html>>.

Finally, he can find and conclude that the scripts published in those sites above are the same. Therefore, it can be concluded that the data of the script of George Walker Bush's second presidential inaugural speech are valid. This procedure is identified as written source triangulation.

Besides, the researcher also applies investigator triangulation. He crosses checked source of data, theories and techniques used within the research and the result of the research to the other researcher researches that stand in the same field, cohesion, but they have different object of the study. They are Luluk Indrawati who studies about "Cohesive Devices Used by The Main Character of Casino Royal Film", Siti Mahfudloh who discusses about "Discourse Analysis on

Cohesive Devices Used in the Lyrics of Paris Hilton Songs”, and Ririn Setyowati that concerns in “A Study of Cohesive Devices Found in the Main Character’s Utterances of Drama “Macbet” by William Shakespeare.

Furthermore, this research has been given out line of the analysis and checked by Drs. Nur Salam, M.Pd who is the expert of discourse study in which this research is included as one of the materials discussed there. In conclusion, these three steps of triangulation are expected to be able to recheck the validity of this research.

CHAPTER IV

FINDING AND DISCUSSION

This chapter is about the presentation of the finding of the data analysis and the discussion of the research results.

4.1 Findings

All of the findings of this research deal with the real fact of the data. Here, the analysis is done to identify and to present the cohesive devices which are expressed in the data source. Later, from the data obtained, they are discussed based on their categories, grammatical and lexical cohesive devices, which refer to Halliday and Hasan theory. Last, drawing conclusion is done based on the result of the data analysis.

4.1.1 Identification and presentation the cohesive devices within the script

In this discussion, identification leads to be the first step of the analysis. It has been basically discussed in chapter III. By verifying the occurrences of cohesive devices within the script of George Walker Bush's second presidential inaugural speech, every ties of cohesive devices found is counted. This method of counting provides that the script contains of 44 paragraphs which are divided into 100 sentences. From those sentences, the research finds that there are 91 sentences which cover cohesive devices. They are both in grammatical and lexical cohesive devices (see also appendix 1).

The grammatical cohesive devices which are figured out within the script include reference by 110 ties of cohesive devices, ellipsis which involves 3 ties and conjunction which covers 18 ties of cohesive devices. However, no substitution is found in this script. Additionally, the lexical cohesive devices which are found within the script deal with both reiteration and collocation. In term of reiteration, it provides 107 ties and 2 ties for the collocation (see also appendix 3).

4.1.2 Discussing and describing the data containing cohesive devices

This second step passes on some points of the analysis. They are presenting, discussing and interpreting the data based on their specific categories of cohesive devices. Here, the presentation of data analysis is distributed based on the paragraph of the original of a piece of the script since the script is constructed from some pieces of division paragraph. Then, to identify the sentences which

cover cohesive devices, they are written on *italic*, while the cohesive ties or the cohesive devices are typed in **bold**. However, to identify the presupposed items which relate to the ties of cohesive devices and the analysis of the study, the researcher types them in *italic*. Furthermore, this typing method will make easier to understand the way and the process of the analysis.

The 1st paragraph:

(1) Vice President Cheney, Mr. Chief Justice, President Carter, President Bush, President Clinton, members of the United States Congress, reverend clergy, distinguished guests, fellow citizens:

In this paragraph, no cohesive devices are found due to the fact that it is the beginning of the George Walker Bush's speech. Here, President Bush only mentions some names and their professions, President Bush himself and also members of the agenda as the fore greeting of his speech. Therefore, no ties of cohesive devices found there.

The 2nd paragraph:

(2) *On this day, prescribed by law and marked by ceremony, **we** celebrate the durable wisdom of our Constitution and recall the deep commitments that unite our country.* (3) *I am grateful for the honor of **this hour**, mindful of the consequential times in which **we** live and determined to fulfill the oath that **I** have sworn and **you** have witnessed.*

This second paragraph is divided into two sentences, sentence (2) and (3) of the script. From those sentences, the researcher finds six ties of cohesive devices and they include both grammatical and lexical cohesion. The personal reference

anaphora is identified from the vocabularies: “**we**” of the sentence (2) and (3), “**I**” of the sentence (3) and “**you**” that is stated in the sentence (3). The word “**we**” in that sentence presupposes the whole elements of the 1st division of the script. So, “**we**” is called anaphora reference since the presupposed item of “**we**” is found in the preceding sentence. Then, the word “**I**” in the sentence (3) refers to personal references anaphora since the word “**I**” presupposes President Bush who is giving a speech to the audience and he also becomes one of the people who are mentioned in the first division of the text. Next, the word “**you**” is personal reference anaphora which also presupposes the entire elements of the 1st paragraph except for the terms President Bush who is the first point of view of the script. In addition, this paragraph also consists of a tie of lexical cohesive devices. It is expressed by the form of “**this hour**”. Here, it reflects metonym of *this day* which occurs in the second sentence. Since, “**hour**” is a part of *day*.

From these findings, it can be seen that the function of reference is to indicate personal pronoun. At this point, the sentences can be simplified by expressing a proper pronoun. Further, the use of metonym colors the sentence in order to indicate its existence and its tie to the previous sentence.

The 3rd paragraph:

(4) *At this second gathering, **our** duties are defined not by the words **I** use, but by the history **we** have seen together.* (5) *For a half-century, **America** defended **our** own freedom by standing watch on distant borders.* (6) *After the shipwreck of communism came years of relative quiet, years of repose, years of sabbatical -- and then there came a day of fire.*

This paragraph contains of the sentence (4), (5) and (6) of the script. Yet the cohesive devices only occur in the 4th and 5th sentences. The cohesive devices which are figured out within the fourth sentence are personal reference and it deals with anaphoric. They are expressed by the words “**our**” which are expressed in the sentence (4) and (5), “**I**” and “**we**” of the sentence (4). While the words “**our**” and “**we**” presuppose the whole elements of the 1st division, the word “**I**” only refers to one element that is President Bush. Then, the term “**America**” of the sentence (5) is used as presupposition of the superordinate *country* in the sentence (2). In this sentence, President Bush uses the hyponym to express the specific term of *country*. However, those two sentences have relationship in meaning since they relate to the coordination of hyponym.

The 4th paragraph:

(7) *We have seen our vulnerability, and we have seen its deepest source.* (8) *For as long as **whole regions of the world** simmer in resentment and tyranny -- prone to ideologies that feed hatred and excuse murder -- violence will gather, and multiply in destructive power, and cross the most defended borders and raise a mortal threat.*

The sentences (7) and (8) of the script are stated in this division. Here, the sentence (7) has two ties of cohesive devices. Both are shown in the term of “**we**” (2X) which presuppose the 1st paragraph or sentence of the script. The words “**we**” define personal reference anaphora by presupposing and simplifying the complex characters of the 1st paragraph into the simple one. After that, the phrase “**whole regions of the world**” in the 8th sentence indicates the relation to the

previous terms of *our country* of the sentence (2) and *America* of the sentence (5) where both of those two terms are possible to be handled in interpreting the clear perception of the sentence. This relationship points to metonym due to the fact that **“whole regions of the world”** is the general words of those terms.

The 5th paragraph:

(9) There is only one force of history that can break the reign of hatred and resentment and expose the pretensions of tyrants and reward the hopes of the decent and tolerant. (10) **And that is the force of human freedom.**

From those two sentences above, the 9th and 10th of the script, only the last sentence has the ties of cohesive devices in terms of **“and”**, **“that”** and **“the”**. However, all of those ties are in the side of grammatical cohesion. The **“And”** refers to additive conjunction which function is not only coordinate the sentences in order can be classified into the same position or condition but also to give clue that there is additional statement or information which support to the preceding sentence. Then, the words **“that”** and **“the”** demonstrate the condition of the preceding sentence in the simpler form. They are also often used to specify a noun or a complex statement which has previously stated. Thus, both are identified as demonstrative reference.

The 6th paragraph:

(11) **We** are led, by events and common sense, to one conclusion: The survival of liberty in **our land** increasingly depends on the success of liberty in other lands.

(12) The best hope for **peace in our world** is the expansion of freedom in all the world.

This paragraph includes the sentence (11) and (12) of the script. Indeed, this paragraph shares both grammatical and lexical cohesive devices. The 11th sentence provides two ties, personal reference anaphora which constructed in the term of **“we”** and synonym and hyponym relationship which covered by the word **“land”**. The word **“we”** interprets the whole element of the 1st paragraph and in this sentence, its use is to indicate pronoun presupposed. **“Land”** is classified as synonym when it has the same sense of meaning with *our country* (S.2). However, it also ties as hyponym to *America* due to it is general word of *America*. The changing words of these sentences provide the wide perspective to the audience since they seem not monotonous. The sentence (12) deals with some ties of cohesive devices. They are collocation, personal reference anaphora, synonym and hyponym. Collocation occurs in term of **“peace”** which has the general relation meaning and the basis of the fact to the word *liberty*. Both terms are often associated with each other. Then, personal reference anaphora is pointed by the word **“our”**. This word relates to the 1st sentence of the script and the function of its existence is to simplify the sentence by indicating pronoun. However, the term **“world”** conveys two ties of cohesive devices, synonym and hyponym. When the **“world”** refers to other terms, *land* and *country*, which have the same sense of meaning, it is called as synonym and the word **“world”** also gives hyponym relationship as its tie of cohesive devices since it is the superordinate of *America*. The last term which covers tie of cohesive devices is **“freedom”**. This term is associated with the previous word, *liberty*, which gives the same sense of meaning.

The 7th paragraph:

(13) **America's** vital interests and **our** deepest beliefs are now one. (14) From the day of **our** founding, **we** have proclaimed that every man and woman on this Earth has rights, and dignity and matchless value because they bear the image of the maker of heaven and Earth.

Related to preceding paragraph, this paragraph has two ties of cohesive devices, grammatical and lexical cohesive devices which are expressed in these two sentences. The word “**America**” in the sentence (13) provides two ties of lexical cohesive devices. They are repetition and hyponym. In review, President Bush, here, uses many kinds of ways and words to express the existence of his country. In this sentence, he repeats the word “**America**” from the sentence (5). Basically, this word also relates to its superordinate, *country*, *land* and *world*, which have been stated at the previous sentence. While the second tie of thirteenth sentence relates to personal reference anaphora. It is pointed out by the term “**our**” which signifies to the 1st sentence of the script. Furthermore, the sentence (14) has the same ties as in terms of “**our**” and “**we**”. Both two sentences presuppose the 1st sentence of the script. Therefore, they are categorized as personal reference anaphora which indicates the pronoun of the 1st sentence.

The 8th paragraph:

(15) Across the generations, **we** have proclaimed the imperative of self-government, because no one is fit to be a master, and no one deserves to be a slave. (16) Advancing **these ideals** is the mission that created **our nation**. (17) It

*is the honorable achievement of our fathers. (18) Now it is the urgent requirement of **our nation's** security and the calling of **our** time.*

There are four sentences uttered at this paragraph and they relate to the sentence (15), (16), (17) and (18) of the script. Both grammatical and lexical cohesive devices appear on this paragraph. For the sentence (15), it shows a tie only that is personal reference anaphora in the term of “**we**”. The term refers to the pronoun of total elements of the 1st paragraph of the script.

Then, the sentence (16) covers some ties of cohesive devices. They are demonstrative reference, personal reference anaphora, synonym and hyponym. The demonstrative reference is formed by the term “**these ideals**” which presupposes and specifies the preceding sentences (14) and (15). The personal reference anaphora is positioned in term of “**our**” which covers the whole elements of the first sentence of the script and simplifies it to be simple form of possessive pronoun. The ties of synonym and hyponym are proposed by the word “**nation**”. It is classified as synonym since there are three others forms which have the same sense of meaning. They are *country*, *land* and *world* which are stated in the previous sentence or paragraph. Due to the fact that “**nation**” is also superordinate of the word *America*; therefore, “**nation**” is also included to tie of hyponym.

After that, for the sentence (17), there are two ties of cohesive devices. Both relate to personal reference anaphoric which are stated in the terms of “**it**” and “**our**”. While the term “**it**” refers to the preceding sentence (16), the term “**our**” which also occurs in the sentence (18) refers to the possessive pronoun of

the 1st paragraph of the script. However, both the two simplify the original presupposed ties into simple pronoun.

The last sentence of this paragraph is the sentence (18) which gives some ties of its construction. In the term of “**now**”, it is identified as other conjunction which relates this sentence to the sentence before (17). The word “**it**” presupposes the preceding sentence so it is viewed as personal reference anaphora. While the term “**nation**” cover three ties of cohesive devices. They are repetition, synonym and hyponym. “**Nation**” is identified as repetition due to the fact that it is stated in the previous sentence (16) and the term is repeated in this sentence. The repetition is aimed to stress, make clear and avoid ambiguity in relation to that sentence. Then, it is classified as synonym since the three others forms, *country*, *land* and *world*, which are stated in the previous sentence or paragraph have the same sense of meaning. The “**nation**” is also classified as hyponym because it is the superordinate of *America*.

The 9th paragraph:

(19) *So it is the policy of the United States to seek and support the growth of democratic movements and institutions in every nation and culture, with the ultimate goal of ending tyranny in our world.*

Causal conjunction, personal reference anaphora, repetition, synonym and hyponym are the cohesive devices which occur in this sentence or paragraph. Therefore, this sentence consists of both grammatical and lexical cohesive devices. Here, causal conjunction is modified by the word “**so**” which give a clue that this sentence and the previous one have a connection of cause and effect

relationship. The word “**it**” presents a tie of personal reference anaphora because it presupposes the complex and specific statement of the sentence (16) into a simple pronoun. The other tie of cohesive devices is expressed by “**United States**”. The term passes on metonym because it has relationship to its general word, *America*, which affirmed in the previous statement in expressing the country. Afterward, the word “**our**” which stated with the word nation presupposes back to the 1st sentence of the script. It covers the all people of the 1st paragraph in form of their possessive pronouns. So, it is called as personal reference anaphora. The last, the term “**world**” has many ties of cohesive devices. They include repetition since President Bush also stated this term in presenting the country in previous sentence (12). In the other hand, this term also covers the same sense of meaning of the other words. They are *country*, *land* and *nation* which are used by President Bush to interpret America or United State in general word. So, it is included in synonym tie. Yet when it is related to specific term of country, America, it ties hyponym. These presuppositions give interest to the sentences since they seem not to be monotonous.

The 10th paragraph:

(20) **This** *is not primarily the task of arms, though we will defend ourselves and our friends by force of arms when necessary.* (21) Freedom, by its nature, must be chosen and defended by citizens and sustained by the rule of law and the protection of minorities. (22) **And** *when the soul of a nation finally speaks, the institutions that arise may reflect customs and traditions very different from our own.*

Basically, this paragraph consists of three sentences but the sentence (21) does not cover any ties of cohesive devices so it is not included in the analysis. By the two sentences here, grammatical cohesive devices occur and not by other type. From the sentence (20), there are two ties of cohesive devices. They are demonstrative reference and personal reference anaphora. Demonstrative reference in the form of “**this**” presupposes the preceding sentence. It performs or demonstrates the complex condition of previous sentence by simple form of the word “**this**”. While the word “**we**” is assumed as the presupposition of the 1st paragraph of the script. It cover the whole elements inside the first sentence by performing pronoun “**we**”. Then, the sentence (22) covers two ties of cohesive devices. They are pointed in form of additive conjunction and personal reference anaphora. The word “**and**” in the sentence gives clue that there an additional statement that relate to the preceding sentence and it is different from coordination function of the conjunction. The personal reference anaphora is positioned in the word “**our**”. The term “**our**” presupposes the 1st paragraph by its simple pronoun which cover the whole elements of it.

The 11th paragraph:

(23) **America** will not impose **our** own style of **government** on the unwilling. (24) **Our** goal instead is to help others find their own voice, attain their own freedom and make their own way.

There are two sentences which construct this paragraph. Both have the ties of cohesive devices that relate to grammatical and lexical cohesive devices. On the sentence (23) some ties of cohesive devices are found. The word “**America**”

has some ties to other words stated. When it repeats to “**America**” itself which has stated in previous sentence (5) and (13), it is categorized as repetition. Then, when it refers to its superordinate, *country*, *land*, *world* and *nation*, it is classified into hyponym. The last, it is decoded into metonym, when it relates to a part of it, *United States*. The second, the possessive pronoun “**our**” in the sentence (23) and (24) presupposes the 1st paragraph of the scrip. It relates to all of elements inside and it is pointed as personal reference anaphora. The third, the “**government**” has relation meaning to the preceding word, *institution* which stated. Since its relationship cover up institution as a part of “**government**” so it is called metonym.

The 12th paragraph:

(25) *The great **objective** of ending tyranny is the concentrated work of generations.* (26) *The difficulty of the **task** is no excuse for avoiding it.* (27) ***America's** influence is not unlimited, but fortunately for the oppressed, **America's** influence is considerable, and **we** will use it confidently in freedom's cause.*

In this paragraph, there are three sentences which enclose some ties of cohesive devices. The sentence (25) holds a tie which is put in the term of “**objective**”. It covers synonym since it has the same clue of meaning with the word, *goal*, which has been stated before. This construction presents new atmosphere in appreciating the sentence. Subsequently, the next sentence provides two ties of cohesive devices. They include collocation which is presented by the word “**task**” and personal reference anaphora which covered by the pronoun “**it**”.

The “**task**” is often occurred in a same surrounding with *objective* since they are associated with each other. Personal reference anaphora which is covered by the word “**it**” is associated with the specific word *tyranny*. It has changed the position of *tyranny* by general pronoun of it. The sentence (27) has two terms which cover some ties cohesive devices. The word “**America**” comprises three ties of the cohesive devices. Repetition is associated when the word “**America**” repeated and stated in the preceding sentence (5), (13) and (23). Hyponym is linked by the word “**America**” which has some superordinate terms used by President Bush, *country, land, world* and *nation* to interpret “**America**”. It is also reflected into metonym as “**America**” which has relation to its part, that is *United States* which also expressed by President Bush in interpreting America. Another tie is related to personal references anaphora which is proposed by the word “**we**”. It refers to the 1st paragraph by the total of its parts. The function of its existence is to indicate the pronoun of the 1st sentence which has stated complexly. Therefore, the sentence can be uttered in a simple and concrete form but it still can be understood by referring it to the 1st paragraph.

The 13th paragraph:

(28) **My** most solemn duty is to protect **this nation** and its people from further attacks and emerging threats. (29) **Some** have unwisely chosen to test **America's** resolve and have found it firm.

This paragraph conveys two sentences which cover ties for both grammatical and lexical cohesion. For the sentence (28), it contains two references. The first, personal reference anaphora in term of “**my**” presupposes

the possessive pronoun of first point of view. Here, it belongs to President Bush who also becomes an element of 1st paragraph of the script. The second, it relates to demonstrative reference which covered by the word “**this**” in the phrase “**this nation**”. It indicates the position of a nation being discussed, here, it is related to *America* and not for others. The next sentence (29) offers some ties of cohesive devices. The word of “**some**” provides a phrase which its occurrence is omitted in order to get simpler statement but it can be easily understood by identifying its previous sentence. The phrase is *against further attacks and emerging threat* which is stated in the sentence (28). Therefore, it is recognized as nominal ellipsis since the omission is in the form of noun. Then the term “**America**” includes three ties of cohesive devices. It is categorized as repetition when the word “**America**” is repeated any more after being stated in previous sentence (5), (13), (23) and (27) and it is not replaced by the other general term. It is also classified into hyponym in which the term “**America**” has some superordinate terms, *country, land* and *world*, which are used by President Bush, in interpreting “**America**”. It is related to metonym as “**America**” has relation to its part, *United States*, which also said by President Bush in interpreting “**America**”.

The 14th paragraph:

(30) *We will persistently clarify the choice before every ruler and every nation -- the moral choice between oppression, which is always wrong, and freedom, which is eternally right.* (31) **America** *will not pretend that jailed dissidents prefer their chains, or that women welcome humiliation and servitude or that any human being aspires to live at the mercy of bullies.*

The word “**we**” is supposed as the presupposition of the first sentence of the script. It cover the whole elements inside the 1st paragraph by performing pronoun “**we**”. While the term “**America**” in the sentence (30) give three ties. They are repetition when the word “**America**” is repeated after being stated in the preceding sentence (5), (13), (23), (27) and (29) and not by the other general term, hyponym as the term “**America**” has some superordinate terms, *country*, *land*, *world and nation*, which are also used by President Bush to interpret “**America**” and metonym as “**America**” has relation to its part, *United States*, which is also expressed by President Bush to take “**America**”. From those sentences, it can be noticed that the two sentences are related with other previous sentence by exploring grammatical and lexical cohesive devices.

The 15th paragraph:

(32) *We will encourage reform in other governments by making clear that success in our relations will require the decent treatment of their own people.* (33) *America's belief in human dignity will guide our policies.* (34) **Yet, rights must be more than the grudging concessions of dictators; they are secured by free dissent and the participation of the governed.** (35) *In the long run, there is no justice without freedom, and there can be no human rights without human liberty.*

This paragraph includes four sentences. However, the sentence (35) has no ties of cohesive devices. From those three sentences can be recognized that this paragraph explore both grammatical and lexical cohesive devices. The word “**we**” in sentence (32) is supposed as the presupposition of the 1st paragraph of the script. It covers the whole elements inside the first sentence by performing

pronoun “**we**”. While the term “**America**” in the sentence (33) gives three ties. They are repetition, hyponym and metonym. When the word “**America**” is repeated after being declared in the previous sentence (5), (13), (23), (27), (29) and (31) and not by the other general term, it is labeled as repetition. It is named as hyponym as “**America**” has some superordinate terms, *country*, *land*, *world* and *nation*, which are used by President Bush, to replace the term “**America**”. Later, it refers to metonym as “**America**” has relation to its part, *United States*, which is also expressed by President Bush in interpreting “**America**”. Then, in the sentence (34) two ties of cohesive devices are found. The word “**yet**” refers to adversative conjunction. This relation indicates that there is a contrary between this sentence and the previous one. Whereas, the word “**right**” indicates the tie of synonym since it has the same sense of meaning by the world *policies* which is stated in sentence (33).

The 16th paragraph:

(36) *Some, I know, have questioned the global appeal of liberty -- though this time in history, four decades defined by the swiftest advance of freedom ever seen, is an odd time for doubt.* (37) *Americans, of all people, should never be surprised by the power of **our** ideals.* (38) ***Eventually**, the call of freedom comes to every mind and every soul.* (39) ***We** do not accept the existence of permanent tyranny because **we** do not accept the possibility of permanent slavery.* (40) ***Liberty** will come to those who love it.*

From this paragraph, there are five sentences in which each sentence has tie of cohesive devices. Generally, this paragraph covers both grammatical and

lexical cohesive devices. From the sentence (36), the word **“I”** refers to President Bush as the first point of view of this script. Therefore, the word **“I”** indicates the personal pronoun anaphora since it replaces the position of President Bush by it simple pronoun **“I”**. After that, the sentence (37) also proves personal reference anaphora in the form of **“our”**. Here, it refers to the possessive pronoun of the first sentence of the scrip of President Bush speech and it relates to all elements inside. As a result, it is pointed as personal reference anphora. Later, the sentence (38) points temporal conjunction which is positioned in the word **“eventually”**. It relates the sentences by indicating a relation of conclusion. Then, on the sentence (39) is found **“we”** which indicates personal reference anaphora. It is supposed as the presupposition of the first sentence of the script. It covers up the full elements of the first sentence by performing pronoun **“we”**. The last, the sentence (40) provides synonym in term of **“liberty”**. It relates to the same sense of meaning by the world *freedom* declared at the previous sentence.

The 17th paragraph:

(41) **Today, America** *speaks anew to the peoples of the world:*

This paragraph has a sentence only. However, this sentence also relates to lexical cohesive devices and not to other. By the word **“today”**, it reflects to synonym of the phrase *this day* in the sentence (2) since they have the same sense of meaning and also the function that is to indicate a time order. While the word **“America”** gives three ties. The first, repetition which means the word **“America”** is repeated in use after being declared in the preceding sentence number (5), (13), (23), (27), (29), (31) and (33) and not being replaced by other

terms. The second, hyponym as “**America**” has some superordinate terms, *country, land, world and nation*, which are used by President Bush, *in* interpreting the general term of “**America**”. The last, “**America**” is identified as metonym because it has relation to its part, *United States*, which is also expressed by President Bush in interpreting it.

The 18th paragraph:

(42) **All** *who live in tyranny and hopelessness can know: The United States will not ignore your oppression, or excuse your oppressors.* (43) *When you stand for your liberty, we will stand with you.*

Both grammatical and lexical cohesion are expressed in this paragraph. For the sentence (42), there are some ties that construct this sentence. Such as ellipsis which is covered in the term of “**all**”, repetition and metonym that are conveyed by the term “**United States**” and personal reference anaphora which is referred by the possessive pronoun “**your**”. In the case of ellipsis, the phrase omitted is *the people of the world* of the sentence (41). However, in this sentence, the omitted phrase is expressed by the single word “**all**” but naturally the audience can understand what is actually intended since there is a connection to the previous sentence which indicates an ellipsis relationship. The other tie of cohesive devices is expressed by phrase “**United States**”. The term has repetition and hyponym because it has relationship to the same phrase mentioned earlier in the sentence (19) and to its superordinate, *America*, affirmed in the previous statement in expressing the country. The words “**your**” (2X) expresses personal reference anaphora by providing possessive pronoun of the presupposed item *the*

people of the world in the sentence (41). Then, in the sentence (43) personal references anaphora is found. They deal with the words “**you**” (2X) and “**we**”. Here, the word “**you**” refers to *the people of the world* while the word “**we**” refers to the first sentence and its complete components. All of pronouns are used in order to get the simple form so it makes easier for the audience to reach their perspective.

The 19th paragraph:

(44) *Democratic reformers facing repression, prison or exile can know: **America** sees **you** for who **you** are -- the future leaders of your free country.*

In this paragraph, sentence (44), there are four ties of cohesive devices which are covered by the terms “**America**” and “**you**”. Three of them are proposed by the word “**America**” which covers repetition, hyponym and metonym. Repetition means when the word “**America**” is repeated in use in this sentence after being expressed in the other sentences such as in sentence (5), (13), (23), (27), (29), (31), (33) and (41). This repetition gives a stress to this sentence deals with “**America**” in a discussion in order to avoid ambiguity and to clear the specific point. “**America**” is also pointed out as hyponym due to the fact that it has some superordinate terms, *country*, *land*, *world* and *nation* which are stated by President Bush to generalize the term “**America**”. Other, “**America**” is classified in the field of metonym as it has relation to its part, *United States*, which is also expressed by President Bush in interpreting it. The last tie is proposed by the words “**you**” which refer to *the people of the world* while the word and it is

categorized as personal reference anaphora since it replaces the phrase *the people of the word* with its simple pronoun **“you”**.

The 20th paragraph:

(45) *The rulers of outlaw regimes can know that **we** still believe as Abraham Lincoln did: "Those who deny freedom to others deserve it not for themselves; and, under the rule of a just God, cannot long retain it."*

There is a single tie of cohesive devices here. However, this paragraph contains a sentence only (45). The tie is expressed by the term **"we"** which relates to the personal reference anaphora because it replaces the position of the 1st paragraph that is constructed from complex elements by the simple pronoun **"we"**. Therefore, the sentence covers only a pronoun which reflects the complex components of people.

The 21st paragraph:

(46) *The **leaders of governments** with long habits of control need to know: To serve your people you must learn to trust them. (47) Start on this journey of progress and justice, and **America** will walk at **your** side.*

The sentence (46) of this paragraph has two ties of cohesive devices. Both of them refer to lexical cohesion, synonym. They are pointed by the words **"leader"** which has the same sense in meaning with *ruler* of the sentence (45) and **"governments"** which relate to the same meaning with *regimes* of the sentence (45). By indicating the synonym of those two sentences, basically, it explores the possibility of the use of other terms in order to avoid monotonous in communication. However, in the sentence (47) some ties of cohesive devices are

found which are presented by the terms "**America**" and possessive pronoun "**your**". The "**America**" leads three ties which deal with repetition, hyponym and metonym. Repetition means when the word "**America**" is repeated in use after being stated in the previous sentence, such as in sentence (5), (13), (23), (27), (31), (33), (41) and (44) and not by the other common terms. It is organized as hyponym as "**America**" has some superordinate terms, *country*, *land*, *world* and *nation*, which are also expressed by President Bush to interpret the general term of "**America**". Later, it is encoded as metonym because "**America**" has relation to its part, *United States*, which is also expressed by President Bush to point "**America**". While the terms "**your**" expresses personal reference anaphora by indicating possessive pronoun of the presupposed item *the people of the world*. Thus, this sentence (47) indicates cohesion in the type of both grammatical and lexical cohesive devices.

The 22nd paragraph:

(48) **And all the allies of the United States can know: We honor your friendship, we rely on your counsel, and we depend on your help.** (49) Division among free nations is a primary goal of freedom's enemies. (50) *The concerted effort of free nations to promote democracy is a prelude to our enemies' defeat.*

There are three sentences which are covered by this paragraph. But one of them, sentence (49), does not express any ties of cohesive devices. So, it is not included within analysis. However, this paragraph covers both grammatical and lexical cohesion which appear in the two sentences (48) and (50). On the sentence (48) some ties which are pointed some terms are found. The term "**And**" refers to

additive conjunction which function is not only coordinate the sentence in order that it can be classified into the same position or condition and to give clue that there is an additional statement or information which supports the preceding sentence. The other term which held tie of cohesive devices is “**United States**”.

The term passes on repetition because it shows the relationship to the same phrase mentioned earlier, such as in the sentence (9) and (42) and on hyponym as its superordinate, *America*, is also affirmed in the previous statement in expressing the country. Next, the other tie is expressed by the term “**we**” which relates to the personal reference anaphora because it replaces the position of the 1st paragraph that is constructed from multipart elements by the simple pronoun “**we**”. So, this term covers a pronoun which reflects the complex component of people of the 1st paragraph. In the other case, the sentence (50) presents two ties of cohesive devices which covered by the words “**free nation**” and “**our**”. The phrase “**free nation**” is identified as repetition since it repeats the use of the same term which is stated previously in the sentence (49) and not by the other terms. The term “**our**” relates to the personal reference anaphora as it replaces the position of the possessive pronoun of the 1st paragraph which is constructed from multiple elements by the simple possessive pronoun “**our**”.

The 23rd paragraph:

(51) **Today**, I also speak anew to my fellow citizens:

This small paragraph contains a sentence only. Here, there are two terms which cover the tie of cohesive devices. The word “**today**” reflects to synonym of the word *this day* in the sentence (2) since they have the same sense of meaning

and also function that is to indicate a time order. Nevertheless, it has other tie of cohesive devices. It relates to repetition due to the fact that this term is also repeated in this sentence the same as it is mentioned earlier in the sentence (41). While the word “**I**” refers to President Bush as the first point of view of this script. Therefore, the word “**I**” indicates the personal pronoun anaphora since it replaces the position of President Bush by its simple pronoun “**I**”. From those analyses, it can be viewed that this small paragraph covers both grammatical and lexical cohesive devices.

The 24th paragraph:

(52) *From all of **you**, **I** have asked patience in the hard task of securing **America**, which **you** have granted in good measure.* (53) ***Our country** has accepted obligations that are difficult to fulfill and would be dishonorable to abandon.* (54) ***Yet because we** have acted in the great liberating tradition of **this nation**, tens of millions have achieved their freedom.*

The three sentences above assemble this paragraph by their own ties of cohesion devices. The ties include in the type of grammatical and lexical cohesive devices. The sentence (52) shows some ties of cohesive devices. They include in the term of “**you**” (2X) which expresses personal reference anaphora by indicating pronoun of the presupposed item *fellow citizen* and the word “**I**” refers to President Bush as the first point of view of this script. Therefore, the word “**I**” indicates the personal pronoun anaphora since it replaces the position of President

Bush by it simple pronoun **"I"**. The term **"America"** in this sentence gives three ties. They are repetition, hyponym and metonym. When the word **"America"** is repeated after being declared in the previous sentence (5), (13), (23), (27), (29), (31), (33), (41), (44) and (47) and not by the other general term, it is labeled as repetition. It is named as hyponym since the term **"America"** has some superordinate terms, *country*, *land*, *world* and *nation*, which are used by President Bush, to replace the term **"America"**. Later, it is discovered as metonym as **"America"** has relation to its part, *United States*, which also expressed by President Bush in interpreting **"America"**. While, in the sentence (53) two terms which cover cohesive devices are found. The personal reference anaphora by the term **"our"** refers to possessive pronoun of *I (President Bush)* and *fellow citizens* in sentence (51). Then, in term **"country"**, it has some ties of cohesive devices. They include repetition since President Bush also stated this term in presenting the country in previous sentence number (2). This term also covers synonym since it has the same sense of meaning of the other words. They are *land*, *nation* and *world* which are used by President Bush to interpret America or United State in general word. However, when it is related to specific term of America, it ties hyponym. These presuppositions give interest to the sentence since the sentence seems not to be monotonous. The other sentence (54) delivers some terms which covers ties of cohesive devices. In the word **"yet"**, it refers to adversative conjunction which indicates that there is a contrary between this sentence and the previous one and the word **"because"** is identified as causal conjunction. It covers a function as a cause and effect relationship. Next, the personal reference

anaphora by the term "**we**" refers to pronoun of *I (President Bush)* and *fellow citizens* in the sentence (51). The last phrase relates to demonstrative reference which is covered by the word "**this nation**". It indicates the position of a nation being discussed, here, it is related to *America*.

The 25th paragraph:

(55) **And** as hope kindles hope, millions more will find **it**. (56) By **our** efforts, **we** have lit a fire as well -- a fire in the minds of men. (57) **It** warms **those** who feel its power, **it** burns those who fight its progress, and one day this untamed fire of freedom will reach the darkest corners of **our world**.

This paragraph contains three sentences in which all of them cover the ties of cohesive devices both grammatical and lexical. The sentence (55) covers two ties of cohesive devices which relate to additive conjunction and personal reference anaphora. The additive conjunction is pointed in the form of "**and**" which function is not only to coordinate the sentence in order to be able to be classified into the same position or condition but also to give clue that there is an additional statement or information which support to the preceding sentence. The personal reference anaphora is indicated by the term "**it**" as the pronoun of the word *freedom*. Then, on the sentence (56), there are two terms which indicate personal reference anaphora. Both are "**our**" and "**we**" which refer to the same presupposed item, *I (President Bush)* and *fellow citizens* in the sentence (51). While "**our**" refers to the possessive pronoun of the reference, "**we**" deals with the pronoun of the reference. In coordination, the sentence (57) also covers reference. The term "**it**" is classified into personal reference anaphora since it

indicates the pronoun *a fire* which is pointed out in the sentence (56). Later, "**those**" refers to *men* as it indicates the position of people being discussed, so it is categorized as demonstrative reference. Later on, "**our**" refers to the possessive pronoun of the reference, *I (President Bush)* and *fellow citizens* of the sentence (51). Here, it simplifies the complex reference by simple form of pronoun.

Therefore, it is related to personal reference anaphora. Then, in term of "**world**", it has many ties of cohesive devices. They include repetition since President Bush also stated this term in presenting the country in previous sentence (12) and (19) and this term also covers the same sense of meaning of the other words. They are *country*, *land*, and *nation* which are used by President Bush to interpret America or United State in general word. So, it is also included in synonym. However, when it is related to specific term of America, it ties to hyponym.

The 26th paragraph:

(58) *A few Americans have accepted the hardest duties in this cause -- in the quiet work of intelligence and diplomacy ... the idealistic work of helping raise up free governments ... the dangerous and necessary work of fighting **our** enemies.* (59) ***Some** have shown their devotion to **our country** in deaths that honored their whole lives, and **we** will always honor their names and their sacrifice.*

The two sentences of this paragraph define some ties of cohesive devices, both in grammatical or in lexical. From the sentence (58) and (59) there are the ties of cohesive devices which is covered by the term "**our**" in the sentence (58) and (59) and the term "**we**" in the sentence (59). They indicate the term *I (President Bush)* and *fellow citizens* in the sentence (51). The word "**we**" refers to

the personal reference anaphora by indicating the pronoun, while the term "**our**" indicates the possessive pronoun of *I (President Bush)* and *fellow citizens* of the sentence (51). As the result, it is categorized as personal reference anaphora.

While in the sentence (59), there are three terms which concerns with ties of cohesive devices. The word "**some**" relates to nominal ellipsis since it omits the word *Americans* as one of the elements which construct this sentence. Then, in term of "**country**", it has many ties of cohesive devices. They include repetition since President Bush also stated this term in presenting the country in previous sentence (2) and (53). This term also covers the same sense of meaning of the other words. They are *land*, *nation* and *world* which are used by President Bush to interpret America or United State in general word. So, it is included in synonym. However, when it is related to specific term of country, America, it ties to hyponym.

The 27th paragraph:

(60) *All Americans have witnessed **this idealism** and some for the first time.* (61) *I ask **our** youngest citizens to believe the evidence of **your** eyes.* (62) ***You** have seen duty and allegiance in the determined faces of **our** soldiers.* (63) ***You have seen** that life is fragile, and evil is real, and courage triumphs.* (64) *Make the choice to serve in a cause larger than **your** wants, larger than yourself, and in **your** days **you** will add not just to the wealth of **our** country but to its character.*

There are five sentences which organize this paragraph. Each of them offers the ties of cohesive devices. For all, they cover both grammatical and lexical cohesion. The sentence (60) contains a tie of cohesive devices which relate

to demonstrative reference. It is pointed out by the phrase "**this idealism**" which indicates the position the *idealism* being discussed. Other references are also pointed by the other sentences. They are in the terms of "**I**" in the sentence (61), "**our**" in the sentence (61), (62) and (64), "**you**" in the sentence (62), (63) and (64) and "**your**" in the sentence (61) and (64) which indicate personal references anaphora. The term "**I**" refers to the pronoun of *President Bush*, the term "**our**" deals with the possessive pronoun of *I (President Bush)* and *fellow citizens* in the sentence (51), the term "**you**" expresses the pronoun of the presupposed item *fellow citizen* and the term "**your**" covers the possessive pronoun of *fellow citizens*. Then, in the sentence (63), the phrase "**you have seen**" is classified into repetition since it is repeated the same as the previous phrase. This condition gives clues that it is expected to stress the clearness point of the statement to avoid ambiguity.

The 28th paragraph:

(65) **America** has need of idealism and courage because **we** have essential work at home -- the unfinished work of American freedom. (66) In a world moving toward liberty, **we** are determined to show the meaning and promise of liberty.

This paragraph covers two sentences. Both have ties of cohesive devices. The sentence (65) has two ties explored by the words "**America**" and "**we**". The term "**America**" guides three ties which deal with repetition, hyponym and metonym. In tie of repetition the word "**America**" is repeated again after being stated for more in some sentences, such as in the sentence (5), (13), (23), (27), (31), (33), (41), (44), (47) and (52) and not by other general term. Then, it is

signaled as hyponym as the term **“America”** has some superordinate terms, *country, land, world* and *nation*, which are used by President Bush to interpret the general term of **“America”**. Last, it is called as metonym because the term **“America”** has relation to its part which is also expressed by President Bush in interpreting it. That is *United States*. The words **“we”** in sentence (65) and (66) has the same tie of reference. Both refer to the personal reference anaphora by indicating the pronoun of *I (President Bush)* and *fellow citizens* of the sentence (51). From the ties explained, it can be viewed that this paragraph covers both grammatical and lexical cohesive devices.

The 29th paragraph:

(67) *In **America's** ideal of freedom, citizens find the dignity and security of economic independence, instead of laboring on the edge of subsistence.* (68) **This** *is the broader definition of liberty that motivated the Homestead Act, the Social Security Act and the GI Bill of Rights.* (69) **And now we** *will extend this vision by reforming great institutions to serve the needs of our time.*

This paragraph is constructed by three sentences each of which relates to cohesive devices. The sentence (67) consists of three ties which is covered by the name **“America”**. The three ties deal with repetition, hyponym and metonym. In tie of repetition the word **“America”** is repeated after being stated in the previous sentences (5), (13), (23), (27), (31), (33), (41), (44), (47), (52) and (65) and not by another general term. Then, it is also identified as hyponym as the term **“America”** has some superordinate terms, *country, land, world* and *nation* which are used by President Bush to cite the general term of **“America”**. Later, it is

categorized as metonym as “**America**” has relation to its part, *United States*, which is also expressed by President Bush in interpreting it. The tie which occurs in sentence (68) is demonstrative reference expressed by the word “**this**”. It indicates the position or the condition of a previous statement, sentence number (67), which has relation to the sentence being discussed. Followed by the sentence (69), it indicates four ties which deal with conjunction and reference. The conjunctions are conveyed by the words “**and**” and “**now**”. The word “**and**” is covered as additive conjunction which function is not only to coordinate the sentences in order to be able to be classified into the same position or condition but also to give clue that there is additional statement which support to the preceding sentence. The term “**now**” is identified as other conjunction which relates this sentence to the sentence before (67 and 68). Then, the references are pointed out the “**we**” and “**this vision**”. The word “**we**” refers to the personal reference anaphora by indicating the pronoun of *I (President Bush)* and *fellow citizens* of the sentence (51), while the phrase “**this vision**” refers to demonstrative reference which is expressed by the word “**this**”. It indicates the position or distance of a previous statement which has relation to the sentence being discussed. The complexity of the ties used within sentences explains that this paragraph proposes both grammatical and lexical cohesive devices.

The 30th paragraph:

- (70) *To give every American a stake in the promise and future of **our country**, **we** will bring the highest standards to our schools and build an ownership society.*
- (71) ***We** will widen the ownership of homes and businesses, retirement savings*

and health insurance -- preparing our people for the challenges of life in a free society.

There are two sentences which cover this paragraph. From those two sentences, some ties of cohesive devices are found. The paragraph covers three personal references anaphora pointed by the terms "**our**" in the sentence (70) and "**we**" in sentence (70) and (71). The word "**we**" in sentence (70) and (71) has the same tie of reference. Both refer to the personal reference anaphora by indicating the pronoun of *I (President Bush)* and *fellow citizens* of the sentence (51). The term "**our**" indicates the personal reference anaphora because it presupposes the possessive pronoun of *I (President Bush)* and *fellow citizens* of the sentence (51). Then, in the sentence (70), term "**country**" has some ties of cohesive devices. Firstly, repetition since President Bush also stated this term in presenting the country in previous sentence (2), (53), (59), (65) and (67) and he repeats it in this sentence. Secondly, this term also covers the same sense of meaning of the other words. They are *land*, *nation* and *world* which are used by President Bush to interpret America or United State in general word. As a result, it can be grouped into synonym. Last, it is categorized as hyponym, when it is related to specific term of country, America.

The 31st paragraph:

*(72) By making every citizen an agent of his or her own destiny, **we** will give our fellow Americans greater freedom from want and fear and make our society more prosperous and just and equal.*

This paragraph consists of a sentence only. Here, the tie of cohesive devices found is personal reference anaphora which is shown by the words "**we**". It is indicated by the replacement of the pronoun of the phrase *I (President Bush)* and *fellow citizens* of the sentence (51) in conducting the sentence. This tie is categorized in the type of grammatical cohesion.

The 32nd paragraph:

(73) **In America's ideal of freedom**, *the public interest depends on private character -- on integrity and tolerance toward others and the rule of conscience in our own lives.* (74) *Self-government relies, in the end, on the governing of the self.*

There are two sentences which conducts this paragraph. However, those two sentences consist of ties of cohesive devices which relate to grammatical and lexical cohesion. The sentence (73) offers three terms or phrases which provide ties of cohesive devices. The first term is "**In America's ideal of freedom**". This phrase cover repetition since it has been stated similarly to this phrase at the sentence before (67). The repetition is offered in order to stress the point, to get clear perspective and to avoid ambiguity. The second term is "**America**". It leads three ties which deal with repetition, hyponym and metonym. In tie of repetition, the word "**America**" repeats the same terms which is stated before in sentences (5), (13), (23), (27), (31), (33), (41), (44), (47), (52), (65), (67) and (69) and they are not replaced by another general terms. Then, it is also identified as hyponym as the term "**America**" has some superordinate terms, *country*, *land*, *world* and *nation*, which are stated by President Bush to interpret the general term of

"America". Later, it is categorized as metonym as **"America"** has relation to its part, *United States*, which is also expressed by President Bush in interpreting it.

The term **"our"** indicates the personal reference anaphora because it presupposes the possessive pronoun of *I (President Bush)* and *fellow citizens* of the sentence (51). Then, the sentence (74) provides a tie that relates to temporal conjunction. It is bent in the term of **"in the end"**. This term gives clue that it relates the preceding sentences by the conclusion of the result.

The 33rd paragraph:

(75) **That** *edifice of character is built in families, supported by communities with standards, and sustained in our national life by the truths of Sinai, the Sermon on the Mount, the words of the Koran and the varied faiths of our people.* (76)

Americans move forward in every generation by reaffirming all that is good and true that came before -- ideals of justice and conduct that are the same yesterday, today and forever.

Although, this paragraph provides two sentences, only a sentence covers the ties of cohesive devices and all of them are in the type of grammatical cohesive devices. The sentence (75) proposes two references which build the sentence. The first tie is pointed out by the term **"that"** in the phrase of **"that edifice of character"**. The term demonstrates the position or the distance of a clue related to the previous sentence. Therefore, it is categorized as demonstrative reference. The other tie relates to the term **"our"** (2X). It indicates the possessive pronoun of *I (President Bush)* and *fellow citizens* of the sentence (51), so it is categorized as personal reference anaphora.

The 34th paragraph:

(77) **In America's ideal of freedom**, *the exercise of rights is ennobled by service and mercy and a heart for the weak.* (78) Liberty for all does not mean independence from one another. (79) **Our nation** *relies on men and women who look after a neighbor and surround the lost with love.*

From the three sentences of this paragraph, two of them provide ties of cohesive devices and they are in the sentences (77) and (79). The sentence (77) has two terms or phrases related to the ties of cohesive devices. The first term is "**In America's ideal of freedom**". This phrase covers repetition since it is also stated similarly to this phrase at the sentence before (67) and (73). The term is repeated in order to stress the point, to get clear perspective and to avoid ambiguity. The second term is "**America**". It takes three ties which deal with repetition, hyponym and metonym. In tie of repetition the word "**America**" repeats the same term which is stated before from the sentence (5), (13), (23), (27), (31), (33), (41), (44), (47), (52), (65), (67), (69) and (73). However, the word "**America**" is also repeated after being replaced by some its general term. Then, it is also identified as hyponym as the term "**America**" has some superordinate terms, *country*, *land*, *world* and *nation*, which are also expressed by President Bush to interpret the general term of "**America**". Later, it is categorized as metonym as "**America**" has relation to its part, *United States*, which is also stated by President Bush in interpreting it. In the sentence (79), it covers two terms which tie to cohesive devices. The term "**our**" indicates the personal reference anaphora because it supposes the possessive pronoun of *I (President Bush)* and

fellow citizens of the sentence (51), while the term “**nation**” provides three ties of cohesive devices. They are repetition, synonym and hyponym. “**Nation**” is identified as repetition due to the fact that it is also stated in the previous sentence (16), (18) and (28). However, it is stated again in order to stress the point, make clear and avoid ambiguity in relation to the sentence. Then, it is classified as synonym since there are three others forms which are stated in the previous sentence or paragraph, *country*, *land*, *world* and *nation*, which have the same sense of meaning. Due to the fact that “**nation**” is superordinate of *America*; “**nation**” is also included to tie of hyponym.

The 35th paragraph:

(80) *Americans, at **our** best, value the life **we** see in one another and must always remember that even the unwanted have worth.* (81) ***And our country** must abandon all the habits of racism because **we** cannot carry the message of freedom and the baggage of bigotry at the same time.*

This paragraph has two sentences which provide the tie of cohesive devices. Generally, those two sentences provide tie of cohesive devices in the pattern of personal reference anaphora. Both are pointed out by two ties, “**our**” and “**we**”. However, these terms occur in both sentences. While the word “**we**” indicates the pronoun of *I (President Bush)* and *fellow citizens* of the sentence (51), the term “**our**” indicates the possessive pronoun of *I (President Bush)* and *fellow citizens* of the sentence (51). Then, there are other two terms, which only occur in the sentence number (81). They are in the terms “**and**” and “**country**”.

The word "**and**" covers additive conjunction which function is not only to coordinate the sentences in order to be able to be classified into the same position or condition but also to give clue that there is an additional statement or information which supports the preceding sentence. Then, the term "**country**" provides three ties of cohesive devices. It includes repetition since President Bush also stated this term in presenting the country in previous sentence (2), (53), (59), (65), (67) and (70). This term also covers the same sense of meaning of the other words, *land*, *nation* and *world* which are used by President Bush to interpret America or United State in general word. Thus, this term is also categorized by synonym. It is also labeled as hyponym since it has relationship to specific term of country, *America*. As the result, this paragraph proposes both grammatical and lexical cohesive devices.

The 36th paragraph:

(82) *From the perspective of a single day, including this day of dedication, the issues and questions before **our country** are many.* (83) *From the viewpoint of centuries, the questions that come to **us** are narrowed and few.* (84) *Did **our** generation advance the cause of freedom?* (85) ***And** did **our** character bring credit to **that** cause?*

Generally, this paragraph covers both grammatical and lexical cohesive devices which are organized by four sentences. Here, the major ties which exist within this paragraph are personal reference anaphora since they occur in the entire sentences. The terms which provide them are "**our**" in the sentence (82), (84) and (85) and "**us**" in the sentence (83). All of the terms indicate the pronoun

of *I (President Bush)* and *fellow citizens* of the sentence (51). Then, the other tie is reflected by the word "**and**". It covers additive conjunction which function is not only to coordinate the sentences in order to be able to be classified into the same position or condition but also to give clue that there is additional statement which supports the preceding sentence, while the demonstrative reference occurs in the sentence (85) in term of "**that**". It indicates position, distance or condition of a previous statement which is related to the sentence being discussed. The other tie exists in term of "**country**". It appears in the sentence (82). The term relates to some ties of cohesive devices. It includes repetition since President Bush also stated this term to present the *America* in previous sentence (2), (53), (59), (65), (67), (70) and (80). Later, this term also covers synonym since it provide the same sense of meaning of the other words, such as *land*, *nation* and *world* which are also stated by President Bush to interpret *America* or *United State* in general word. It is also labeled as hyponym since it has relationship to specific term of country, *America*.

The 37th paragraph:

(86) **These** *questions that judge us also unite us, because Americans of every party and background, Americans by choice and by birth, are bound to one another in the cause of freedom.* (87) **We** *have known divisions, which must be healed to move forward in great purposes -- and I will strive in good faith to heal them.*

This paragraph contains two sentences. Both of them provide the ties of cohesive devices in the type of grammatical cohesion since no lexical cohesion is

found. From the sentence (86) two references which deal with demonstrative and personal reference are found. The demonstrative reference is identified from the term “**these**”. It indicates position, distance or condition of the previous statement, *questions*, which has relation to the sentence being discussed indeed a good perspective can be achieved. However, personal references occur both in the sentence (86) which are indicated by the terms “**us**” and in (87) which is specified by the words “**we**” and “**I**”. The terms “**us**” and “**we**” refer to *I (President Bush)* and *fellow citizens* of the sentence (51), while the word “**I**” refers to President Bush as the first person singular. These presuppositions of pronoun simplify the way to express those references in clear simple sentence.

The 38th paragraph:

(88) **Yet those** divisions do not define **America**. (89) **We** felt the unity and fellowship of **our nation** when freedom came under attack, and our response came like a single hand over a single heart. (90) **And we** can feel that same unity and pride whenever **America** acts for good, and the victims of disaster are given hope, and the unjust encounter justice, and the captives are set free.

This paragraph consists of five elements of sentence which offer some ties of cohesive devices. In the sentence (88) there are three terms which simplify the ties of cohesive devices. First, conjunction “**yet**” refers to adversative conjunction which indicates that there is a contrary between this sentence and the previous one. Then, the word “**those**” refers demonstrative reference since it indicates the position, distance or condition of a previous statement, *question*, which relate to the sentence being discussed. Later, the word “**America**” which also occurs in the

sentence (90) has some ties of cohesive devices. The term "**America**" leads three ties which deal with repetition, hyponym and metonym. In tie of repetition the word "**America**" is repeated regularly in the sentences (5), (13), (23), (27), (31), (33), (41), (44), (47), (52), (65), (67), (69), (73) and (77) and it is not presupposed by the other term. Then, the word "**America**" is also identified as hyponym due to it has some superordinate terms, *country*, *land*, *world*, and *nation*, which are used by President Bush to interpret the general term of "**America**". Later, it is categorized as metonym as "**America**" has relation to its part, *United States*, which is also expressed by President Bush to point it. The word "**we**" in the sentence (89) and (90) and "**our**" in the sentence (89) refer to *I (President Bush)* and *fellow citizens* of the sentence (51). The presupposition of pronoun "**we**" and possessive pronoun "**our**" affect to the structure of the sentence since it seems to be simpler and effective. In other discussion, the term "**nation**" provides three ties of cohesive devices. They are repetition, synonym and hyponym. "**Nation**" is identified as repetition due to the fact that it has stated in many times of the sentences, such as in the sentence number (16), (18), (28) and (79). However, it is aimed to stress the point, make clear and avoid ambiguity of the sentence relationship. Then, "**Nation**" is classified as synonym since there are three others forms, *country*, *land* and *world*, which have the same sense of meaning. Due to the fact that "**nation**" is also superordinate of *America*; therefore, "**nation**" is also classified as hyponym. Other point, the word "**and**" in the sentence (90) covers additive conjunction which function is not only to coordinate the sentences in order to be able to be classified into the same position or condition but also to

give clue that there is additional statement which support to the preceding sentence.

The 39th paragraph:

(91) **We** go forward with complete confidence in the eventual triumph of freedom.

(92) **Not because** history runs on the wheels of inevitability; it is human choices that move events. (93) **Not because we** consider ourselves a chosen nation; God moves and chooses as he wills.

These three sentences which cover this paragraph provide both ties of grammatical and lexical cohesive devices. The word “**we**” in the sentence (91) is the same as the word “**we**” of the sentence (93) related to the pronoun of *I* (*President Bush*) and *fellow citizens* of the sentence (51). Therefore, it is identified as personal reference anaphora. Then, both the phrases “**Not because**” of sentence (92) and (93) are identified as causal conjunction. It covers a function as a cause and effect relationship. Indeed, the sentence (93) is also can be categorized as repetition since its occurrence is repetition of the same phrase stated before. However, this structure emphasizes the additional information or statement.

The 40th paragraph:

(94) **We** have confidence because freedom is the permanent hope of mankind, the hunger in dark places, the longing of the soul. (95) When **our** Founders declared a new order of the ages, when soldiers died in wave upon wave for a union based on liberty, when citizens marched in peaceful outrage under the banner “Freedom Now” -- they were acting on an ancient hope that is meant to be fulfilled.

This paragraph covers two sentences which provide ties of cohesive devices. Here, it is related to grammatical cohesion since both the two sentences only offer tie of reference. The term of “**we**” in the sentence (94) indicated the pronoun of *I (President Bush)* and *fellow citizens* of the sentence (51), while “**our**” in the sentence (95) indicates the possessive pronoun of *I (President Bush)* and *fellow citizens* of the sentence (51). Therefore, it is identified as personal reference anaphora.

The 41st paragraph:

(96) History has an ebb and flow of justice, but history also has a visible direction set by liberty and the author of liberty.

This paragraph does not relate to any ties of cohesive devices. Thus, no analysis is done here.

The 42nd paragraph:

(97) *When the Declaration of Independence was first read in public and the Liberty Bell was sounded in celebration, a witness said, "It rang as if it meant something." In **our** time it means something still.*

This sentence is the only sentence which constructs this paragraph. However, the tie of cohesive devices is pointed out by the possessive pronoun “**our**”. It relates or presupposes the possessive pronoun of *I (President Bush)* and *fellow citizens* of the sentence (51). Therefore, it is classified as personal reference anaphora. In relation to this analysis, this paragraph provides grammatical cohesive devices.

The 43rd paragraph:

(98) **America**, *in this young century, proclaims liberty throughout all the world and to all the inhabitants thereof.* (99) Renewed in **our** strength -- tested, but not weary -- **we** are ready for the greatest achievements in the history of freedom.

This paragraph holds two sentences which build it. However, both have ties of cohesive devices. The sentence (98) provides the word “**America**” which has some ties of cohesive devices. The term “**America**” contains three ties which deal with repetition, hyponym and metonym. When the word “**America**” is repeated any more after being declared in the previous sentence (5), (13), (23), (27), (29), (31), (33), (41), (44), (47), (52), (65), (67), (69), (73), (77), (88) and (90) and not by the other general term, it is labeled as repetition. It is named as hyponym due to “**America**” has some superordinate terms, *country, land, world* and *nation*, which are used by President Bush, to replace the term “**America**”. Later, it is discovered as metonym as “**America**” has relation to its part, *United States*, which is also expressed by President Bush in interpreting “**America**”. Then, in the next sentence (99), there are two ties of personal references which appear. They are in the terms of “**our**” and “**we**”. While the term “**our**” indicates the possessive pronoun of *I (President Bush)* and *fellow citizens* of the sentence (51), the word “**we**” indicates the pronoun of *I (President Bush)* and *fellow citizens* in the sentence (51). Therefore, both are categorized as personal reference anaphora.

The 44th paragraph:

(100) May God bless **you**, and may he watch over the **United States of America**.

At the last paragraph, it consists of a sentence. However, there are three ties in this sentence. The term “**you**” expresses personal reference anaphora by indicating the pronoun of the presupposed item *fellow citizen*. The other term which held tie of cohesive devices is “**United States of America**”. The term belongs to hyponym due to it has some superordinate terms, *country*, *land*, *world* and *nation*, which are also used by President Bush to interpret it's general term.

4.2 Discussion

On the basis of the result of data analysis which show both grammatical and lexical cohesive devices expressed in the George Walker Bush's second presidential inaugural speech, several matters need further discussion.

4.2.1 Grammatical Cohesive devices

By Halliday and Hasan theory of cohesion, the analysis shows the total numbers of grammatical cohesive devices are in the form of some elements. They are reference which provides 97 ties of personal anaphora, no tie of personal cataphora, 13 ties of demonstrative anaphora, and no tie of demonstrative cataphora. Ellipsis involves 13 ties of nominal ellipsis and no other types of ellipsis are found both in verbal and clausal ellipsis. Substitution does not involve any ties of nominal, verbal and clausal substitution. All of the kind of conjunction found in the sentences expressed are in the forms of 8 ties of additive, 3 ties of adversative, 4 ties of causal, 1 ties of temporal, and 2 ties of other conjunction.

4.2.1.1 Reference

As a type within grammatical cohesion which has the highest frequency of occurrence, the ties of reference found are in the patterns of personal anaphora and demonstrative anaphora. The occurrence of personal anaphora shows that it is a reference which is mostly used than any other types of reference which also occur within this script. The research finds that President Bush as the first point of view of the script in which he expresses his speech by mostly using the personal reference since he also involves the audience within his speech. The personal reference is used to refer to function in speech situation, through the category of person such as first person, second person and third person for example: she, he, it, his, etc. Then, demonstrative reference also occurs since the type of the speech conveys information, advice, or imperative statement that not only deals with human issues but also things and certain matter. Its existence is used to refer to location on scale of proximity such as that, this, etc. In this speech, the function of reference is to indicate reference pronoun, statement and idea.

4.2.1.2 Ellipsis

In the point of ellipsis, it is a type of grammatical cohesion which is rarely used in the script. Nominal ellipsis is the only type which occurs within this script. It is occurred in three sentences (29), (42) and (59). However, the function of ellipsis is to simplify the sentences or the utterances which are expressed.

4.2.1.3 Substitution

Substitution is the only type of grammatical cohesion which does not express any ties of cohesive devices within the script. However, the function of

ellipsis is not only to simplify the sentences or the utterances but also to accurate the sentences or the utterances used.

4.2.1.4 Conjunction

The last type of grammatical cohesion is covered by conjunction. From its five types, additive conjunction is most widely used. It can be found on the sentences (10), (22), (48), (55), (69), (81), (85) and (90). All of the terms which show the additive used are expressed by the form **"and"**. Then, the type of adversative is found on the sentence (34), (54) and (88). From those sentence can be seen that the all of common adversative conjunction used is **"yet"**. Afterward, causal conjunction can be found on the sentence (19), (54), (92) and (93). The terms express these causal conjunctions which are identified by the term **"because"** which is mostly used and other is by the term **"so"**. Furthermore, temporal conjunction can be found on the sentence (74). The term which is used to express time order is **"in the end"**. The last, other conjunction can be found on the sentence (18) and (69). From those sentences, it can be seen that both of the conjunctions within these sentences are stated in the terms **"now"**. From the explanation above, it can be concluded that the main function of those type of conjunction is to indicate the connection among the ideas which is are related by sentence or paragraph.

4.2.2 Lexical Cohesive devices

Further, lexical cohesion identified in this research is both reiteration and repetition.

4.2.2.1 Reiteration

There are four types of reiteration which are found in the script of the speech. They are repetition, synonym, hyponym and metonym. In term of antonym, it is not found within this script. Therefore, there is no more explanation about this point. Then, in the term of repetition, it becomes a type of reiteration which is mostly expressed within this script since it is expressed up to thirty three times in the sentences. They are separated in the sentences number (13), (18), (19), (23), (27), (29), (31), (33), (41), (42), (44), (48), (50), (51), (52), (53), (57), (59), (63), (65), (67), (70), (73), (77), (79), (81), (88), (89), (90), (93) and (98). The function of repetition is to stress the speaker's ideas. Afterward, synonym can be seen in the sentences number (11), (12), (16), (18), (19), (25), (34), (40), (41), (46), (51), (53), (57), (59), (70), (79), (81), (82) and (89). From those sentences cover twenty one terms which relate to the type of synonym. Later, hyponym is expressed up to twenty four times which are covered by the sentences number (5), (11), (12), (13), (16), (18), (19), (23), (27), (29), (31), (33), (41), (44), (47), (52), (65), (67), (73), (77), (88), (90), (98) and (100). Last, metonym covers twenty nine terms which indicate it. They are conveyed by the sentences number (3), (8), (19), (23), (27), (29), (31), (33), (41), (42), (44), (47), (48), (53), (57), (59), (67), (70), (73), (77), (79), (81), (82), (88), (89), (90) and (98). From the discussion above, it can be viewed that repetition is the most common reiteration used. However, the number of reiteration is influenced by the terms which are used by President Bush while giving his speech. Most of terms used are have relationship meaning by other terms including the points above.

4.2.2.2 Collocation

Collocation appears in two sentences of the script. They are in the sentence number (12) and (26). This occurrence creates more dynamic and comprehensive discourse that is resulted from the co-occurrence of the lexical items employed in the text.

In conclusion, the organization of cohesive devices within the script achieves the maximal understanding to the text since their occurrence collaborate and construct each other in order to give result in cohesive relation which provides a good coherence to whole of the text.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents two points related to conclusion of the results of the study discussed in the previous chapter and suggestions that can be used to interpret cohesive devices in proper context.

5.1 Conclusion

The objective of this study is to explain and to identify the cohesive devices used in the George Walker Bush's presidential inaugural speech and also to describe the uses of the cohesive devices expressed in that speech.

The conclusion was drawn from the analysis showing that the two types of cohesive devices which are used in the George Walker Bush's presidential inaugural speech are grammatical and lexical cohesive devices. In the pattern of grammatical cohesion, the research finds that reference is the mostly type used within the script, followed by conjunction which is positioned in the second rank and then ellipsis places the third position of the rank. However, no types of substitution are found within the script. In the term of lexical cohesive devices, it is found that reiteration covers the most widely types expressed within the speech. Repetition covers the highest occurrences within the speech, followed by metonym in the second position, hyponym in the third position, synonym in the fourth position and no antonym is found within the script. The second type of lexical cohesion, collocation is rarely used in this speech.

The functions of cohesive devices found within the speech are expressed by some devices. First, reference expression indicates reference pronoun. Second, substitution and ellipsis simplify and accurate the utterance. Third, conjunction indicates an addition of fact or idea, a time order, a spatial order, a concession, cause and effect and comparison and contrast relationship. Fourth, repetition stresses the speakers ideas. Fifth, synonym, hyponym and metonym indicate the occurrence of them selves by which the sentences seem to be interesting and unmonotonous. Last, collocation indicates co-occurrence of lexical items. However, The general function of cohesive devices is to collaborate patternal links of the text in order to produce a good coherence in perspecting the text.

5.2 Suggestions

As stated in the significance of the study, this research is dedicated to every one who has intension to produce more qualified and rationale text of speech that can be clearly perspected by the audience while listening or reading it. They can be in the positon of politician, teacher, preacer and any other provesion. Then, this research also covers information for the linguistics students of English in the study of the cohesion as a part of discourse study. Hopefully, the information which is constructed in this researarch can give concrete information of cohesive devices which is expressed in spoken text especially in political speech. Therefore, English learners can not only create understandable text but also interpret it in understanding a complex text which deals with politics.

Furthermore, the researcher also gives suggestion to the future researchers who have the same interest in the study of cohesive devices. The researcher hopes that the result of this study can lead the next researchers who conduct research in the same field as the reference or comparison that might be relevant to their researches. Hopefully, further researchers use more samples, because it will be worth covering the weakness of this research.



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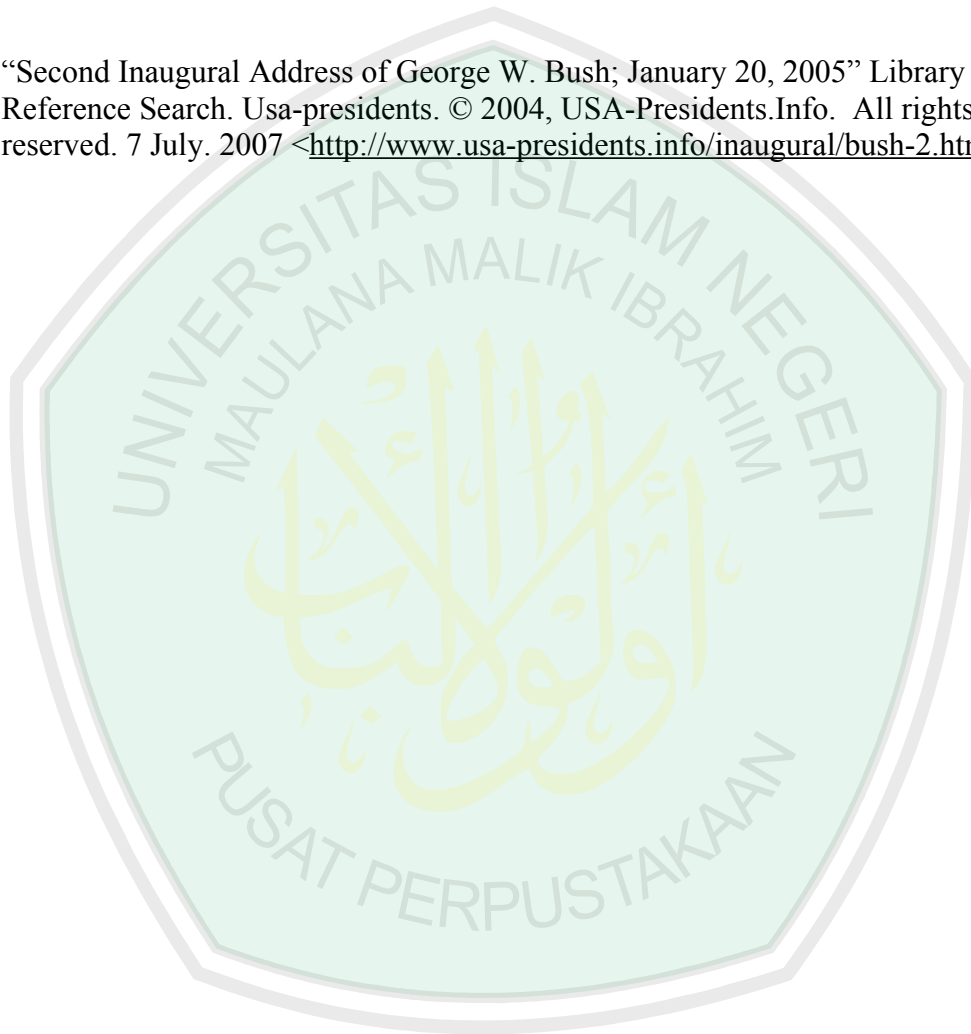
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Appendix 1: The original script form of George Walker Bush's second presidential inaugural speech.

Second Inaugural Address of George W. Bush January 20, 2005

Vice President Cheney, Mr. Chief Justice, President Carter, President Bush, President Clinton, members of the United States Congress, reverend clergy, distinguished guests, fellow citizens:

On this day, prescribed by law and marked by ceremony, we celebrate the durable wisdom of our Constitution and recall the deep commitments that unite our country. I am grateful for the honor of this hour, mindful of the consequential times in which we live and determined to fulfill the oath that I have sworn and you have witnessed.

At this second gathering, our duties are defined not by the words I use, but by the history we have seen together. For a half-century, America defended our own freedom by standing watch on distant borders. After the shipwreck of communism came years of relative quiet, years of repose, years of sabbatical -- and then there came a day of fire.

We have seen our vulnerability, and we have seen its deepest source. For as long as whole regions of the world simmer in resentment and tyranny -- prone to ideologies that feed hatred and excuse murder -- violence will gather, and multiply in destructive power, and cross the most defended borders and raise a mortal threat.

There is only one force of history that can break the reign of hatred and resentment and expose the pretensions of tyrants and reward the hopes of the decent and tolerant. And that is the force of human freedom.

We are led, by events and common sense, to one conclusion: The survival of liberty in our land increasingly depends on the success of liberty in other lands. The best hope for peace in our world is the expansion of freedom in all the world.

America's vital interests and our deepest beliefs are now one. From the day of our founding, we have proclaimed that every man and woman on this Earth has rights, and dignity and matchless value because they bear the image of the maker of heaven and Earth.

Across the generations, we have proclaimed the imperative of self-government, because no one is fit to be a master, and no one deserves to be a slave. Advancing these ideals is the mission that created our nation. It is the honorable achievement of our fathers. Now it is the urgent requirement of our nation's security and the calling of our time.

So it is the policy of the United States to seek and support the growth of democratic movements and institutions in every nation and culture, with the ultimate goal of ending tyranny in our world.

This is not primarily the task of arms, though we will defend ourselves and our friends by force of arms when necessary. Freedom, by its nature, must be chosen and defended by citizens and sustained by the rule of law and the protection of minorities. And when the soul of a nation finally speaks, the institutions that arise may reflect customs and traditions very different from our own.

America will not impose our own style of government on the unwilling. Our goal instead is to help others find their own voice, attain their own freedom and make their own way.

The great objective of ending tyranny is the concentrated work of generations. The difficulty of the task is no excuse for avoiding it. America's influence is not unlimited, but fortunately for the oppressed, America's influence is considerable, and we will use it confidently in freedom's cause.

My most solemn duty is to protect this nation and its people from further attacks and emerging threats. Some have unwisely chosen to test America's resolve and have found it firm.

We will persistently clarify the choice before every ruler and every nation -- the moral choice between oppression, which is always wrong, and freedom, which is eternally right. America will not pretend that jailed dissidents prefer their chains, or that women welcome humiliation and servitude or that any human being aspires to live at the mercy of bullies.

We will encourage reform in other governments by making clear that success in our relations will require the decent treatment of their own people. America's belief in human dignity will guide our policies. Yet, rights must be more than the grudging concessions of dictators; they are secured by free dissent and the participation of the governed. In the long run, there is no justice without freedom, and there can be no human rights without human liberty.

Some, I know, have questioned the global appeal of liberty -- though this time in history, four decades defined by the swiftest advance of freedom ever seen, is an odd time for doubt. Americans, of all people, should never be surprised by the power of our ideals. Eventually, the call of freedom comes to every mind and every soul. We do not accept the existence of permanent tyranny because we do not accept the possibility of permanent slavery. Liberty will come to those who love it.

Today, America speaks anew to the peoples of the world:

All who live in tyranny and hopelessness can know: The United States will not ignore your oppression, or excuse your oppressors. When you stand for your liberty, we will stand with you.

Democratic reformers facing repression, prison or exile can know: America sees you for who you are -- the future leaders of your free country.

The rulers of outlaw regimes can know that we still believe as Abraham Lincoln did: "Those who deny freedom to others deserve it not for themselves; and, under the rule of a just God, cannot long retain it."

The leaders of governments with long habits of control need to know: To serve your people you must learn to trust them. Start on this journey of progress and justice, and America will walk at your side.

And all the allies of the United States can know: We honor your friendship, we rely on your counsel, and we depend on your help. Division among free nations is a primary goal of freedom's enemies. The concerted effort of free nations to promote democracy is a prelude to our enemies' defeat.

Today, I also speak anew to my fellow citizens:

From all of you, I have asked patience in the hard task of securing America, which you have granted in good measure. Our country has accepted obligations that are difficult to fulfill and would be dishonorable to abandon. Yet because we have acted in the great liberating tradition of this nation, tens of millions have achieved their freedom.

And as hope kindles hope, millions more will find it. By our efforts, we have lit a fire as well -- a fire in the minds of men. It warms those who feel its power, it burns those who fight its progress, and one day this untamed fire of freedom will reach the darkest corners of our world.

A few Americans have accepted the hardest duties in this cause -- in the quiet work of intelligence and diplomacy ... the idealistic work of helping raise up free governments ... the dangerous and necessary work of fighting our enemies. Some have shown their devotion to our country in deaths that honored their whole lives, and we will always honor their names and their sacrifice.

All Americans have witnessed this idealism and some for the first time. I ask our youngest citizens to believe the evidence of your eyes. You have seen duty and allegiance in the determined faces of our soldiers. You have seen that life is fragile, and evil is real, and courage triumphs. Make the choice to serve in a cause larger than your wants, larger than yourself, and in your days you will add not just to the wealth of our country but to its character.

America has need of idealism and courage because we have essential work at home -- the unfinished work of American freedom. In a world moving toward liberty, we are determined to show the meaning and promise of liberty.

In America's ideal of freedom, citizens find the dignity and security of economic independence, instead of laboring on the edge of subsistence. This is the broader definition of liberty that motivated the Homestead Act, the Social Security Act and the GI Bill of Rights. And now we will extend this vision by reforming great institutions to serve the needs of our time.

To give every American a stake in the promise and future of our country, we will bring the highest standards to our schools and build an ownership society. We will widen the ownership of homes and businesses, retirement savings and health insurance -- preparing our people for the challenges of life in a free society.

By making every citizen an agent of his or her own destiny, we will give our fellow Americans greater freedom from want and fear and make our society more prosperous and just and equal.

In America's ideal of freedom, the public interest depends on private character -- on integrity and tolerance toward others and the rule of conscience in our own lives. Self-government relies, in the end, on the governing of the self.

That edifice of character is built in families, supported by communities with standards, and sustained in our national life by the truths of Sinai, the Sermon on the Mount, the words of the Koran and the varied faiths of our people. Americans move forward in every generation by reaffirming all that is good and true that came before -- ideals of justice and conduct that are the same yesterday, today and forever.

In America's ideal of freedom, the exercise of rights is ennobled by service and mercy and a heart for the weak. Liberty for all does not mean independence from one another. Our nation relies on men and women who look after a neighbor and surround the lost with love.

Americans, at our best, value the life we see in one another and must always remember that even the unwanted have worth. And our country must abandon all the habits of racism because we cannot carry the message of freedom and the baggage of bigotry at the same time.

From the perspective of a single day, including this day of dedication, the issues and questions before our country are many. From the viewpoint of centuries, the questions that come to us are narrowed and few. Did our generation advance the cause of freedom? And did our character bring credit to that cause?

These questions that judge us also unite us, because Americans of every party and background, Americans by choice and by birth, are bound to one another in the cause of freedom. We have known divisions, which must be healed to move forward in great purposes -- and I will strive in good faith to heal them.

Yet those divisions do not define America. We felt the unity and fellowship of our nation when freedom came under attack, and our response came like a single hand over a single heart. And we can feel that same unity and pride whenever America acts for good, and the victims of disaster are given hope, and the unjust encounter justice, and the captives are set free.

We go forward with complete confidence in the eventual triumph of freedom. Not because history runs on the wheels of inevitability; it is human choices that move events. Not because we consider ourselves a chosen nation; God moves and chooses as he wills.

We have confidence because freedom is the permanent hope of mankind, the hunger in dark places, the longing of the soul. When our Founders declared a new order of the ages, when soldiers died in wave upon wave for a union based on liberty, when citizens marched in peaceful outrage under the banner "Freedom Now" -- they were acting on an ancient hope that is meant to be fulfilled.

History has an ebb and flow of justice, but history also has a visible direction set by liberty and the author of liberty.

When the Declaration of Independence was first read in public and the Liberty Bell was sounded in celebration, a witness said, "It rang as if it meant something." In our time it means something still.

America, in this young century, proclaims liberty throughout all the world and to all the inhabitants thereof. Renewed in our strength -- tested, but not weary -- we are ready for the greatest achievements in the history of freedom.

May God bless you, and may he watch over the United States of America.

Library Reference Search

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Cited on July 7th 2007 from:

<http://www.usa-presidents.info/inaugural/bush-2.html>

Note:

This script is constructed from 44 paragraphs which divided into 100 sentences. However, there are 91 sentences which cover cohesive devices.

Appendix 2: The representative codes of cohesive devices.

Grammatical cohesive devices	Lexical cohesive devices
R1: Personal Reference	LR1: Repetition
R2: Demonstrative Reference	LR2: Synonym
R3: Comparative Reference	LR3: Hyponym
S1: Nominal Substitutions	LR4: Metonym
S2: Verbal Substitution	LR5: Antonym
S3: Clausal Substitution	LC: Collocation
E1: Nominal Ellipsis	
E2: Verbal Ellipsis	
E3: Clausal Ellipsis	
C1: Additive Conjunction	
C2: Adversative Conjunction	
C3: Causal Conjunction	
C4: Temporal Conjunction	
C5: Other Conjunction	

Notes: These codes are aimed to simplify the complete written form of types of cohesive devices during analyzing the data.

Appendix 4: Certificate of the Authorship

The undersigned,

Name : Rohmat Hidayat

Reg. Number : 03320068

Faculty/Department : Humanities and Culture/English Letters and Language

Certify that the thesis I wrote to fulfill the requirement for the degree of *Sarjana Sastra (SI)* in English Letters and Language Department, Faculty of Humanities and Culture, State Islamic University of Malang entitled "A Study of Cohesive Devices in the George Walker Bush's Second Presidential Inaugural Speech" is truly my original work. It does not incorporate any materials previously written or published by another person except those indicated in quotations and bibliography. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

Malang, November 19, 2007

The Researcher,

Rohmat Hidayat

Appendix 5: Evidence of Thesis Consultation



DEPARTEMEN AGAMA
UNIVERSITAS ISLAM NEGERI MALANG
FAKULTAS HUMANIORA DAN BUDAYA

Jl. Gajayana No. 50 Malang, Tlp. (0341) 551354, Fax (0341) 572533

BUKTI KONSULTASI SKRIPSI

No.	Nama Mahasiswa	Materi	Tanda Tangan
1.	20 Februari 2007	Pengajuan Judul dan Outline	1
2.	17 Maret 2007	Pengajuan Proposal	2
3.	13 April 2007	Seminar Proposal	3
4.	02 Juli 2007	Pengajuan Bab I, II dan III	4
5.	28 Agustus 2007	Konsultasi Bab I, II dan III	5
6.	19 September 2007	Revisi Bab I, II dan III	6
7.	23 Oktober 2007	Pengajuan Bab IV, V dan Abstrak	7
8.	17 November 2007	Revisi Bab IV, V dan Abstrak	8
9.	19 November 2007	ACC Keseluruhan	9

Malang, 19 November 2007
Dekan Fakultas Humaniora dan Budaya

Appendix 6: Curriculum

Vitae

Drs. H. Dimjati Ahmadin, M. Pd.

NIP. 150 035 072

CURRICULUM VITAE

A. IDENTITY

Name : Rohmat Hidayat

Reg. No : 03320068

Date of Birth : 09th of October 1984

Place : Jombang

Sex : Male

Religion : Islam

Nationality : Indonesia

Address : Dsn. Cangkringan RT/RW: 03/04 Ds. Mejoyolosari
Kec. Gudo Jombang-East Java 61463

B. EDUCATION

Elementary School “MI Wahid Hasyim Gudo Jombang” (1990-1996)

Junior High School “MTsN Tambakberas Jombang” (1996-1999)

Senior High School “MAN Tambakberas Jombang” (1999-2002)

State Islamic University of Malang (2003-2008)

Appendix 3: The result of cohesive devices analysis on the George Walker Bush's second presidential inaugural speech.

Title : Second Inaugural Address of George W. Bush January 20, 2005

Date of Issue: January 20, 2005

Sentence number	No. of ties	Cohesive item	Type	Presupposed item
(1) Vice President Cheney, Mr. Chief Justice, President Carter, President Bush, President Clinton, members of the United States Congress, reverend clergy, distinguished guests, fellow citizens:				
(2) <i>On this day, prescribed by law and marked by ceremony, we celebrate the durable wisdom of our Constitution and recall the deep commitments that unite our country.</i>	1	We	R1	(S.1)
(3) <i>I am grateful for the honor of this hour, mindful of the consequential times in which we live and determined to fulfill the oath that I have sworn and you have witnessed.</i>	4	I (2X) This hour We you	R1 LR4 R1 R1	President Bush This day (S.1) (S.1) except President Bush
(4) <i>At this second gathering, our duties are defined not by the words I use, but by the history we have seen together.</i>	3	Our I We	R1 R1 R1	(S.1) President Bush (S.1)
(5) <i>For a half-century, America defended our own freedom by standing watch on distant borders.</i>	2	America Our	LR3 R1	Country (S.2) (S.1)
(6) After the shipwreck of communism came years of relative quiet, years of repose, years of sabbatical -- and then there came a day of fire.				

(7) We have seen our vulnerability, and we have seen its deepest source.	1	We (2X)	R1	(S.1)
(8) For as long as whole regions of the world simmer in resentment and tyranny -- prone to ideologies that feed hatred and excuse murder -- violence will gather, and multiply in destructive power, and cross the most defended borders and raise a mortal threat.	1	Whole region of the world	LR4	America
(9) There is only one force of history that can break the reign of hatred and resentment and expose the pretensions of tyrants and reward the hopes of the decent and tolerant.				
(10) And that is the force of human freedom.	3	And That The	C1 R2 R2	(S.9) (S.9) One force
(11) We are led, by events and common sense, to one conclusion: The survival of liberty in our land increasingly depends on the success of liberty in other lands.	3	We Our land	R1 LR2 LR3	(S.1) Country (S.2), America (S.5)
(12) The best hope for peace in our world is the expansion of freedom in all the world.	5	Peace Our Our world Freedom	LC R1 LR2 LR3 LR2	Liberty (S.1) Land (S.11) Country (S.2), America (S.5) Liberty
(13) America's vital interests and our deepest beliefs are now one.	3	America Our	LR1 LR3 R1	America (S.5) Country (S.2), land (S.11) and world (S.12) (S.1)

(14) <i>From the day of our founding, we have proclaimed that every man and woman on this Earth has rights, and dignity and matchless value because they bear the image of the maker of heaven and Earth.</i>	2	Our We	R1 R1	(S.1) (S.1)
(15) <i>Across the generations, we have proclaimed the imperative of self-government, because no one is fit to be a master, and no one deserves to be a slave.</i>	1	We	R1	(S.1)
(16) <i>Advancing these ideals is the mission that created our nation.</i>	4	These ideals Our Our nation	R2 R1 LR2 LR3	(S.14) and (S.15) (S.1) Country (S.2), land (S.11) and world (S.12) America (S.5 and 13)
(17) <i>It is the honorable achievement of our fathers.</i>	2	It Our	R1 R1	(S.16) (S.1)
(18) <i>Now it is the urgent requirement of our nation's security and the calling of our time.</i>	6	Now It Our nation Our (2X)	C5 R1 LR1 LR2 LR3 R1	(S.17) (S.16) Our nation (S.16) Country (S.2), land (S.11) and world America (S.5 and 13) (S.1)
(19) <i>So it is the policy of the United States to seek and support the growth of democratic movements and institutions in every nation and culture, with the ultimate goal of ending</i>	7	So It United States	C3 R1 LR4	(S.18) (S.16) America (S.5 and

[illegible]

[illegible]

			LR4	United States (S.19)
(30) We will persistently clarify the choice before every ruler and every nation -- the moral choice between oppression, which is always wrong, and freedom, which is eternally right.	1	We	R1	(S.1)
(31) America will not pretend that jailed dissidents prefer their chains, or that women welcome humiliation and servitude or that any human being aspires to live at the mercy of bullies.	3	America	LR1 LR3 LR4	America (S.5, 13, 23, 27 and 29) Country (S.2), land (S.11), nation (S.16, 18 and 28) and world (S.12 and 19) United States (S.19)
(32) We will encourage reform in other governments by making clear that success in our relations will require the decent treatment of their own people.	1	We	R1	(S.1)
(33) America's belief in human dignity will guide our policies.	4	America	LR1 LR3 LR4	America (S.5, 13, 23, 27, 29 and 31) Country (S.2), land (S.11), nation (S.16, 18 and 28) and world (S.12 and 19) United States (S.19)
		Our	R1	(S.1)

(34) Yet, rights must be more than the grudging concessions of dictators; they are secured by free dissent and the participation of the governed.	2	Yet Rights	C2 LR2	(S.33) Policies
(35) In the long run, there is no justice without freedom, and there can be no human rights without human liberty.				
(36) <i>Some, I know, have questioned the global appeal of liberty -- though this time in history, four decades defined by the swiftest advance of freedom ever seen, is an odd time for doubt.</i>	1	I	R1	President bush
(37) <i>Americans, of all people, should never be surprised by the power of our ideals.</i>	1	Our	R1	(S.1)
(38) Eventually , the call of freedom comes to every mind and every soul.	1	Eventually	C4	(S.37)
(39) We do not accept the existence of permanent tyranny because we do not accept the possibility of permanent slavery.	1	We (2X)	R1	(S.1)
(40) Liberty will come to those who love it.	1	Liberty	LR2	Freedom
(41) Today, America speaks anew to the peoples of the world:	4	Today America	LR2 LR1 LR3 LR4	This day (S.2) America (S.5, 13, 23, 27, 29, 31 and 33) Country (S.2), land (S.11), nation (S.16, 18 and 28) and world (S.12 and 19) United States (S.19)
(42) All who live in tyranny and hopelessness can know: The	4	All	E1	The peoples of

United States <i>will not ignore your oppression, or excuse your oppressors.</i>		The United States Your (2X)	LR1 LR4 R1	the world United States (S.19) America (S.5, 13, 23, 27, 29, 31, 33 and 41) The peoples of the world
(43) <i>When you stand for your liberty, we will stand with you.</i>	2	You (2X) We	R1 R1	The peoples of the world (S.1)
(44) <i>Democratic reformers facing repression, prison or exile can know: America sees you for who you are -- the future leaders of your free country.</i>	4	America You (2X)	LR1 LR3 LR4 R1	America (S.5, 13, 23, 27, 29, 31 and, 33 and 41) Country (S.2), land (S.11), nation (S.16, 18 and 28) and world (S.12 and 19) United States (S.19 and 42) The peoples of the world
(45) <i>The rulers of outlaw regimes can know that we still believe as Abraham Lincoln did: "Those who deny freedom to others deserve it not for themselves; and, under the rule of a just God, cannot long retain it."</i>	1	We	R1	(S.1)
(46) <i>The leaders of governments with long habits of control</i>	2	Leader	LR2	Ruler

<i>need to know: To serve your people you must learn to trust them.</i>		Governments	LR2	Regimes
<i>(47) Start on this journey of progress and justice, and America will walk at your side.</i>	4	America Your	LR1 LR3 LR4 R1	America (S.5, 13, 23, 27, 31, 33, 41 and 44) Country (S.2), land (S.11), nation (S.16, 18 and 28) and world (S.12 and 19) United States (S.19 and 42) The peoples of the world
<i>(48) And all the allies of the United States can know: We honor your friendship, we rely on your counsel, and we depend on your help.</i>	4	And United States We (3X)	C1 LR1 LR4 R1	(S.47) United States (S.19 and 42) America (S.5, 13, 23, 27, 29, 31 and, 33 and 41) (S.1)
<i>(49) Division among free nations is a primary goal of freedom's enemies.</i>				
<i>(50) The concerted effort of free nations to promote democracy is a prelude to our enemies' defeat.</i>	2	Free nation Our	LR1 R1	Free nation (S.1)
<i>(51) Today, I also speak anew to my fellow citizens:</i>	4	Today I	LR1 LR2 R1	Today (S.41) This day (S.2) President Bush

		Fellow citizens	LR1	(S.1) Fellow citizens (S.1)
(52) <i>From all of you, I have asked patience in the hard task of securing America, which you have granted in good measure.</i>	5	You (2X) I America	R1 R1 LR1 LR3 LR4	Fellow citizens (S.1) President Bush (S.1) America (S.5, 13, 23, 27, 31, 33, 41, 44 and 47) Country (S.2), land (S.11), nation (S.16, 18 and 28) and world (S.12 and 19) United States (S.19, 42 and 48)
(53) <i>Our country has accepted obligations that are difficult to fulfill and would be dishonorable to abandon.</i>	4	Our Our country	R1 LR1 LR2 LR4	President Bush and his fellow citizens (S.51) Our country (S.2) Land (S.11), nation (S.16, 18 and 28) and world (S.12 and 19) America (S.5, 13, 23, 27, 31, 33, 41, 44,47 and 52)

(54) Yet because we have acted in the great liberating tradition of this nation , tens of millions have achieved their freedom.	4	Yet Because We This nation	C2 C3 R1 R2	(S.53) (S.53) President Bush and his fellow citizens (S.51) America (S.5, 13, 23, 27, 31, 33, 41, 44, 47 and 52)
(55) And as hope kindles hope, millions more will find it .	2	And It	C1 R1	(S.54) Freedom
(56) By our efforts, we have lit a fire as well -- a fire in the minds of men.	2	Our We	R1 R1	President Bush and his fellow citizens (S.51) President Bush and his fellow citizens (S.51)
(57) It warms those who feel its power, it burns those who fight its progress, and one day this untamed fire of freedom will reach the darkest corners of our world .	6	It (2X) Those Our Our world	R1 R2 R1 LR1 LR2 LR4	A fire Men President Bush and his fellow citizens (S.51) Our world (S.12 and 19) Country (S.2 and 53), land (S.11), nation (S.16, 18 and 28) America (S.5, 13,

				23, 27, 31, 33, 41, 44, 47 and 52),
(58) <i>A few Americans have accepted the hardest duties in this cause -- in the quiet work of intelligence and diplomacy ... the idealistic work of helping raise up free governments ... the dangerous and necessary work of fighting our enemies.</i>	1	Our	R1	President Bush and his fellow citizens (S.51)
(59) Some have shown their devotion to our country in deaths that honored their whole lives, and we will always honor their names and their sacrifice.	6	Some Our Our country We	E1 R1 LR1 LR2 LR4 R1	Americans President Bush and his fellow citizens (S.51) Our country (S.2 and 53) World (S.12, 19 and 57), land (S.11), nation (S.16, 18 and 28) America (S.5, 13, 23, 27, 31, 33, 41, 44, 47 and 52) President Bush and his fellow citizens (S.51)
(60) <i>All Americans have witnessed this idealism and some for the first time.</i>	1	This idealism	R2	(S.58) and (S.59)
(61) I ask our youngest citizens to believe the evidence of your eyes.	3	I Our	R1 R1	President Bush President Bush and his fellow citizens (S.51)

[illegible]

(66) <i>In a world moving toward liberty, we are determined to show the meaning and promise of liberty.</i>	1	We	R1	President Bush and his fellow citizens (S.51)
(67) <i>In America's ideal of freedom, citizens find the dignity and security of economic independence, instead of laboring on the edge of subsistence.</i>	3	America	LR1 LR3 LR4	America (S.5, 13, 23, 27, 31, 33, 41, 44, 47, 52 and 65) Country (S.2, 53 and 59), world (S.12, 19 and 57), land (S.11), and nation (S.16, 18 and 28) United States (S.19, 42 and 48)
(68) <i>This is the broader definition of liberty that motivated the Homestead Act, the Social Security Act and the GI Bill of Rights.</i>	1	This	R2	(S.67)
(69) <i>And now we will extend this vision by reforming great institutions to serve the needs of our time.</i>	4	And Now We This vision	C1 C5 R1 R2	(S.67 and 68) (S.67 and 68) President Bush and his fellow citizens (S.51) (S.67)
(70) <i>To give every American a stake in the promise and future of our country, we will bring the highest standards to our schools and build an ownership society.</i>	5	Our Our country	R1 LR1	President Bush and his fellow citizens (S.51) Our country (S.2, 53, 59, 65 and 67)

		We	LR2 LR4 R1	Our world (S.12, 19 and 57), land (S.11), nation (S.16, 18 and 28) America (S.5, 13, 23, 27, 31, 33, 41, 44, 47, 52, 65, 67 and 69) President Bush and his fellow citizens (S.510)
(71) We will widen the ownership of homes and businesses, retirement savings and health insurance -- preparing our people for the challenges of life in a free society.	2	We Free society	R1 LR5	President Bush and his fellow citizens (S.51) Ownership society
(72) By making every citizen an agent of his or her own destiny, we will give our fellow Americans greater freedom from want and fear and make our society more prosperous and just and equal.	1	We	R1	President Bush and his fellow citizens (S.51)
(73) In America's ideal of freedom , the public interest depends on private character -- on integrity and tolerance toward others and the rule of conscience in our own lives.	5	In America's ideal of freedom America	LR1 LR1 LR3	In America's ideal of freedom (S.67) America (S.5, 13, 23, 27, 31, 33, 41, 44, 47, 52, 65, 67 and 69) Country (S.2, 53, 59 and 70), world

		Our	LR4 R1	(S.12, 19 and 57), land (S.11), and nation (S.16, 18 and 28) United States (S.19, 42 and 48) President Bush and his fellow citizens (S.51)
(74) <i>Self-government relies, in the end, on the governing of the self.</i>	1	In the end	C4	(S.73)
(75) That <i>edifice of character is built in families, supported by communities with standards, and sustained in our national life by the truths of Sinai, the Sermon on the Mount, the words of the Koran and the varied faiths of our people.</i>	2	That edifice of character Our (2X)	R2 R1	(S.74) President Bush and his fellow citizens (S.51)
(76) Americans move forward in every generation by reaffirming all that is good and true that came before -- ideals of justice and conduct that are the same yesterday, today and forever.				

(77) In America's ideal of freedom , <i>the exercise of rights is ennobled by service and mercy and a heart for the weak.</i>	4	In America's ideal of freedom America	LR1 LR1 LR3 LR4	In America's ideal of freedom (S.67) and (S.73) America (S.5, 13, 23, 27, 31, 33, 41, 44, 47, 52, 65, 67, 69 and 73) Country (S.2, 53, 59 and 70), world (S.12, 19 and 57), land (S.11), and nation (S.16, 18 and 28) United States (S.19, 42 and 48)
(78) Liberty for all does not mean independence from one another.				
(79) Our nation <i>relies on men and women who look after a neighbor and surround the lost with love.</i>	4	Our Our nation	R1 LR1 LR2 LR4	President Bush and his fellow citizens (S.51) Our nation (S.16, 18 and 28) Country (S.2, 53, 59, 65 and 67) world (S.12, 19 and 57), land (S.11) America (S.5, 13,

				23, 27, 31, 33, 41, 44, 47, 52, 65 and 69)
(80) <i>Americans, at our best, value the life we see in one another and must always remember that even the unwanted have worth.</i>	2	Our We	R1 R1	President Bush and his fellow citizens (S.51) President Bush and his fellow citizens (S.51)
(81) And our country must abandon all the habits of racism because we cannot carry the message of freedom and the baggage of bigotry at the same time.	6	And Our We Our country	C1 R1 R1 LR1 LR2 LR4	(S.80) President Bush and his fellow citizens (S.51) President Bush and his fellow citizens (S.51) Our country (S.2, 53, 59, 65, 67 and 70) world (S.12, 19 and 57), land (S.11), nation (S.16, 18, 28 and 79) America (S.5, 13, 23, 27, 31, 33, 41, 44, 47, 52, 65 and 69)

(82) <i>From the perspective of a single day, including this day of dedication, the issues and questions before our country are many.</i>	4	Our Our country	R1 LR1 LR2 LR4	President Bush and his fellow citizens (S.51) Our country (S.2, 53, 59, 65, 67, 70 and 81) World (S.12, 19 and 57), land (S.11), nation (S.16, 18, 28 and 79) America (S.5, 13, 23, 27, 31, 33, 41, 44, 47, 52, 65 and 69)
(83) <i>From the viewpoint of centuries, the questions that come to us are narrowed and few.</i>	1	Us	R1	President Bush and his fellow citizens (S.51)
(84) <i>Did our generation advance the cause of freedom?</i>	1	Our	R1	President Bush and his fellow citizens (S.51)
(85) <i>And did our character bring credit to that cause?</i>	3	And Our That	C1 R1 R2	(S.84) President Bush and his fellow citizens (S.51) Cause of freedom
(86) <i>These questions that judge us also unite us, because Americans of every party and background, Americans by</i>	2	These	R2	Questions (S.84 and 85)

<i>choice and by birth, are bound to one another in the cause of freedom.</i>		Us	R1	President Bush and his fellow citizens (S.51)
(87) We have known divisions, which must be healed to move forward in great purposes -- and I will strive in good faith to heal them.	2	We	R1	President Bush and his fellow citizens (S.51)
		I	R1	President Bush
(88) Yet those divisions do not define America.	5	Yet Those America	C2 R2 LR1 LR3 LR4	(S.87) Divisions America (S.5, 13, 23, 27, 31, 33, 41, 44, 47, 52, 65, 67, 69, 73 and 77) Country (S.2, 53, 59, 70, 81 and 82), world (S.12, 19 and 57), land (S.11), and nation (S.16, 18, 28 and 79) United States (S.19, 42 and 48)
(89) We felt the unity and fellowship of our nation when freedom came under attack, and our response came like a single hand over a single heart.	4	We	R1	President Bush and his fellow citizens (S.51)
		Our nation	LR1 LR2	Our nation (S.16, 18, 28 and 79) Country (S.2, 53,

			LR4	59, 70, 81 and 82), world (S.12, 19 and 57), land (S.11) America (S.5, 13, 23, 27, 31, 33, 41, 44, 47, 52, 65, 67, 69, 73 and 77)
(90) And we can feel that same unity and pride whenever America acts for good, and the victims of disaster are given hope, and the unjust encounter justice, and the captives are set free.	5	And We America	C1 R1 LR1 LR3 LR4	(S.89) President Bush and his fellow citizens (S.51) America (S.5, 13, 23, 27, 31, 33, 41, 44, 47, 52, 65, 67, 69, 73, 77 and 88) Country (S.2, 53, 59, 70, 81 and 82), world (S.12, 19 and 57), land (S.11) and our nation (S.16, 18, 28, 79 and 89) United States (S.19, 42 and 48)
(91) We go forward with complete confidence in the eventual triumph of freedom.	2	We	R1	President Bush and his fellow citizens (S.51)

(92) Not because <i>history runs on the wheels of inevitability; it is human choices that move events.</i>		Not because	C3	(S.91)
(93) Not because we <i>consider ourselves a chosen nation; God moves and chooses as he wills.</i>	3	Not because We	C3 LR1 R1	(S.92) Not because (S.92) President Bush and his fellow citizens
(94) We <i>have confidence because freedom is the permanent hope of mankind, the hunger in dark places, the longing of the soul.</i>	1	We	R1	President Bush and his fellow citizens (S.51)
(95) When our <i>Founders declared a new order of the ages, when soldiers died in wave upon wave for a union based on liberty, when citizens marched in peaceful outrage under the banner "Freedom Now" -- they were acting on an ancient hope that is meant to be fulfilled.</i>	1	Our	R1	President Bush and his fellow citizens (S.51)
(96) History has an ebb and flow of justice, but history also has a visible direction set by liberty and the author of liberty.				
(97) <i>When the Declaration of Independence was first read in public and the Liberty Bell was sounded in celebration, a witness said, "It rang as if it meant something." In our time it means something still.</i>	1	Our	R1	President Bush and his fellow citizens (S.51)
(98) America , <i>in this young century, proclaims liberty throughout all the world and to all the inhabitants thereof.</i>	3	America	LR1 LR3	America (S.5, 13, 23, 27, 31, 33, 41, 44, 47, 52, 65, 67, 69, 73, 77, 88 and 90) Country (S.2, 53,

			LR4	59, 70, 81 and 82), world (S.12, 19 and 57), land (S.11) and nation (S.16, 18, 28, 79 and 89) United States (S.19, 42 and 48)
(99) <i>Renewed in our strength -- tested, but not weary -- we are ready for the greatest achievements in the history of freedom.</i>	2	Our We	R1 R1	President Bush and his fellow citizens (S.51) President Bush and his fellow citizens
(100) <i>May God bless you, and may he watch over the United States of America.</i>	2	You United states of America	R1 LR3	Fellow citizens Country (S.2, 53, 59, 70, 81 and 82), world (S.12, 19 and 57), land (S.11) and nation (S.16, 18, 28, 79 and 89)
Note: The above table provide an account that grammatical cohesive devices cover 131 ties (110 references, 3 ellipses, 18 conjunctions and no ties for substitution) and lexical cohesive devices cover 109 ties (107 reiterations and 2 collocation).				