COHESION IN STUDENTS' SPEECHES

(The Case of the Third Semester English Language Students of UNNES)

a final project

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in English

by

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PERNYATAAN

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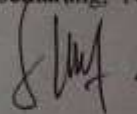
COHESION IN STUDENTS' SPEECHES

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yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri, yang saya hasilkan setelah penelitian, pembimbingan dan diskusi, dan pemaparan atau ujian. Semua kutipan, baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan, wahana elektronik, maupun sumber lainnya, telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan skripsi ini membubuhkan tanda tangan sebagai keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan pelanggaran terhadap konvensi tata tulis yang berlaku, saya bersedia menerima akibatnya.

Demikian, surat pernyataan ini dapat digunakan seperlunya.

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MOTTO AND DEDICATION

"So verily, with the hardship, there is relief. Verily, with the hardship, there is relief."

(QS Al- Inshirah 94: 5-6)

For my beloved family especially my dad who had been in heaven, my mom, my sisters, my brothers, and for all of my best friends.

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ABSTRACT

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Key words: Textuality, Cohesion, Cohesive Devices, Speech

Speech is a spoken text which is produced by a speaker before an audience. A text has textuality to express the property of being text which is formulated into seven criteria. Cohesion is the first criterion which is very important because it is the links that hold text together and give it meaning. The purpose of this study are to identify whether the speeches produced by the third semester students are cohesive or not and to describe the kinds of cohesive devices found in the speeches.

The object of this study is the speeches produced by the third semester students of English Department, which then were transcribed into written. The data collected were analyzed qualitatively using cohesive devices based on Halliday and Hasan's theory (1976). They are reference (personal, demonstrative and comparative), substitution (nominal, verbal and clausal), ellipsis (nominal, verbal and clausal), conjunction (additive, adversative, causal, temporal and others), and lexical cohesion (reiteration and collocation).

The findings show that there are 1040 ties found in the ten speeches chosen. It reveals that the five types of cohesive devices occur in the speeches although the distribution of each type is significantly different. Lexical cohesion is most frequently used in the speeches which occurs 588 cases (56.54), and then followed by reference which is 223 cases (21.44%). The use of conjunction is 197 cases (18.94%) which is higher than the occurrences of substitution which occur 19 cases (1.82%) and the occurrences of ellipsis which is 13 cases (1.25%). However, there is one subtype of cohesion which is not found within the speeches. It is verbal ellipsis because the item which usually used to express the device cannot be found.

Since there are many cohesive devices found in the speeches, it can be concluded that the ten speeches are cohesively produced. In addition, all of five types and sub-types of cohesion are found in the speeches except verbal ellipsis.

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CHAPTER I

INTRODUCTION

This chapter introduces the background of the study, reasons for choosing the topic, the research problems, objectives of the study, significance of the study, limitation of the study, and outline of the study.

1.1 Background of the Study

Language plays an important role in human life. People use language to express their ideas, feelings, or concepts to other in the proses of social interaction. "Communication in society happens chiefly by means of language. However, the users of language, as social beings, communicate and use language on society's premises that means society controls their access to the linguistic and communicative means" (May: 2001). It means that society such as place or environment, time, situational setting, and the relationship between the people in particular situation influence the language to communicate.

In communication, people work together to create text which should be meaningful because in communication people exchange meaning. According to Halliday and Hasan (1985:10),

> The important thing about the nature of a text is that, although when we write it down it looks as though it is made of words and sentences, it is really made of meaning. Of course, the meanings have to be expressed, or coded, in words and structures, just as these in turn have to be expressed over again – recorded, if you like – in sounds or in written symbols. It has to be coded in something in order to be communicated: but as a thing in itself, a text is essentially semantic unit.

It is clear stated that a text must be meaningful which means that the meanings have to be expressed so that the communication can run well. Besides, a text is a semantic unit which means that it has a semantic relation which is related to a clause or sentence.

The ability to create text both of spoken and written is called communicative competence. According to Canale and Swain as cited by Bagaric (2007), communicative competence is a synthesis of an underlying system of knowledge and skill needed for communication; e.g. knowledge of vocabulary and skill in using the sociolinguistic conversation in a given language. Knowledge means what one knows consciously and unconsciously about the language. There are five areas of knowledge and skill for communicative competence: sociocultural competence, discourse competence, linguistic competence, formulaic competence, interactional competence, and strategic competence (Celce-Murya: 2007).

Sociocultural competence refers to the speaker's pragmatic knowledge, i.e. how to express messages appropriately within the overall social and cultural context of communication. Discourse competence concerns the selection, sequencing, and arrangement of words, structures, sentences, and utterances to achieve a unified spoken or written text. Linguistic competence comprises the basic elements of communication: the sentence patterns and types, the constituent structure, the morphological inflections, and the lexical resources, as well as the phonological and orthographic systems needed

to realize communication as speech or writing. Formulaic competence refers to those fixed and prefabricated chunks of language that speakers use heavily in everyday interactions. Interactional has three sub-components of competence: Actional competence, conversational competence, and nonverbal/paralinguistic competence. And strategic competence refers to the knowledge of communication strategies and how to use them in a conversation.

A text or discourse has texture or textuality which distinguishes it from something that is not text. In other words, texture or textuality is entirely appropriate to express the property of being text (Halliday and Hasan: 1976:2). According to Renkema (2004: 49-51), "textuality has formulated into seven criteria that are cohesion, coherence, intentionality, acceptability, informativeness, situationality, and intertextuality".

From those criteria, cohesion is the most important criterion because cohesion can distinguish between text and non-text. Cohesion distinguishes texts from non-texts and enables readers or listeners to establish relevance between what was said, is being said, and will be said, through the appropriate use of the necessary lexical and grammatical cohesive devices. Halliday and Hasan remark that:

> Cohesion occurs where the interpretation of some elements in the discourse is dependent on that of another. The one presupposes the other, in the sense that it cannot be effectively decoded except by recourse to it. When this happen, a relation of cohesion is set up, and the two elements, the presupposing and the presupposed, are thereby at least potentially integrated into text. (Halliday and Hasan, 1976:4)

From this idea cohesion can be defined as the links that hold a text together and give it meaning. It can be said that cohesion is used to analyze discourse on how the connection between elements make such unified text since it functions as a device to keep cohesiveness within a text.

There are two kinds of cohesion which help to create text or the property of being text. They are grammatical cohesion, referring to the structural content, and lexical cohesion referring to the language content of the piece. Halliday and Hasan (1976:16) identify the general categories of cohesive devices that create coherence in a text: reference, substitution, ellipsis, conjunction, and lexical cohesion. Reference is the specific nature of the information that is signaled for retrieval of the referential meaning, the identity of the particular thing or class of thing that is being referred to. Reference can be divided into three types: personal reference, demonstrative reference, and comparative reference. Substitution is the replacement of one item to another. There are three types of substitution that are nominal, verbal, and clausal substitution. Ellipsis means the omission of an item. The types of ellipsis are nominal, verbal, and clausal ellipsis. Conjunction is an advice to reach out into the preceding or following text and to express certain meanings, which presuppose the presence of other component in the text. It is divided into some types: addictive, adversative, causal, temporal, and continuative conjunction. The last is lexical cohesion that means the cohesive affect achieved by the selection of vocabulary. There are two types of lexical cohesion that are collocation and reiteration. Reiteration is subdivided into repetition, synonym, super ordinate, and general words.

Based on the style of delivery, a text is divided into spoken and written. Halliday and Hasan (1976:1) point out that a text is used in linguistics to refer to any passage, spoken or written, of whatever length, that does form a unified whole. Spoken text is a text which is created to be heard and written text is a text created to be read. In this study, I focus on spoken text because speaking is an important skill which should be mastered when we want to communicate to others. One type of speaking is speech. Speech is a spoken text produced by a speaker before audience. Creating speech may be more challenging rather than writing because, in order to create speech, the speaker should make sure that the hearer or audience will understand what he/she has said. Therefore, the speaker should make a cohesive speech so that it can be understood easily.

Sophomores are students in the second year of study at college. In other word, English major sophomores are the third semester of English department students. In Indonesia, the third semester of English department students are expected to make a good speech since they have been trained to make cohesive speech from junior high school. Brown points out that there are 16 microskills of oral communication which one of them is using cohesive devices in spoken discourse. It means that cohesion is taught to make a good speech. Based on my experiences, when I was junior and senior high school, my teachers asked me to make cohesive speeches and present it in front of class. I also did the same thing to my students when I was doing my teaching practice in one of senior high school in Batang. I asked my students to make speeches to be presented in front of class to get their speaking scores. Besides, they also are trained to

speak intensively in the first semester in intensive speaking class, second semester in interpersonal and transactional conversation, and third semester in speaking for general purposes class. In addition, other subjects which they have joined in the college, support them in speaking.

However, although cohesion is taught from junior high school, the students of English Department still face problem in applying cohesive devices. It was proved by Sri Suprapti (2009) who did the research by using the junior students of English Department of UNNES as the subject. In the research, she concluded that there were some cohesive problems in the investigated data both of grammatical cohesion and lexical cohesion. The problems in the grammatical cohesion could be sub-categorized into: (a) wrong use of conjunction; (b) wrong use of demonstratives; (c) wrong use of pronominals. Then, the lexical cohesion problems are in forms of (a) lexical repetition with irretrievable referents within the texts; (b) naming: the use of a more specific term (subordinate term) in place of a more general (super-ordinate) one.

From the above consideration, it is essential to acknowledge to what extent the third semester students' speeches are cohesively produced, especially the unified text, using cohesive devices, and what kinds of devices are found in their speeches.

1.2 Reason for Choosing the Topic

Some reasons why I chose the topic "Cohesion in Students' Speeches (The Case of the Third Semester English Language Students of UNNES" are:

Cohesion is an important element that should be used in speaking. It is needed since it can help hearer to understand the text easily. The students of English department are expected to create a cohesive speaking because they have learned speaking intensively. Moreover, they also joined paragraph based writing that trained them to make good paragraph which is cohesive. According to Boardman (2001:36), another characteristic of a good paragraph is cohesion. When a paragraph has cohesion, all the supporting sentence "stick together" in their support of the topic sentence. The methods of connecting sentences to each other are called cohesive devices.

I consider that cohesion is very important in English students' speaking, in this case, is speech, therefore, I want to know to what extent the third students' speeches are cohesively produced.

1.3 Research Problems

The research problems of this study are:

1. To what extent are the speeches produced by the third semester English language students cohesive?
2. What kinds of cohesive devices are found in their speeches?

1.4 Objectives of the Study

The objective of the study can be stated as follows:

1. To identify whether the speeches produced by the third semester English language students are cohesive or not.
2. To describe the kinds of cohesive devices found in their speeches.

1.5 Significance of the Study

This study hopefully will give some significances to the readers. The significances are described as follows:

1. Theoretical significance

   The result of the research will provide information about cohesive devices used by the third semester students of English Department of UNNES. Besides that, the result of the research can be used to be an additional reference for further researchers especially those who are interested in discourse analysis within the same field.

2. Practical significance

   The research finding will help students to understand the role of cohesive devices in unified discourse and how they structure a boundary of a text/ discourse.

1.6 Limitation of the Study

In this study, I only did the cohesive devices such as reference, substitution, ellipsis, conjunction, and lexical cohesion analysis on ten speeches produced by the third semester English language students of UNNES.

1.7 Outline of the Report

This study is divided into five chapters. The following is the outline of the study.

Chapter I presents the introduction that includes the background of the study, reasons for choosing the topic, research problems, objectives of the study, significances of the study, the limitation of the study, and outline of the study.

Chapter II is focused on the review of related literature. It includes review of the previous studies, review of related literature and theoretical framework.

Chapter III sets out the method of investigation. It contains of the research design, the subject of the study, the object of the study, the role of researcher, procedures of collecting data, procedure of analyzing data.

Chapter IV presents the findings and discussions.

Chapter V discusses the conclusion and the suggestions of the study.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter presents the review of the previous studies, the review of the related literature, and the theoretical framework.

2.1 Review of the Previous Studies

I found some similar previous studies which inspired me to conduct this research. The first study was conducted by Atik Hidayah (2010). The research intended to analyze the cohesive devices in the speeches made by the participants of ESA WEEK speech contest 2009 who six of forty speakers from different colleges around Central Java. The final project aimed at analyzing to what extent are the speeches cohesive, how the speakers of speech contest structure their speeches through the use of cohesive devices and what cohesive device are frequently used. The data of the research is recorded data which was transcribed into written by her. After transcribing the data, she analyzed the data qualitatively by using theory of cohesive devices written by Halliday and Hasan (1976).

In the research, she found 732 cohesive ties used by the contestants. Among five types of cohesive devices the most frequently used was lexical cohesion which

occurred in 414 cases (56.5%). The second most was the use of reference which was 161 cases (22%). The use of conjunction was 131 cases (18%). It was higher than the occurrences of ellipsis 21 cases (2.8%). Substitution was rarely used in the speeches of conjunction. It was only 5 cases (0.8%). Moreover, two subtypes of cohesion are not found within the speeches. They are verbal substitution and verbal ellipsis. The result showed that speeches were produced cohesively since there were many cohesive ties found.

The second study was by Natria Ratnaningtyas (2010) which investigated the cohesive devices found in the speech of the finalists of story retelling contest ESA WEEK 2009. The story retelling contest was followed by the students of Junior High School in the level of Central Java. Then, from those who joint the contest, they were selected the best ten contestants as the finalists. When they performed their ability to retell a story, they were recorded. The recorded data was analyzed qualitatively by applying the frameworks of cohesion theory of Halliday and Hasan (1976). She intended to analyze the percentages of cohesive devices used in story retelling process, and types of cohesive devices which were mostly used by the finalist.

The result of the study revealed that five categories of cohesive devices were found in the finalists' speech, i.e. reference ties, substitution ties, ellipsis ties, conjunction ties and lexical ties. But those speeches have different composition from one speech to another. Lexical ties were most frequently used in the speech 47.8 %,

and then followed by reference ties which also had big numbers with 40.1 %, conjunction ties 8.6 %, ellipsis ties 2.1 % and last, substitution ties 0.5 %.

Based on the result, she concluded that five categories of cohesive devices were found in the finalists' speech, i.e. reference ties, substitution ties, ellipsis ties, conjunction ties and lexical ties. However, the number of ties did not demonstrate the expected skills, since they used repetition of the same words very frequently for lexical ties. The finalists also showed restricted choice of lexical items. More than a half of reference ties were just pronominal repetitions. Conjunction was also a weak area for the students as they failed to vary the uses of conjunction ties in their speech. Ellipsis and substitution also rarely occurred in their speech. Therefore, the result showed that the finalist' ability in applying cohesion in their speech was still poor.

The third study had objectives to describe whether the hortatory exposition texts posted in class blog by eleventh grade students of SMA Negeri 1 Temanggung were written cohesively and to describe the kind of cohesive devices which was frequently used in those texts (Zaenudin: 2012). The written data was collected by using class blog. The students were asked to write hortatory exposition texts and posted them in the class blog. After that, he chose fifteen texts and analyzed them by using sequence steps. They were dividing and numbering sentences into clauses in each text, identifying and classifying the cohesive devices, putting the cohesive devices into tables based on the types, counting the number of cohesive devices in the form of percentages, and interpreting the result.

The data analysis showed that all grammatical and lexical cohesion devices were applied in the hortatory exposition texts analyzed. All the fifteen hortatory exposition texts had percentages of the rightly used references more than 50% with the highest percentage 100% and the lowest percentage 80%. Reference and conjunction occurred in all texts. Substitution and ellipsis applied appropriately in texts. Reiteration showed higher percentage than collocation in terms of lexical cohesion. The frequently used cohesive devices found in the hortatory exposition texts were reference with 395 occurrences (57.08%) for grammatical cohesion and reiteration with 280 occurrences (93.96%) for lexical cohesion.

In the research, he concluded that the hortatory exposition texts posted in class blog by eleventh grade students of SMA Negeri 1 Temanggung were cohesive grammatically and lexically. Reference was the frequently used cohesive device of grammatical cohesion and reiteration for lexical cohesion

Based on the previous studies, they took senior high school students and finalists of a competition as the subjects. They had not analyzed the cohesive devices by using college students as the object especially the third semester of English department. Thus, I chose Cohesion in Students' Speeches (The Case of the Third Semester English Language Students of UNNES) as my topic.

2.2 Review of Related Literature

The review of related literature presents the communicative competence, discourse analysis, features of spoken and written language, text and cohesion, grammatical cohesion, types of grammatical cohesion, lexical cohesion.

2.2.1 Communicative Competence

Communication is simply defined as a process in which a message is sent from senders to receivers. In a technical description, it is said that the sender encodes a message and the receiver decodes it. Communication problems occur when the encoded message differs from the decoded message. In other words, the message sent is not the message received. So that, in order to reach the goal of communication, everyone should know how he delivers information, when he uses appropriate items, and with whom he talks to.

Considering that everyone has different level of language mastery, one may speak or use a certain language fluently; and another may not. Everyone has different competence in expressing his messages to another by using language. The competence would appear in the process of communication. Such competence is called communicative competence. Widdowson (2007) stated that communicative competence, therefore, incorporates both knowledge of what is encoded as possible in the language and knowledge of how these encodings are used appropriately in context.

Communicative competence consists of six components of competence (Celce Murcia: 2007). They are:

(1) Sociocultural Competence

Sociocultural competence refers to the speaker's pragmatic knowledge, i.e. how to express messages appropriately within the overall social and cultural context of communication. This includes knowledge of language variation with reference to sociocultural norms of the target language. In fact a social or cultural blunder can be far more serious than a linguistic error when one is engaged in oral communication. The pedagogical challenge lies in the fact that second and foreign language teachers typically have far greater awareness and knowledge of linguistic rules than they do of the sociocultural behaviors and expectations that accompany use of the target language. Even when good cultural descriptions are available, it is hard to get learners to change their native verbal behavior based on a new set of assumptions.

Celce-Murcia et al. (1995: 23–24) describe several sociocultural variables, three of which are most crucial in terms of the current model.

(a) Social contextual factors: the participants' age, gender, status, social distance and their relations to each other re: power and affect.

(b) Stylistic appropriateness: politeness strategies, a sense of genres and registers.

(c) Cultural factors: background knowledge of the target language group, major dialects/regional differences, and cross cultural awareness.

The above competencies can be acquired in part through some knowledge of the life and traditions as well as knowledge of the history and literature of the target language community. An extended living experience among members of the target language group is probably the best experience for language acquisition if the learner has adequate basic preparation in both linguistic and sociocultural competence coupled with good powers of observation.

(2) Discourse competence

Discourse competence refers to the selection, sequencing, and arrangement of words, structures, and utterances to achieve a unified spoken message. This is where the top-down communicative intent and sociocultural knowledge intersect with the lexical and grammatical resources to express messages and attitudes and to create coherent texts. Celce-Murcia et al. (1995: 13–15) describe several sub-areas of discourse competence, four of which are most important with regard to the current model:

(a) cohesion: conventions regarding use of reference (anaphora/cataphora), substitution/ ellipsis, conjunction, and lexical chains (i.e. Halliday and Hasan l976).

(b) deixis: situational grounding achieved through use of personal pronouns, spatial terms (here/there; this/that), temporal terms (now/then; before/after), and textual reference (e.g. the following table, the figure above).

(c) coherence: expressing purpose/intent through appropriate content schemata, managing old and new information, maintaining temporal continuity and other organizational schemata through conventionally recognized means.

(d) generic structure: formal schemata that allow the user to identify an oral discourse segment as a conversation, narrative, interview, service encounter, report, lecture, sermon, etc.

(3) Linguistic competence

Linguistic competence includes four types of knowledge:

(a) Phonological: includes both segmentals (vowels, consonants, syllable types) and suprasegmentals (prominence/stress, intonation, and rhythm).

(b) Lexical: knowledge of both content words (nouns, verbs, adjectives) and unction words (pronouns, determiners, prepositions, verbal auxiliaries, etc.).

(c) Morphological: parts of speech, grammatical inflections, productive derivational processes.

(d) Syntactic: constituent/phrase structure, word order (both canonical and marked), basic sentence types, modification, coordination, subordination, embedding.

(4) Formulaic competence

Formulaic competence is the counterbalance to linguistic competence. Linguistic competence entails the recursive, open-ended systems listed above. Formulaic competence refers to those fixed and prefabricated chunks of language that speakers use heavily in everyday interactions.

(a) routines: fixed phrases like of course, all of a sudden and formulaic chunks like How do you do? I'm fine, thanks; how are you?

(b) collocations: verb-object: spend money, play the piano adverbadjective: statistically significant, mutually intelligible adjective-noun: tall building, legible handwriting

(c) idioms: e.g., to kick the bucket = to die; to get the ax = to be fired/terminated

(d) lexical frames: e.g., I'm looking for _____. See you (later/tomorrow/ next week, etc)

(5) Interactional competence

Interactional competence has at least three sub-components relevant to the current model:

(a) actional competence: knowledge of how to perform common speech acts and speech act sets in the target language involving interactions such as information exchanges, interpersonal exchanges, expression of opinions and feelings, problems (complaining, blaming, regretting, apologizing, etc.), future scenarios (hopes, goals, promises, predictions, etc.) See Celce-Murcia et al. (1995) for more detailed information regarding actional competence.

(b) conversational competence: inherent to the turn-taking system in conversation described by Sachs et al. (1974) but may be extendable to other dialogic genres:

1) how to open and close conversations

2) how to establish and change topics

3) how to get, hold, and relinquish the floor

4) how to interrupt

5) how to collaborate and backchannel, etc.

(c) non-verbal/paralinguistic competence includes:

1) kinesics (body language), non-verbal turn-taking signals, backchannel behaviors, gestures, affect markers, eye contact.

2) proxemics (use of space by interlocutors)

3) haptic behavior (touching)

(d) non-linguistic utterances with interactional import (e.g. ahhh! Uh-oh. Huh?) the role of silence and pauses

(6) Strategic competence

According to Oxford (2001: 362), strategies for language learning and use are "specific behaviors or thought processes that students use to enhance their own L2 learning." Such behaviors are either (1) learning strategies or (2) communication strategies. We know that learners who can make effective use of strategies (i.e. who have strategic competence) tend to learn languages better and faster than those who are strategically inept.

Of Oxford's learning strategies, three are most important for our purposes:

(a) cognitive: these are strategies making use of logic and analysis to help oneself learn a new language through outlining, summarizing, notetaking, organizing and reviewing material, etc.

(b) metacognitive: these strategies involve planning one's learning by making time for homework or for preparation, and engaging in selfevaluation of one's

success on a given task or on one's overall progress. This is achieved in part by monitoring and noting one's errors, learning from teacher and peer feedback, etc. Compensating for missing or partial knowledge by guessing the meanings of words from context or the grammatical function of words from formal clues are also aspect of metacognition.

(c) memory-related: these are strategies that help learners recall or retrieve words through the use of acronyms, images, sounds (rhymes), or other clues.

The other crucial strategies, which are the ones we highlighted in Celce-Murcia et al. 1995: 26–29), are communication strategies; they include the following:

(a) chievement: strategies of approximation, circumlocution, codeswitching, miming, etc.

(b) stalling or time gaining: using phrases like Where was I? Could you repeat that?

(c) self-monitoring: using phrases that allow for self repair like I mean….

(d) interacting: these are strategies that include appeals for help/clarification, that involve meaning negotiation, or that involve comprehension and confirmation checks, etc.

(e) social: these strategies involve seeking out native speakers to practice with, actively looking for opportunities to use the target language.

Furthermore, Celce-Murcia (2007) has drawn the revised schematic representation of communicative competence as follows.
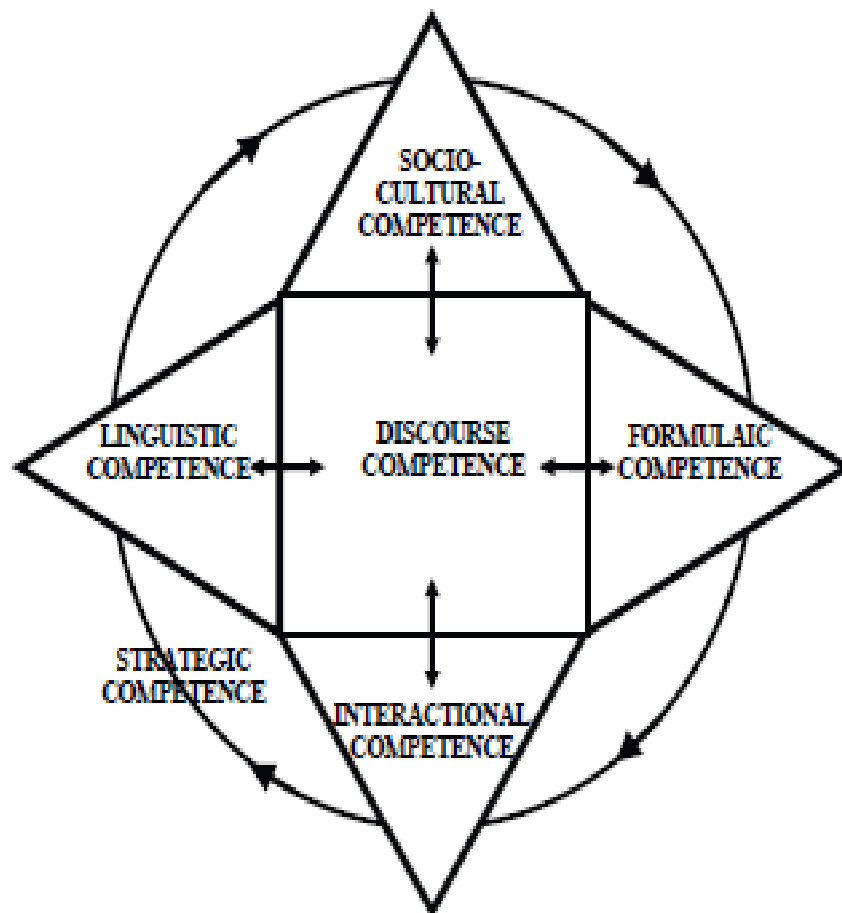
Figure 2.1 the Revised Schematic representation of communicative competence (Celce-Murcia: 2007)

Among the competence, discourse competence is closely related to ability in making discourse. Discourse is the stretch of language perceived to be meaningful, unified, and purposive (Cook 1989: 156). It describes the grammatical patterns of transitivity, mood, and theme that allow the readers to offer a description of the types of meanings being made in the text. Furthermore, Nunan (1993) described discourse

competence as the ability to create a stretch of language consisting of several sentences which are perceived as being related in some way.

2.2.2 Discourse Analysis

A discourse and especially a text, is a sequence of connected sentences or utterances by which a sender communicates a message to a receiver (Rankema 1993:33). While Cook (1989:6) stated that discourse is a kind of language, which has been used to communicate something and is felt to be coherent, and it may or may not happens to correspond to a correct sentence or a series of correct sentences. In fact, the conformity to rules is not really a matter. The matter is the fact that it communicates and recognized by its receivers as coherent. It can be concluded that in making a text or discourse people may not use correct grammatical sentence. It leads us that there is a subjectivity in identifying a stretch of language as a discourse.

Discourse analysis is the study of language in use. Discourse analysis is concerned with the study of the relationship between language and the context in which it is used (McCarthy 1991:5). In other words, a discourse is dependent on its use in appropriate context. Context refers to the situation giving rise to the discourse, and within which the discourse is embedded (Nunan 1993:7-8). The context in which the language is used can influence the interpretation of a discourse. The context supports the interpretation of the discourse to be meaningful and understandable for its receivers. In addition, inappropriateness the context of discourse may cause misinterpretation of the discourse itself.

Discourse analysis studies language in use in both spoken and written forms. Discourse analysis observes language of all kinds of use, either spoken or written from conversation to highly organized forms of talk. Thus any written and printed words: newspaper articles, letters, stories, recipes, instructions, notices, comics and so on are considered as forms of discourse (McCarthy 1991:12).

From the definition above, discourse analysis is the study of language in communication whether spoken or written which examines how the connection among elements in the discourse are built in the discourse. In discourse analysis, the context in which the discourse operates is also important because it influences the interpretation of the discourse.

2.2.3 Features of Spoken and Written Language

The term discourse is used for all forms of spoken and written text. However, there are important differences between spoken and written language. When speech is considered in opposition to writing, several distinctive features become evident, particularly if the way it is produced is taken as the starting point (Hughes: 2002). Spoken language is context dependent which means the meanings are recovered by context, not everything should be explicitly stated, stating everything may result in "overexplicitness", thus, unnatural, language choice depends on context of situation (tenor, field, mode). While, written language is context independent. Context independent refers to meanings and context are created and presented by writers,

everything should be presented for clarity, completeness is necessary, language choice is based on the imagined readers.

Second, speech is time-bound, dynamic, transient. It is part of an interaction in which both participants are usually present, and the speaker has a particular addressee (or several addressees) in mind. Writing is space-bound, static, permanent. It is often the result of a situation in which the writer is usually distant from the reader, and often does not know who the reader is going to be.

The spontaneity and speed of most speech exchanges make it difficult to engage in complex advance planning. The pressure to think while talking promotes looser construction, repetition, rephrasing, and comment clauses ('you know', 'mind you', 'as it were'). Intonation and pause divide long utterances into manageable chunks, but sentence boundaries are often unclear. Writing allows repeated reading and close analysis, and promotes the development of careful organization and compact expression, with often intricate sentence structure. Units of discourse (sentences, paragraphs) are usually easy to identify through punctuation and layout.

Spoken language is based on clause; subjects or objects which are commonly used is simple pronoun (you, I) or noun phrase (my father, the house); uses gambits; Filler (ummm…, uh…, right…) is usually occur and it is more emphasis on interpersonal meaning. While written language is based on sentence. Subjects/Objects are realized in complex noun phrases. Use of passive patterns (less personal, objectified) and it is more emphasis on ideational meanings.

Therefore, the transcriptions of the data is interdiscursively complex since they present a variety of discourses. Interdiscursivity refers to the mixing of diverse genres, discourses, or styles associated with institutional and social meanings in a single text (WU: 2011). They are written texts which contain spoken language features such as using 'I' and 'you' as subjects or objects and based on clause which means that they present the mixing of diverse discourses.

2.2.4 Text and Cohesion

The term text is used in linguistics to refer to any passage, spoken or written of whatever length, that does form a unified whole. A text may be spoken or written, prose or verse, dialog or monolog. A text is unit of language in use. It is not grammatical unit, like clause or sentence and it is not defined by its size (Halliday and Hasan: 1976). In a text, each clause in sequence should contribute something to the text to be meaningful as a whole. A text is also regarded as a semantic unit: not a unit 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 but; it is realized by or encoded in sentences.

Text has properties that are texture and ties. Texture refers to the quality of being recognizably a text rather than a collection of unconnected words or clauses (Thompson 1996:147). It distinguishes a text from something that is not a text. It derives this texture from the fact that it functions as a unity with respect to its environment. Eggins (1994:85) added that texture is what holds the clauses of a text

together to give them unity. If a passage of English containing more than one sentence is perceived as a text, there will be a certain linguistic features present in that passage which can be identified as contributing to its total unity and giving its texture. Simple example:

Wash and cut six cooking apples. Put them into a fire proof dish (Halliday 1976:2)

'Them' in the second sentence refers back to the "six cooking apples" in the first sentence. That is, anaphoric to the "six cooking apples". This anaphoric (relations that look back into the text for their interpretation) function of "them" gives cohesion to the two sentences as indicated above. Therefore, the two sentences can be interpreted as a whole. Both sentences together constitute a text. The texture is provided by the cohesive relation that exists between "them" and the "six cooking apples". The two items are identical in reference or co-referential.

A tie, on the other hand, is a single instance of cohesion, or an occurrence of a pair of cohesively related items. For instance, the relation between "them" and "six cooking apples" in the example above constitutes a tie. The concept of a tie makes it possible to analyze a text in terms of its cohesive properties and gives a systematic account of its patterns of texture. Tie can further show the relationship between cohesion and the organization of written texts into sentences and paragraphs (Olatunde: 2002).

The concept of cohesion is a semantic one: it refers to relation of meaning that exist within the text, and that define it as a text. Cohesion occurs where the interpretation of some element in the discourse is dependent on that of another. The one presupposes the other, in the sense that it cannot be effectively decoded except by recourse to it. 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 a text (Halliday and Hasan 1976:4). We can consider the following example:

I walked down to my mother. A broom was pitched against the wall.

They picked up their food carelessly. We went to Disneyland. I worried about you. (Suprapti: 2009) as a non-text, for at least, the following reasons: (1) the clauses do not hang together; each is self-contained, unrelated to other having no contribution to the interpretation of others, and (2) the participants in each clause keep changing and are never referred again, except for I in clauses 1 and 5. What the clauses have in common is grammatical parallelism which is not enough for providing the creation of situational coherence due to lack of internal organization that is lack of cohesion.

Cohesion is another way of approaching the notion of a tie. To return to the example: *Wash and cut six cooking apples. Put them into a fire proof dish* (Halliday and Hassan 1976:2). The word "them" presupposes for its interpretation something other than itself. This requirement is met by the "six cooking apples" in the preceding sentences. The presupposition, and the fact that it is resolved, provide cohesion between the two sentences, and in so doing create text.

Cohesion is expressed partly through the grammar and partly through the vocabulary we can refer therefore to grammatical cohesion and lexical cohesion.

2.2.5 Grammatical Cohesion

Grammatical cohesion refers to the various grammatical devices that can be used to make relations among sentences more explicit. Cohesive devices are used to tie pieces of text together in a specific way. The aim is to help the reader understand the items referred to, the ones replaced and even the items omitted (Harmer: 2004). Furthermore, the combination of sentences using cohesive devices which have semantic relation need a shared linguistic environment to interpret items.

A sentence such as "he said so" is semantically correct as it is grammatically in that it means what it means though we do not know who is meant by "he" and what is meant by "so". To analyze a sentence, we have to seek in the surrounding environment what "he" and "so" refer to many other examples on the various cohesive situations are going to be dealt within the forth coming sections covering types of cohesive devices.

2.2.6 Types of Grammatical Cohesion

Halliday and Hassan (1976) provided us with the basic categories of grammatical cohesion pointing that we can systematize this concept by classifying it into a small number of distinct categories, they refer to them as: reference, substitution, ellipsis, and conjunction; these categories have a theoretical basis and specific types of grammatical cohesion, which has also provide a practical means for describing and analyzing texts.

2.2.6.1 Reference

One of the options that grammar of English offers creating surface links between sentences is reference. Halliday and Hassan (1976) pointed out that reference features cannot be semantically interpreted without referring to some other features in the text. Pronouns are the most common linguistic element as referring devices in a textual environment. However, there are other linguistic elements used to fulfill the same function such us: articles, demonstratives, and comparatives.

Reference can be accounted as "exophoric" or "endophoric" functions. This is because simply when we refer to a given item, we expect the reader to interpret it by either looking forward, backward and outward. Exophoric involves exercises that require the reader to look out of the text in order to interpret the referent. The reader, thus, has to look beyond or out of the text with a shared world between the reader and the writer. "Exophoric reference directs the receiver 'out of' the text and into an assumed shared world" (McCarthy 1991: 41). For example, 'that must have cost a lot of money' in this example we have to look out of the situation to retrieve the meaning of the sentences (Halliday and Hassan: 1976).

Endophoric function refers to the text itself in its interpretation. Brown and Yule (1983:192) pointed that "where their interpretation lies within a text they are called 'endophoric' relations and do from cohesive ties within the text". Endophoric reference is subdivided into three kinds: anaphoric, cataphoric, and esphoric. The first two are the most common types of endophoric ties found in a text (Suprapti: 2009). Anaphoric

relations is all kinds of activities which involve looking back in texts to find the referent. For example: "it rained day and night for two weeks, the basement flooded and everything was under water, It spoilt all our calculations" (McCarthy 1991: 36). Here the first "it" refers to the discourse itself, the second "it" refers to the event of two weeks, or the fact that it rained or flooded; i.e., the whole situation rather than an event in particular, whereas cataphoric relation looks forward to their interpretation, to exemplify the cataphoric reference "she was terribly afraid. All kinds of black memories of her childhood came up to her mind. She could not fight against them as had been her custom because simply Mary Brown was dying at that moment".

This short text displays a number of cataphoric reference items which involve looking forward to determining what they refer to. In this example, all the pronouns (she /her) refer to Mary Brown. In this cataphoric reference, the referent has been withheld to the last sentence in order to engage the reader's /the listener's attention.

Thus, Brown and Yule (1983) stated that exophoric and endophoric co- reference need a processor based on mental representation .On the one hand we refer to the world, and on the other hand, we refer to the world created by the discourse. Halliday and Hassan (1976) summarized the types of references in the following diagram:

```
                            Reference
                               |
          ┌────────────────────┴────────────────────┐
   (situational)                               (textual)
     exophora                                  endophora
                                                   |
                                   ┌───────────────┴───────────────┐
                          (to preceding text)              (to following text)
                               anaphora                        cataphora
```
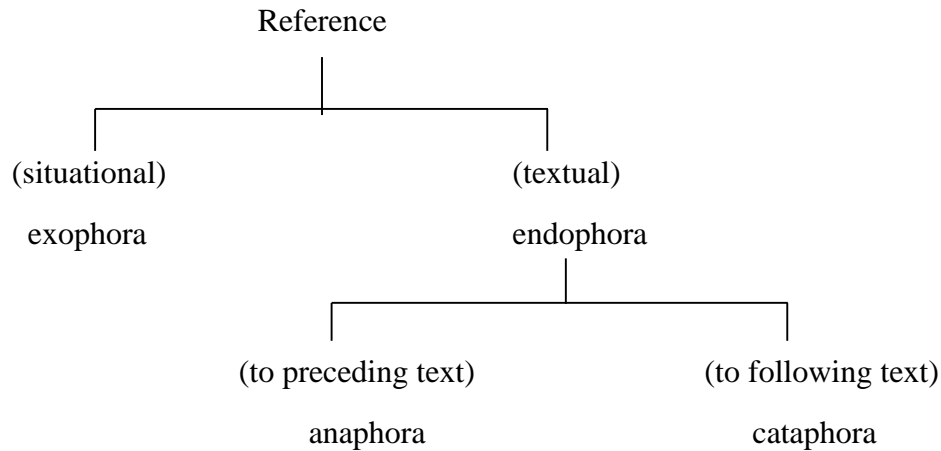
Figure 2.2 Classification of Reference

There are three types of reference. They are personal, demonstrative, and comparative reference (Halliday and Hasan 1976:37). Each type of references will be explained below:

2.2.6.1.1 Personal reference

It means reference by means of function in the speech situation, through the category of person. The category of personals includes the three classes: personal pronouns (*I, you, we, he, etc*), possessive determiners (usually called possessive adjectives, *such as my, your, his, etc*), and possessive pronouns *(mine, your, his, etc)*.

2.2.6.1.2 Demonstrative reference

It is reference by means of location, on a scale of proximity it is essentially a form of verbal pointing. It includes neutral and selective demonstrative. Neutral demonstrative

represented with the. While selective demonstrative has more item: *this, that, these, those, here and there*.

2.2.6.1.3 Comparative reference

It is indirect reference by means of identity or similarity. There are two kinds of comparison in comparative reference. They are general and particular comparison. General comparison means comparison that is simply in terms of likeness and unlikeness, without to express to any particular property: two things may be the same, similar or different. General comparison is expressed by a certain class of adjectives and adverbs. Particular comparison means comparison that is in respect of quantity or quality. It is expressed by means of ordinary adjectives and adverbs in some comparative form.

2.2.6.2 Substitution

Halliday and Hassan (1976) stated that substitution takes place when one feature (in a text) replaces a previous word or expression, for instance: "I left my pen at home, do you have one?" In this example, "one" is replaced or substitution for "pen".

It is important to mention that substitution and reference are different in what and where they operate, thus substitution is concerned with relations related with wording .Whereas reference is concerned with relations related with meaning. Substitution is a way to avoid repetition in the text itself; however, reference needs to retrieve its meaning from the situational textual occurrence.

> In terms of the linguistic system, reference is a relation on the semantic level, whereas substitution is a relation on the lexicogrammatical level, the level of grammar and vocabulary, or linguistic form.

> (Halliday and Hassan 1976: 89)

As such, we can substitute nouns; verbs and clauses. There are three types of substitution nominal, verbal, and clausal substitution.

2.2.6.2.1 Nominal Substitution

The substitute one/ones always functions as Head of nominal group, and substitute only for an item which is itself Head of a nominal group. For example:

"I shoot the hippopotamus with bullets made of platinum because if I use leaden ones, His hide is sure to flatten 'em."

Here "bullets" is head of nominal group "bullet made of platinum" and "ones" is head of the nominal group "leaden ones".

2.2.6.2.2 Verbal Substitution

The verbal substitution in English is "do". This operates as Head of a verbal group, in the place that is occupied by the lexical verbs; and its position is always final in the group. For example:

a) …….. the words did not come the same as they used to do.

b) I don't know the meaning of half those long words, and, what's more, I don't believe you do either!

The first do, in (a), substitutes for 'come'; that in (b) substitutes 'know the meaning of half those long words'.

a) Did you sing?

b) Yes, I did.

The answer "did" substituted for sang.

2.2.6.2.3 Clausal Substitution

Clausal substitution is one type of substitution which what is presupposed is not an element within the clause but an entire clause. The words used as substituteds are "so" and "not". For example:

A: Is he going to pass the exam?

B: I hope so.

In the example, "so" substitutes for "he is going to pass the exam".

The negative form of the clausal substitution is "not", as in

Has everyone gone home? – I hope not. ("not" substutes for "Everyone has not gone home)

2.2.6.3 Ellipsis

The relation between substitution and ellipsis is very close because it is merely that ellipsis is "substitution" by zero (0). According to Hatch (1994), ellipsis can be thought of as a "zero" tie because the tie is not actually said. What is essential in ellipsis is that

some elements are omitted from the surface text, but they are still understood. Thus, omission of these elements can be recovered by referring to an element in the preceding text. Harmer defines it: "(…) words are deliberately left out of a sentence when the meaning is still clear." (Harmer 2004:24). The example of ellipsis:

"Penny was introduced to a famous author, but even before, she had recognized him."

It appeared that the structure of the second clause indicates that there is something left out "introduced to a famous author", the omission of this feature kept the meaning still clear and there is no need of repetition. There are three kinds of ellipsis that are nominal, verbal, and clausal ellipsis.

2.2.6.3.1 Nominal Ellipsis

It means ellipsis within the nominal group, where the omission of nominal group is served a common noun, proper noun or pronoun. For example:

A: How did you enjoy the exhibition?

B: A lot (0) was very good, though not all.

In the example, the omission concerned with "the exhibition".

2.2.6.3.2 Verbal Ellipsis

It means ellipsis within the verbal group where the elliptical verb depends on a preceding verbal group. For example:

A: Have you been swimming? – Yes, I have (0).

B: Were you typing? – No, I wasn't (0).

Here, the omission of the verbal group depends on what is said before and it is concerned with "been swimming" and "typing".

2.2.6.3.3 Clausal Ellipsis

Clausal ellipsis functions as verbal ellipsis, where the omission refers to a clause.

A: why did you only set three places? Paul's, staying for dinner, isn't he?

B: Is he? He didn't tell him (0).

In this example the omission falls on the "Paul's, staying for dinner".

2.2.6.4 Conjunction

The final types of cohesive relation that we find in the grammar is that of conjunction which is rather different in nature from the other cohesive relations; reference, substitution, and ellipsis. Halliday and Hasan (1976: 226) point out that "conjunctive elements are not primarily devices for reaching out into the preceding (or following) text, but they express certain meanings presuppose the presence of other components in the discourse".

Conjunction is the semantic system whereby speakers relate clauses in terms of temporal sequence, consequence, comparison, and addition. According to Halliday and Hasan (1976:238), there are four types of conjunction that are addictive, adversative, causal, and temporal.

Williams (1983) summarized the different kinds of conjunctions in a text, based
on the work of Halliday and Hassan (1976) in the following table.

Table 2.1 Different types of conjunctions

Family	External/ External Relationship	Example
Additive	Additive 'proper'	And , in addition, moreover
	Negative	Or, else, alternatively
	Expository	that is, in other words
	Exemplification	i.e. for instance, for example, such as
	Similar	likewise, similarly, in the same way.
Adversative	Adversative "proper"	Yet, though, but, however, nevertheless, whereas
	Avowal	In fact, actually, as a matter of fact
	Correction of meaning	On the contrary, instead
	Dismissal	In any /either case
	Dismissal	At any rate
Causal	Causal, general	So ,then ,hence, consequently, for,
	Reversed causal	because, for this reason
	Reason	it follows
	Result	As a result, in consequence,
	Purpose	for this purpose, to this end,
	Conditional (direct)	then , that being the case
	Conditional (reversed polarity)	under the circumstances
		Otherwise ,under other
	Respective (direct)	circumstances , therefore
	Respective (reversed polarity)	In this respect /regard
		Otherwise, in other respects
Temporal	Sequential	(at) first, to start with, next, finally, in conclusion
	Summarizing	To sum up, in short ,briefly
	Past	Previously, before this /that
	Present	hitherto ,at this point, here
	Future	From now on, hence
	Durative	forward meanwhile, in the meantime
	Interrupted	Soon, after a time
	Simultaneous	Just then, at the same time.

2.2.7 Lexical Cohesion

Lexical cohesion is created for the choice of a given vocabulary and the role played by certain basic semantic relations between words in creating textuality (Halliday and Hasan: 1976). Thus, they divide lexical cohesion into two main categories: reiteration and collocation.

2.2.5.1 Reiteration

Reiteration is a form of lexical cohesion which involves the repetition of a 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 in between the use of a synonym, near synonym, or superordinate. Halliday and Hasan (1976: 279) have categorized reiteration into repetition, synonym or near-synonym, superordinate, and general word.

2.2.5.1.1 Repetition

Restate the same lexical item in a later part of the discourse.

e.g.: what we lack in a newspaper is what we should get. In a word, popular newspaper may be the winning ticket. (The lexical item "newspaper" reiterated in the same form).

2.2.5.1.2 Synonym

It is used to express a similar meaning of an item.

e.g.: You could try reversing the car up the slope. The incline isn't all that steep ("Slope" refers back to "incline" of which it is a synonym)

e.g.: I turned to the ascent of the peak. The climb is perfectly easy.

2.2.5.1.3 Superordinate

It involves the use of general class words.

e.g.: Henry's bought himself a new Jaguar. He practically lives in the car.

From the example, "car" refers back to "jaguar". Car is a name for a more general class (as "vehicle" is a superordinate of car, spoon of teaspoon cut of pare, and so on).

2.2.5.1.4 General Word

It is used to refer back to a lexical item such as: person, people, man, woman for human nouns; things, object for inanimate, concrete countable nouns; stuff for inanimate, concrete uncountable; place for location …etc.

e.g.   A: Did you try the steamed buns?

       B: Yes; I didn't like the things much.

The word "Things" is general word that refers back to "buns".

e.g. There's a boy climbing that tree. The idiot's going to fall if he doesn't take care.

2.2.5.2 Collocation

Collocation is the tendency of some words to co-occur together. The Syntactic relations of words in which we have a combination of words by expectation; i.e., we predict the following items of a given combination by looking at the first item. The co-occurrence of certain words from a chain to ensure unity and centrality of the topic of this text. These words in chain form the lexical cohesion of the text. Nunan argued that:

Lexical cohesion is, in many ways, the most interesting of all the cohesive categories. The background knowledge of the reader or listener plays a more obvious role in the perception of lexical relationships than in the perception of other types of cohesion. Collocation patterns, for example, will only perceived by someone who knows something about the subject at hand. (Nunan 1993: 30)

Thus, collocates can be words used in the same context or it can be words that contribute to the same area of meaning (Kennedy: 2003). For example, a text dealing with the chemical treatment of food contains lexical chains such as: fruit, skin, citrus, lemon, orange, chemicals, products, laboratory …etc. these words can be said to belong to the same register and contribute to the same topic.

2.3 Theoretical Framework

The framework of the study is based on the analysis of the cohesion with devices used in the organization of discourse. The cohesive devices are functioned to distinguish the relations of the sentences within the discourse to be considered as so called a text. The devices used are the ones introduced by Halliday and Hasan (1976).

There are five types of devices in forming the unified texts. The first is reference, the relation between an element of the text and something else by reference to which it is interpreted in the given instance. It includes personal, demonstrative and comparative reference. The next is substitution, the replacement of one item by another. It consists of nominal, verbal and clausal substitution. The third is ellipsis, the substitution by zero. It includes nominal, verbal and clausal. Then, there is conjunction,

including additive, adversative, causal and temporal. The last is lexical cohesion consisting reiteration and collocation.

Reference → personal reference
Reference → demonstrative reference
Reference → comparative reference

Substitution → nominal substitution
Substitution → verbal substitution
Substitution → clausal substitution

Ellipsis → nominal ellipsis
Ellipsis → verbal ellipsis
Ellipsis → clausal ellipsis

Conjunction → additive conjunction
Conjunction → adversative conjunction
Conjunction → causal conjunction
Conjunction → temporal conjunction
Conjunction → other conjunctive items

Cohesion

Lexical Cohesion → reiteration
Lexical Cohesion → Collocation

Figure 2.3 The Classification of Cohesion according to Halliday and Hasan (1976)
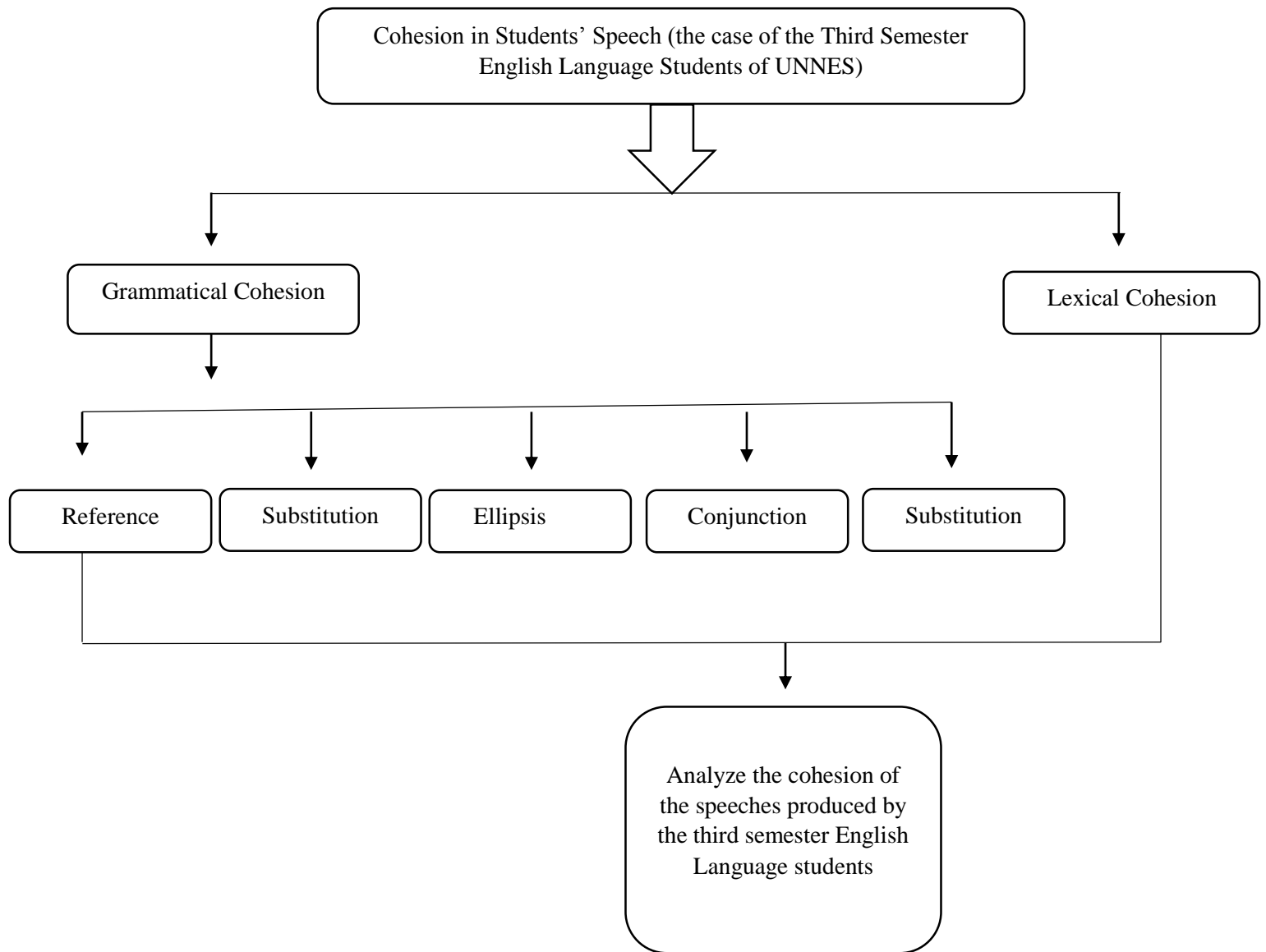
Figure 2.4 Theoretical Framework

CHAPTER III

METHODS OF INVESTIGATION

Chapter three focuses on the methods of investigation. In this chapter I would explain the research design, subject of the study, object of the study, roles of the researcher, unit of analysis, instrument for collecting the data, procedures of collecting the data, and procedures of analyzing the data.

3.1 Research Design

Research design plays an important role in investigation. It is the way used by a researcher to do an investigation. The quality of the result of the field study and other kinds of investigation greatly depends on methods. According to Creswell (2009:3), research designs are "plans and procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis.

Since the research is about "the analysis of language description alone, the analysis solely qualitative" (Marjohan 1988:14). The data obtained were analyzed and then the analysis is formed descriptively not investigating the numerals or about the inter-variable relationship. This method is called descriptive qualitative method. Moleong (2000:3) states that qualitative methods are "the procedure of research which results in descriptive data from people and their visual act written or spoken".

One of qualitative research approach is discourse analysis. Discourse analysis is "the analysis of language in use" (Brown and Yule 1983:1). It means that the discourse analyst investigates what the language is used for. While Renkema (1993:33) pointed out that "a discourse and especially a text, is a sequence of connected sentences or utterances by which a sender communicates a message to a receiver". In order to qualify as discourse, there has been formulated seven criteria that a sequence of sentence must meet which one of the criteria is cohesion. "Cohesion is the connection that results when the interpretation of a textual element is dependent on another element in the text" (Renkema 2004:49). In addition, discourse analysis is the study of language in communication whether spoken or written. "Discourse is for me more than just language use: it is language use, whether speech or writing, seen as a type of social practice" (Fairclough 1992:28). This study is spoken discourse analysis since spoken data were analyzed.

This research is classified as spoken discourse analysis since I analyzed the spoken data which were transcribed. "In general, the spoken discourse analyst works with a tape-recording of an event, from which he then makes a written transcription" (Brown and Yule 1983:9). The data transcriptions of the spoken text produced by the students were analyzed mainly based on the theory of M.A.K Halliday and Ruqaiya Hasan (1976) in analyzing English Cohesion on their book entitled "Cohesion in English".

3.2 Subject of the Study

In qualitative research, the subject of the study used usually used smaller participants rather than quantitative. "Conducted qualitative research is very labourintensive and therefore qualitative studies typically use, of necessity, much smaller samples of participants than quantitative ones" (Dornyei 2011:38). In addition, Dornyei added that "a qualitative study must have a sampling plan describing the sampling parameters (participants, settings, events, processes), and this plan should line up with the purposes of the study".

Based on the purposes of the study which were identifying whether the speeches produced by the third semester English language students are cohesive or not and describing the kinds of cohesive devices found in their speeches, I chose the third semester English language students of Semarang State University (UNNES). It was based on some consideration as follows:

1. The students should have been mastering speaking since they had joined some speaking subjects.

2. They were familiar with cohesion in English since they had joined some subjects that supported them to know cohesion in English.

I chose one class out of six classes in third semester English language students of Semarang State University (UNNES) since it was possible to use small participants in qualitative research. The class was Speaking for General Purposes class. The class was chosen because of the availability of time and the students' willingness to be used as subject of the study. The class consisted of 20 students.

3.3 Object of the Study

The object of the study was coheshive devices found in the speeches produced by speaking for general purposes class' students. The data of the study was in form of recorded speeches. Since it is qualitative, the data research does not focus on numerals or statistics but giving most attention to how deep researcher's knowledge is toward the interaction among concepts, which is being learnt (Miles and Huberman, 1994: 1).

3.4 Role of Researcher

In conducting the research, the role of the researcher appeared in the process of collecting the data. As the data collector, I collected the data which were students' speeches of speaking for general purposes class. After obtaining the data, I transcribed the data so that it could be analyzed by using theory of Halliday and Hasan classification of cohesion to find out what kinds of cohesive devices were used by the students. The data collected were analyzed only by her.

3.5 Unit of Analysis

Unit of analysis in this research is clause and clause complexes. Gerot and Wignell (1994: 82) states that "a clause can be defined as the largest grammatical unit". They

added that "cohesion refers to the resources within the language that provide continuity in a text, over and above that provided by clause structure and clause complexes".

3.6 Instrument for Collecting Data

In this study to obtain the data needed I used camcorder, flash disk, and computer as the instruments. For transferring the speeches from recorded forms into the written ones, it needed some blank papers to list the cohesive devices in their occurrences within the texts.

3.7 Procedure of Collecting Data

The method used to collect the data was by administering a test which was Speaking for General Purposes final test. The test was meant to get the students' speeches to be scored as their final exam in the subject. The students were given some choice of topics which could be used in creating the speeches. They were asked to choose one of five topics as the topic of their speeches. One week was time which was given to them to prepare their speeches before presenting it in front of class.

When presenting the speeches, they were recorded one by one by using camera recorder. After all of the students had been recorded, I transcribed the data.

Ten out of twenty speeches were chosen to be analyzed because some reasons. First, the sounds of some recorded data could not be heard clearly. Second, it was not possible to rerecord the speeches which were not clear because it would be quite difficult to make them made the speeches twice.

3.8 Procedure of Analyzing Data

The data, students' speeches, were analyzed based on the use of cohesive devices (reference, substitution, ellipsis, conjunction, and lexical cohesion). The analysis was based on the theory of Halliday and Hassan in Cohesion in English (1976). It was analyzed by using the following steps:

3.8.1 Dividing and numbering the sentences into clauses

The first step in analyzing the data was dividing and numbering the sentences into clauses by using clause complex analysis (paratactic and hypotactic) in each speech. The following is the example of some clauses analysis which are taken from speech A:

Table 3.1 The Clause Complex Analysis

A	Number of Clauses	Clause Complex Analysis				
	1					In this occasion, I will tell you about my new year resolution.
	2					Uum the first **one** is, in next **year**, **I** want to lift up my weight.
	3	1				In 2015, **my weight** is only around 60 kg
	4	+2				**and** sometimes **it** will rise 62 kg
	5	+3				**but** especially after I got big meal, very big meal,
	6	+4				**and** the one who always complain about **my weight** is my mother.
	7	1				Every time I **got** back to my house in Batang,
	8		+β			**instead of** I think about my final project
	9	=2	α	1		**my mother** will ask me about
	10			"2 1		why my body is so thin?
	11			=2	1	something like **that**,
	12				+2 1	**and that question** is always dancing **around** my mind,
	13				x2	**so**, in the **next year**, **lift up my weight** is my top priority.
	14	1				I will do anything to **lift up my weight**,
	15	x2	1			**so, it** can move from **around 60 kg** to **around 70 kg**
	16		=2			I will eat a lot, may be four times a day
	17		=3	1		I will **do** a gym, **maybe** twice or three times a week
	18			+2	xβ	**and maybe** if there is medicine to **increase weight**
	19			+3		**and** I can afford **it**
	20				α	I will buy **it.**

3.8.2 Identifying Grammatical and Lexical Cohesive Devices within the Clause

After considering the clauses, the next step that I did was identifying cohesive devises within the clauses both grammatically and lexically based on the Halliday and Hasan theory in the book entitled Cohesion in English.

3.8.3 Applying the coding system as suggested by Halliday and Hasan (1976: 333)

I simplified the coding system which was made by Halliday and Hasan (1976) to make the analysis easier as follows:

Table 3.2 The Coding System of Cohesion

Type of Cohesion	Coding
(1) Reference	R
(a) Personal	1
(b) Demonstrative	2
(c) Comparative	3
(2) Substitution	S
(a) Nominal Substitution	1
(b) Verbal Substitution	2
(c) Clausal Substitution	3
(3) Ellipsis	E
(a) Nominal Ellipsis	1
(b) Verbal Ellipsis	2
(c) Clausal Ellipsis	3
(4) Conjunction	C
(a) Addictive	1
(b) Adversative	2
(c) Causal	3
(d) Temporal	4
(5) Lexical	L
(a) Reiteration	1
(b) Collocation	2

3.8.4 Putting the text types into tables based on the types

After identifying the cohesive devices found in the text, tabulating each cohesive devices of each sentence is the next step. The example of the table cohesive devices which was taken from speech A was as follows:

Table 3.3 Cohesive Devices Found in the Text A

Number of clauses	Number of devices	Cohesive item	Type	Presupposed item
1	-	-	-	-
2	1	One	S1	Resolution
3	1	Weight	L1	Weight
4	2	and	C1	Preceding clause
		it	R1	My weight
5	1	But	C2	Preceding clause
6	2	And	C1	Preceding clause
		Weight	L1	Weight
7	2	Got	L1	Got
8		instead of	C2	Preceding clause
9		my mother	L1	My mother
10	-	-	-	-
11	1	That	R2	Question
12	3	And	C1	Preceding clause
		That	R2	Question
		around	L1	Around
13	4	so	C3	Preceding clause
		next year	L1	Next year
		lift up	L1	Lift up
		my weight	L1	My weight
14	2	Lift up	L1	Lift up
		My weight	L1	My weight
15	4	So	C3	Preceding clause
		It	R1	My weight
		around 60kg	L1	Around 60kg
		around 70kg	L1	Around 70 kg
16	-	-	-	-
17	2	Do	L1	Do
		Maybe	L1	Maybe
18	4	And	C1	Preceding clause
		Maybe	L1	maybe
		increase	L1	raise
		weight	L1	Weight
19	2	and	C1	Preceding clause
		it	R1	Medicine
20	1	It	R1	Medicine

3.8.5 Calculating the cohesive devices used in all the percentage of each device.

In calculating the cohesive devices in form of percentage, I used a simple formula as follows:

$$X = \frac{N}{\sum N} \times 100\%$$

Where

X = the percentage of cohesive devices in the text

N = the number of each types of cohesive devices

∑N = the total number of cohesive devices

The example calculating the cohesive devices in percentage:

Table 3.4 The Calculation of Cohesive Devices Found in the Speeches

No.	Type of Cohesion	Number of Ties	Percentage
1	Reference		%
	Substitution		%
	Ellipsis		%
	Conjunction		%
2	Lexical Cohesion		%
Total			**100%**

3.8.6 Interpreting the research findings

Interpreting the research findings was the last step of the data analysis. The research finding of analysis was interpreted based on the number of grammatical and lexical cohesion. After doing the interpretation, the cohesive devices found in the speeches could be clearly shown.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the findings of the research about cohesive devices found in the third semester students' speeches of Unnes. It includes the general description, findings, and discussion of the findings.

4.1 General Description

In this study the data were gathered from the speaking for general purposes class. There were twenty students who presented their speeches in certain topics that had been given before but only ten speeches which were chosen as the object of this study.

The data were analyzed qualitatively based on discourse analysis which one kind of discourse analysis is cohesion. The data were analyzed by using Halliday and Hasan theory (1976). The theory covers two main types of cohesion; grammatical cohesion and lexical cohesion. Grammatical cohesion includes reference (personal, demonstrative and comparative), substitution (nominal, verbal, and clausal), ellipsis (nominal, verbal, and clausal) and conjunction (additional, adversative, causal, and temporal). While lexical cohesion consists of reiteration and collocation. The analysis

was done to classify the cohesion types used in the data by observing the transcription of the speeches made by the object of the study.

4.2 Research Findings

To make the finding clear, the data were analyzed using clause complex analysis because cohesion refers to the resources within language that provide continuity in a text, over and above that provided by clause structure and clause complexes. Hence, cohesive relations are non-structural relations which work to help a text hang together.

Clause complex can be expressed through taxis (parataxis and hypotaxis) and logico-sematic relation (expansion and projection). See the following example which was taken from speech C:

(C) Some people are sign up and never comeback while others are using their dating site every day.

Here, there are three clauses which can be analyzed as follows:

(C) (13) 1   Some people are sign up

  (14) +2 α   and never comeback

  (15)   +β   while others are using their dating site every day.

Here the relationship is expressed by the words *and* and *while* which known as the marker of taxis (paratactic *and* and hypotactic *while*) and expansion (extending (+)).

The finding shows that there are clause complexes occurrences in the speeches under the study which can be formulated into the following table.

Table 4.1 The Clause Complex Occurrence

Monologue	Total number of sentences	Total number of clause complexes	Total number of clauses
A	15	9	40
B	19	11	48
C	17	15	45
D	24	19	70
E	13	11	39
F	30	19	80
G	19	17	50
H	15	13	44
I	12	12	52
J	12	6	24

In addition, the finding of the cohesive devices analysis is summarized in the following table. The table aimed to make the readers easier to get information about the findings.

Table 4.2 Total Percentage of All Speeches

No.	Types of Cohesion	Number of cohesive devices	Percentages
1	Reference	223	21.44%
	Substitution	19	1.82%
	Ellipsis	13	1.25%
	Conjunction	197	18.94%
2	Lexical Cohesion	588	56.54%
	Total	1040	100%

The table above shows that five types of cohesion are used by the students in their speeches. There are a lot of occurrences of cohesive devices found in each text. On the other words, there are also many cohesive devices which are different from one to another. To make it clearer and show the differences, the following table was formulated.

Table 4.3 The Occurrence of Cohesive Devices

Monologue	Types of Cohesive Devices				
	Reference	Substitution	Ellipsis	Conjunction	Lexical Cohesion
A	24	1	0	17	52
B	29	0	9	21	46
C	24	1	1	17	61
D	46	8	1	19	89
E	14	3	1	18	21
F	36	2	1	31	113
G	20	0	0	22	70
H	10	2	0	19	49
I	17	2	0	22	63
J	3	0	0	11	23
Total	223	19	13	197	588

Based on the table above, totally there are 1040 cohesive devices from the ten speeches.

The findings reveal that the five types of cohesive devices occur in the speeches although the distribution of each type is significantly different. The most occurrences are on lexical cohesion, which mostly reiteration type are 575 cases (55.3%). Repetition of the same words have the bigger number rather than synonym or general words. It is because the intention in making emphasis on the certain topics that the speakers talking about. For example in speech D the speaker repeated the word 'resolution' many times because her topic is about New Year resolution.

The second dominated cohesive device belongs to reference with 223 cases (21.44%). In this case personal reference frequently used by the speaker such as *it*

which refers to the particular object which has been stated in the preceding clause. Next is conjunction that is 197 cases (18.94%). The additive conjunction often occurs which is expressed by the words *and, for example* and *or*. Meanwhile the occurrences of substitution is higher than ellipsis. There are 19 cases (1.82%) of substitutions which is higher than the occurrence of ellipsis with 13 cases (1.25%).

4.3 Discussions

There are five types of cohesive devices found in the speeches which were made by the third semester students of English department. The explanation in detail of the classification of the data will be presented as follows.

4.3.1 Reference

The findings indicated that reference has big portion which is used by the students to make their speeches cohesive. There are 223 cases in which reference occurred in the ten speeches. Reference is items that refer to something else in the text for their interpretation. It consists of three kinds: personal, demonstrative, and comparative.

3.3.1.1 Personal Reference

Personal reference is reference of person. Halliday and Hasan (1976:44) stated that this system of reference was known as person, where 'person' was used in the special sense of 'role'; the traditionally recognized categories were first person, second person and third person, intersecting with the number categories of singular and plural. The first

person and second person are included as speech role which are the role of speaker and addresser such as *I, you, we*. While the third person is known as other role such as *he, she, it, they, one*. The distinction between them are only the other role (third person) is inherently cohesive, in that the third form typically refers anaphorically to a preceding item in the text. First and second person forms do not normally refer to the text at all; their referents are defined by the speech roles of speaker and hearer, and hence they are normally interpreted exaphorically, by reference to the situation.

There are a lot of exaphoric references found in the speeches since spoken language contains high proportion of it. See the example which taken from the speech A bellow:

(A) (1) In this occasion, **I** will tell **you** about my New Year resolution.
(2) Ummt. The first one, umm, in the next year, **I** want to lift up my weight.

The word 'I' and 'you' the clauses above are called exophora, since they take us outside the text altogether. In the context of situation, they refer to the speaker and the hearer. Exophoric reference is not cohesive, since it does not bind the two elements together into a text. So the word 'I' and 'you' in the example above are not cohesive devices.

However, the word 'I' and 'you' can be included as anaphoric or cohesion like the clauses bellow which is taken from the speeches:

(B) (26) α   It is the biggest worrying to cyber dating user
(27) β 1   because he/she should be said
(28) "2 1 "**I**'m single"
(29)   +2 but in the reality he/she got engaged to someone else.

(D) (31) 1   You don't have to said

    (32) "2   "Ok. **I** will lose 10 kilos by the by the end of January."

See the clause of 'you' used as cohesive devices which exist in the speeches bellow:

(I) (36) α   And my friend always say,

    (37) xβ xβ   when I was using a make up artist,

    (38)   α 1   she said

    (39)   "2 "**you** look so beauty, but **you** look like **your** real mother".

The bold items **I** in the first example above (B) and (D) refer to 'the cyber dating user' and 'listener' which mean that they make the text cohesive because the word **I** become anaphoric in quoted speech. It has something to do with the word **you** in the example (I) above because it also cohesive one since the word **you** here refers to the speaker when the speaker followed her friend direct speech. Halliday and Hasan (1976: 50) pointed out that the speech roles including *I, you,* and *we* become anaphoric in quote speech.

It has been stated that only the anaphoric type of reference that is relevant to cohesion, since it provides a link with a preceding portion of the text. When we talk about of the cohesive function of personal reference, therefore, it is particularly the third person forms that we have in mind. From the ten students' speeches that had been analyzed, I found several cases of personal reference such as *it, they, their, them, she, he, etc*. See the following clauses which use 'it' as personal reference in the speeches:

  (A) (3) 1   In 2015, my weight is only around 60 kg
    (4) +2   and sometimes **it** will reach 62 kg

(14) 1   I will do anything to lift up my weight

(15) x2   so, **it** can be move from around 60 kg to around 70 kg

(18) +2 xβ   And maybe if there is medicine to increase weight

(19) +3   and I can afford **it**

(20)   α   I will buy **it**

(35) 1   They can buy the phone in my store

(36) +2   and pay **it** periodically, maybe three times every week or every month

(37) x3 α   so, they will get the phone

(38)   =β   that they want without

(39)   +δ   pay **it** in full.

There are seven cases of reference 'it' exist in the speech A like the clauses which are presented above. They are cohesive devices since they refer back to the previous clauses. The word **it** in the (4) refers to 'my weight'; in (15) also refers back to the previous clause that is 'my weight'; in (19) and (20) refer back to 'medicine'. In addition the word **it** in (36) and (39) refer back to 'the phone'. All of them are anaphoric.

I also found the words 'it' which are functioned as personal reference that are explained follows:

(B) (22) 1   Meanwhile, the negative side are

(23) =2   the first is information including biographical data, photos, and address,

(24) =3   **it** could be a fake one.

It clearly shows that the word **it** in (24) refers back to 'the information' which means that **it** can be said as personal reference since it is needed to connect the clause

where the reference item exist to the clause that has gone before, in the example above is 'the information'. Through the retrieval 'the information', we know that the clauses above are tied cohesively in form of reference.

Another example of reference **it** can be seen as follows:

(C) (5) 1	Cyber dating itself is basically like internet dating
(6) +2	and **it**'s like having a relationship with someone
(D) (3) 1	Well, welcoming in new year, **it** means for some people creating new year resolution
(4) =2	**it** starts from the bottom, from the beginning of the day.

In the example above, the clauses has personal pronoun **it**. **It** indicates something that is not human. From the clauses above, the first **it** in speech C clause 6 refers to 'cyber dating', while in monologue D clause 3 and 4 refer to 'new year' and new year resolution' which all of them are categorized as anaphoric. They indicated that all of the clauses above are cohesively tied.

The reference **it** can be found in almost all of the speeches under study except speech J. In speech J, there is not word 'it' which is used as personal reference.

The other item of personal reference such as *they, he,* and *she* also can be found in the speeches but it is not as much as personal reference **it**.

(A)	(25) α	And the second problem is our people sometimes can't afford their phone
	(26) xβ	because **they** are lack of money
(D)	(8)	For example, **they**'d like to stop smoking

In the example above, the clauses have personal reference **they** which is third personal pronoun referring to something plural stated in the previous. When we see the example, we can see that the bold item **they** in the speeches A and D are the retrieval of 'people' which means that the clauses are indicated as anaphoric and cohesive.

I also found personal reference *he* and *she* in the speeches which functioned as the third personal pronoun to indicate a female or male. See the excerpts bellow.

(F) (53) I've heard once from Raditya Dika, **he** said this…

(G) (30) And **she** didn't mention it directly in front of me

(31) **she** just talk it behind me

(I) (37) when I was using a make up artist

(38) **she** say

The clauses above indicate that the personal reference item **he** and **she** can be found in the speeches. The bold item in the first clause above refers back to 'Raditya Dika'. And the word **she** in the second and third clauses above refer to 'the speaker's friend who always underestimate the speaker' which has been mentioned in the previous clauses and the last **she** refers to 'the speaker's friend'. It clearly shows that the first he indicates as Raditya Dika because **he** is used to replace male person which in this case is Raditya Dika. While in the second and third examples indicate to replace female person which in this case is 'the speaker's friend'. Although the speaker did not mention the name of her friend, it still can be indicated as the speaker's friend who has been mentioned in the previous. The last example of **she** also refers to 'the speaker friend'. However, it is not 'the same friend' in the second and third example. **She** is

indicated as the speaker who made the speech friend that has been stated in the preceding clauses. The texture of the discourse is provided by the cohesive relation exists between **he** and 'Radiya Dika', **She** and 'the speaker's friend', and **she** and 'the speaker's friend'.

The other finding related to the personal reference is the use of possessive pronoun and possessive determiners. In this case the word **their, her** and **them** is as the instances.

(A)	(24)	First problem is our people sometimes can't find right phone to **their** own new
(B)	(38) α	For example, a woman in western, Australia lost **her** three hundred thousand Australian dollar
(F)	(47) α	nowadays, many writers suddenly become famous
	(48) xβ 1	because **their** book are adapted into movies,
	(49) =2	like you know, Susan with **her** hunger games,
	(50) +3	or Veronika Roth with **her** divergent, JK Rolin with **her** harry potter
	(51) x4	I want to be like **them** someday

The excerpts above indicate that there are possessive pronoun and possesive determiner found in the speeches. In the example above, the possessive pronoun is expressed by the word **them** which refers to 'famous writers'. The word **them** is functioned as Head that becomes the reason why it is included as possessive pronoun. While possessive determiner is expressed by the word **their** and **her** which are functioned as modifier. The word **their** modifies 'the own new' and **her** modifies 'three hundred thousand Australian dollar' in speech B and **her** also modify 'hunger games',

'divergent' and 'harry potter' in monologue F. The possessive determiner and possessive pronoun above are indicated as cohesive ties since there is relation between **their** and 'people' which has been stated in the previous, **her** and 'Susan' 'Veronoka Roth' and 'JK Rolin' and **them** and 'famous writers'.

3.3.1.2 Demonstrative Reference

Demonstrative reference is essentially a form of verbal pointing which means as reference by means of location, on the scale of proximity. These items can represent a single word or phrase, or much longer chunks of text – hanging across several paragraphs or even several pages.

This type of reference enters two semantic categories: selective (*this, these, that, those, here, (now), there, then*) and non-selective (*the*). They refer to the location of something, typically some entity -person or object- that is participating in the process; they therefore occur as elements within the nominal group. They belong to the class of determiners, and have the experiential function of Deictic; in the logical structure they function either as Modifier or as Head, with the exception of *the* which is a Modifier only.

In the ten speeches, the occurrences of demonstrative reference are showed by the word **the, this, that, these, and those** which the word **the** is commonly used than others. See the example bellow:

(A) (31)   my phone store will guide my costumer to get **the** best phone

It clearly shows that the word **the** in the example above are functioned as modifier which modify a noun or noun phrase. For example in the clause (A) (31), the word **the** modifies 'best phone' which refers to the 'a phone' which has been stated before.

The demonstrative reference **that** also can be found in the speeches which functioned as Head and modifier. See the example bellow.

(A) (9)   my mother will ask me about
    (10)   my body is so tin?
    (11)   something like **that**
    (12)   and **that** question is always dancing around my mind

The example of **that** functioned as Head can be seen in (A) (11). The word **that** is used as Head to refer back to 'question'. While the example **that** is used as modifier can be seen in speech A clause 12. The word **that** here modifies the word question which has been stated in the previous. The words **that question** refers back to 'a question which has been stated in the preceding clause'.

Moreover, the reference **this** also can be functioned as modifier or head which can be seen as follows.

(D) (6)   Many of the chance to set the goal for **this** new year to get a bad habit
    (45)   **This** will keep you on track

In speech D clause 6, **this** is used as modifier to modify the word 'new year' which means that new year here is near that refer to '2016'. While in clause (45), **this** is used as Head which refers back to 'reward yourself'.

The demonstrative reference **these** and **those** also can be found in the speech like the example follows.

(A) (27)   So, because **these** problems, I will make a phone store.

(G) (5)   And we hope **those** will success in that year

The example above shows that the bold item **these** and **those** are demonstrative reference. The word **these** and **those** are the plural form of 'this' and 'that' which have function similar with 'this' and 'that' that can be used as head or modifier. It can be found in speech A clause 27; the word **these** modifies noun 'problems' which indicates that **these problems** refer back to the problems that have been stated in the previous clause. Then the word **those** also can be found in speech G clause 5 that modifies 'plans' which refers to 'the plans that we want to do'.

Another demonstrative reference in the speeches is the item **here** like the example bellow.

(B) (6)   And everything in this world must be have positive side and negative side.

(7)   **here** is the positive side of cyber dating

The demonstrative reference **here** refers to 'positive side'. It is used as Head of noun as subject.

The last type of demonstrative reference which is found in the speeches is **the.** It has been mentioned that the demonstrative reference **the** is used as modifier only. See the excerpt follows:

(B) (47)   And you have to do **the** internet wisely.

(G) (23)   **the** other reason is I want to prove to someone

The item **the** is usually followed something which has been repeated. It is functioned as modifier only. The example above shows that in speech B clause 47, there is demonstrative reference **the** which is used to modify the word 'internet' which has been mentioned in the preceding which means that it is cataphoric. It has something to do with the example in speech G clause 23. The bold item **the** is also functioned as modifier which modifies reason which has been stated before.

3.3.1.3 Comparative Reference

Comparative reference is expressed through adjectives and adverbs and serves to compare items within text in terms of identity or similarity. There are two kinds of comparative reference; they are general comparison and particular comparison. General comparison means comparison that is simply in term of likeness and likeness, without respect to any particular property. Two things may be the same, similar or different. Meanwhile, particular comparison means comparison that is in respect of quantity or quality.

In this research, I only found three cases of comparison and bellow is the example.

(G) (20) α   And the next is, I don't think

(21) 'β 1   that I'm healthy enough in this year.

(22)   x2   So, I will be **healthier** in the next year.

Healthier here means more healthy than this year which is stated before. It is cohesive one since it is anaphoric type which brings about cohesion in the text.

(I)　(21) 1　so, I think

　　(22) '2　I need to learn **more** how to have a natural make up

　　(28)　I can manage my money

　　(29)　and I can get **more** money from that

The word **more** here indicates a comparison. The word **more** in clause (22) refers to 'learn more' which explained in the previous clauses. And the expression **more** in the clause (29) refers to the 'more money' which has comparison relationship with the previous clauses.

4.3.2 Substitution

Substitution is the replacement of an item by another. It is a relation in the wording rather than in meaning which is divided into three types: nominal, verbal, and clausal.

4.3.2.1 Nominal Substitution

In nominal substitution, the items that occur as substitutes are *one, ones*, and *same*. The substitute *'one/ones'* always function as head of nominal groups. However, I only found **one** which is used as nominal substitution in the speeches. The following is the excerpts:

(D)　(29)　The first **one** is start small

　　(37)　The second **one** is write it down ladies and gentlemen

(E) (13)   The second **one** is I will make myself

(I)   (19)   This is the **one**

The examples above show that the nominal substitution item **one** are used as Head which are the first three clauses are used as Hear of the subject and the last is used as the object. All of the word **one** speech D substitute 'tips' and in speech E and I substitute 'new year resolution' and 'the picture'.

4.3.2.2 Verbal Substitution

The verbal substitute in English is *do*, with the usual morphological scatter *do, did, done, doing*. Like the nominal substitution *one*, the verbal substitute *do* also replace the lexical thing which always function as a Head. In substitution, there must be something that replaced or substituted in the next clause as a repetition of the word or clause before. There are some verbal substitution found in the speeches, below are the example:

(D) (20)   You don't have to act "snap" stop smoking in short time.

(21)   you can't **do** that

(49)   The sixth one is believing yourself.

(50)   You can't **do** it

(51)   without believing yourself

The word **do** in the example above substitute part of the clause in the previous clauses. We can see in D clause 21 above. The bold item **do** refers to the preceding clause which is 'act "snap" stop smoking in short time' in complete clause should have been 'You can't act "snap" stop smoking in the short time'. While the word **do** in the

clause 51 speech D, refers back to the previous clause which is 'keep your resolution on track'. Completely the clause should have been 'you can't keep your resolution on track without believing yourself'.

4.3.2.3 Clausal Substitution

The last type of substitution is clausal substitution in which what is presupposed is not an element within the clause but an entire clause. The word used as substitutes are *'so'* and *'not'*. In the speeches, I also found this types of substitution but only one case.

(E) (31) α   Yeah, some people have some assumption

(32) =β 1   that I have a real eating disorder

(33)   +2   but actually **not**.

The word **not** in the example above substitutes the whole previous clause. Completely, the sentence should have been 'actually I do not have a real eating disorder'.

4.3.3 Ellipsis

Ellipsis is regarded as a zero device, because the connection is not actually said. Ellipsis is assumed as the omission of an item, even though actually ellipsis and substitution are the same process, but in ellipsis the item is substituted by nothing. Like substitution, ellipsis is classified into three categories: nominal, verbal and clausal link. From the analysis, there were only two kinds of ellipsis found in the transcription of the speeches: nominal and clausal.

4.3.3.1 Nominal Ellipsis

Nominal ellipsis is ellipsis within the nominal group. It is only represented by Numerative. It functions as a Head of ellipsis. It is expressed by numerals or other quantifier words which subcategorized into three classes: ordinal, cardinal and indefinite quantifiers. However, only cardinal which exist in the speeches such as in the following:

(B) (7)   Here is the positive side of cyber dating are.
     (8)   **The first** is, makes new friends.
     (9)   **The second** is also makes new friends in the same hobby.
     (10)   And **the third** is saving money and time.
     (15)   And **the fourth** is relieve nervous

There are nine cases of nominal ellipsis in the example above. It is represented by the ordinals **the first**, **the second**, **the third,** and **the fourth**. The nominal ellipsis in clauses (8), (9), (10), and (15) above presuppose a single nominal group 'positive side' in the preceding clause. They are functioned as Head, for example in clause 8 above, there is an omission item after the word the first (0) which presuppose 'positive side' in the previous clause. If it is written completely, it should have been 'the first positive side of cyber dating is makes new friends'. The word **the first** (0) and 'positive side of cyber dating' are tied cohesively.

4.3.3.2 Clausal Ellipsis

Clausal ellipsis means ellipsis which misses not only as element within the sentence, but it needs the whole clause to complete the sentence. Generally, this ellipsis is classified into two types: modal ellipsis and propositional ellipsis. Most of the object

of this study applied propositional ellipsis to make the cohesiveness in the discourse of their speeches. The following clauses are one of the instances:

(C) (16) And the other fact is
    (17) that online dating is a multibillion dollar industry.
    (18) **Why?**
(D) (20) You don't have to act "snap" stop smoking in short time.
    (21) **No!**

It is obviously seen that the occurrence **why?** in (C) clause (18) resembles for the retrieval of the whole preceding text in order to gain its complete wording. Here, the clause 'why is online dating a multibillion dollar industry?'. Similarly, the occurrence of **No!** means No, 'You don't have to act "snap" stop smoking in short time'. Thus, they are said as anaphoric and provide cohesive effect to the discourse.

4.3.4 Conjunction

Conjunction is the semantic system whereby speakers relate clauses in terms of temporal sequence, consequence, comparison and addition. Temporal relations connect clauses depending on whether the actions they encode take place at the same time or one after the other. Consequential or causal relations connect clauses as causes and effect. Comparative relations pick out contrasts and similarities between clauses. Addictive relations simply add or substitute extra alternative clauses to a text. Based on the analysis of the students' speeches, the five types of conjunction were found. The speaker used the conjunctive items to relate their one clause to another in their discourse. There were conjunctive item which give cohesiveness to the discourse.

4.3.4.1 Additive Conjunction

Additive conjunction is conjunctions that functions to give additional information to the sentence related, where the whole sentences are considered as a complex sentence. Halliday and Hasan stated that the word '*and*' was used cohesively, to link one sentence to another. The addictive conjunction is recognized by the words *and, or, moreover, in addition, for example* and etc.

Look at the following excerpts which have existence of addictive conjunction:

(A) (3) 1   Umm. In 2015, my weight is only around 60 kg
    (4) +2   **and** sometimes it will reach 62 kg
    (5) +3   but especially after I got big meal, very very big meal
    (6) +4   **and** the one who always complain about my weight is my mother

Based on the classification of conjunction, all of the bold items above are addictive conjunction since they are used to give additional information to the related one clauses to another. They are a kind of clause complex which need conjunction to relate one to another. The clauses above clearly show that the bold items **and** above are addictive cohesion; see the evidence in A clause (4) and (6), the word **and** relates one clause to another which is used to add information to the preceding clause.

Another additive conjunction found in the speeches is expressed by the word **for example** and **or** like the examples follows.

(D) (6) 1   Many of the chance to set the goal for this new year to get a bad habit
    (7) +2 1   **or** start a healthy lifestyle
    (8)   =2   **for example**, they'd like to stop smoking, drinking,
    (9)   +3   **or** starting
    (10)   +4   **or** begin a healthy lifestyle

Above is another example of clause complex which use **or** as addictive conjunction. **Or** is categorized as extending which is paratactic which is used to add information to previous clause. Besides, in clause 8 above uses **for example** to express addictive. It is also used to add new information to the previous clause.

(E) (25)   **And** I want to recover my eating desire
    (28)   but still, I never get away,
    (29)   **I mean** only not more than one kilo

Another addictive conjunction found in the monologues which makes the discourse cohesive is **I mean**. **I mean** is functioned as addictive conjunction. In E clause (29), the expression **I mean** is used to add information for previous clause. It gives more explanation which relates to the previous clause.

However, there is unique case such in speech G, the speaker used **and** item many times. The speaker used **and** in the beginning of new clause in succession to keep cohesiveness in the discourse. However, it is not cohesive ties but it is a kind of communicative strategy in delivering the speech which can be seen in the following example.

(G) (46)   I hope my plan will run well

    (47)   **and** I want to do all my best to make my plan come true

    (48)   **and** I hope your resolution also run well.

    (49)   **And** so, that's all that I can say to you all

4.3.4.2 Adversative Conjunction

The second type of conjunction is adversative conjunction. Adversative conjunction gives 'contrary to the expectation' sense, where the expectation may be derived from

the content of what being said or from communication context. The items that commonly used in adversative are *'however', 'but', 'although', 'even though'* and *'yet'*. From the analysis, the adversative conjunction item **but** is commonly used to give contrary relation between one clause to another in the monologues. The following is the example of adversative cohesion found in the ten speeches:

(F) (2)   I want to tell you about my new year resolution for 2016.

    (3)   **But**, before I tell you my resolution

    (9)   **But**, actually, I had never made some new year resolution before 2014

All of the monologues under the study used **but** as adversative conjunction devices that can be seen in the clauses above. The occurrence of **but** give a contrary connection which mean that they indicate the contrary to the preceding clauses.

4.3.4.3 Causal Conjunction

Causal conjunction shows a causal relation that includes result, reason or purpose of what that has been said. Causal links two or more sentences of cause and effect. The simple form of causal relation is expressed by *so, thus, hence, therefore, consequently, accordingly,* and another numbers of expressions. There are only two kinds of causal conjunction found in the speeches that are *'so'* and *'because'*. The existence of causal conjunction can be seen in the following example:

(A) (11)   +2 1   and that question is always dancing around my mind

    (12)   x2   **so**, in the next year, lift up my weight is my top priority.

(B) (11) +2 α   first, chatting wherever and whenever we want

(12)   xβ   1   as long as there are available an internet connection

(13)   x2   **so**, all you need is just internet connection.

The word **so** in (A) (12) and (B) (13) are functioned as a form of simple clausal

relation.   They are clearly shown that they provide cohesive relation with previous

clauses. The word **so** here can be interpreted as the result or the explanation that has

been said in the previous clauses.

Another example using the item *'because'* can be seen as follows:

(B) (18) α   And here, in cyber dating, you don't have to feel such condition

(19) xβ α **because** you can meet someone directly through internet

(20)   =β you chatting with a long distance.

(E) (13) α   The second one is I will make myself

(14) =β   as someone who read a lot

(15) xδ   1   **because** I know

(16)   =2   I'm literature student

(17)   +3   but I only read someone ask to.

Here, the word **because** in in the examples above are the cohesive devices to

link causal connection in one clause to another. They provide cohesive relation with

previous clauses. The word **because** here can be interpreted as the reasons related to

the clauses that have been said in the previous.

4.3.4.4 Temporal conjunction

Halliday and Hassan (1976: 261) pointed out that temporal conjunction related to one

sequence in time, where the one was subsequent to the other. Or in other words we can

say 'one thing happens, and then another'. Temporal conjunction is commonly

expressed by the words *'then', 'and then', 'next', 'afterwards', 'after that', 'subsequently'* and a number of other expressions.

I found several cases of temporal conjunction in the speeches. The existence of temporal conjunction can be seen as follows:

(A) (21)   **Then**, my next resolution is, on the next year, in 2016, I will build my own phone store.

(D) (68)   for every dream that you have, work for it. Work work work!

   (64)   **Then**, I believe, it will become true one day.

The words **then** in the speeches (A) and (D) are closely related a relation which deals with a sequence of time. The expression **then** in the (21) can be interpreted that the second sentence happens after the preceding sentence or clauses. Similarly the word **then** in (65) happens after the previous clause.

Another item of temporal conjunction found in the speeches is the enumeration such as *'first', 'second'*, and *etc*.

(F) (65)   This is what will I do

   (66)   like **first**, starting to make and write the story.

   (71)   And **second**, doing my research about something

The example above, there is relation between them which is cohesive. The temporal conjunction is expressed by the word **first** and **second**.

Based on the analysis, there also several conjunction item which do not belong to the four categories. They are *'of course'* and *'well'*. Halliday and Hasan called these types as continuatives conjunction.

(B) (11)   **Of course**, all we need here is first, chatting wherever and whenever we want as long as there are available an internet connection.

(D) (3)   **Well**, welcoming in new year, it means for some people creating new year resolution

(26)   **Well**, I'd like to share you the tips.

In B clause (11) the continuative *'of course'* is used to disarm someone into accepting something the speaker knows he is likely to reject. In (D) and (F) above, *'well'* are also continuative. The speaker gives additional information that continues after the preceding clause. Thus, the clauses have a cohesive relation.

4.3.5 Lexical Cohesion

Lexical cohesion is the last type of cohesion which is the cohesive effect achieved by the selection of vocabulary. It is divided into reiteration and collocation. Reiteration is a form of lexical cohesion which involves the repetition of a 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 in between- the use of a synonym, near synonym, or subordinate. Meanwhile, collocation is the relation between two or more items, which have similar pattern and they tend to appear together in similar context. In the speeches, reiteration is mostly occurred especially repetition.

4.3.5.1 Reiteration

Reiteration includes repetition, synonym or near synonym, superordinate, and general word. Based on the analysis, repetition happened at the most like the following examples.

(C) (4)   and leave **dating** site looking for a new friend spend the day with

(5)   **Cyber dating** itself is basically like internet **dating**

(8)   or interact with in the **internet**.

(9)   And the fact about **cyber dating** is

(10)   that there are 91 million **people** worldwide using the apps

It clearly shows that the bold items above have some kinds of repetition such as in (C), **the word dating, cyber dating, dating, internet, cyber dating** and **people** are repeated several times. They are repetition in the same words. In spoken discourse, repetition in the same words commonly happens to make their monologues cohesive which is tied between one clause to another.

Another type of reiteration found in the speeches is the type of synonym. See the following kinds of synonym:

(D) (5)   For most people, they take this special opportunity to treat their new year research

      (6)   Many of the **chance** to set the goal for this new year to get a bad habit

(E) (25)   And I want to recover my eating desire;

     (26)   I will have a big **appetite**

To make the speech cohesive, the students also can use synonym to keep the speech tied cohesively like the example above. In the (D) has synonym items that are expressed by the word **chance** which is synonymous with **opportunity** which has been mentioned in the previous**.** And in E, the speaker uses synonym item **appetite** to replace 'eating desire' in the preceding.

I also found general word which means the use of a general world to refer back to a lexical item, at one end of the scale; and number of things in between in the speeches which are presented as follows:

(B) (33)   and if you tell your privacy **thing** to someone you just know

    (34)   it can be a big problem

    (37)   for example, a **woman** in western, Australia lost her three hundred thousand Australian dollar

    (38)   because of leaving with a **man** on facebook which is claim

The bold items above are the general word expression which are used to refer back to lexical items in the previous like in (B), the word **thing** refers to lexical item **privacy**. While the word **woman** and **man** used to refer to **the cyber dating users**.

4.3.5.2 Collocation

Another type of lexical cohesion is collocation. It is achieved through the association of lexical items that regularly co-occur. Furthermore, it deals with the relationship between words on the basis of the fact that they occur in the same surroundings. It means that when someone thinks about something, he or she will also thing about the elements that build the thing.

(B) (37)   For example, a **woman** in western, Australia lost her three hundred thousand Australian dollar

    (38)   because of leaving with a **man** on facebook which is claim that he is find a maid, friend, and so on.

In the instance above, there is relation between the word man and woman in the preceding clause. There is obviously a systematic relationship between **woman** and

man which are related by a particular type of oppositeness called Complementarity (Halliday and Hassan: 1976). This relation constitutes as collocation and it provides cohesive relation. Thus the text above is cohesive.

Collocational relation is not limited to a pair of words. It can be a long cohesive chain in a text. And they are freely both within the same sentence and across sentence boundaries because they are not dependent on grammatical structure.

(B) (16)   When you approach someone directly

       (17)   you are often felling nervous right?

       (18)   And here, in **cyber dating**, you don't have to feel such condition

       (19)   because you can meet someone directly through **internet**

       (20)   you **chatting** with a **long distance.**

       (25)   And the second is counterfeiting **relationship**.

       (26)   It is the biggest worrying to cyber dating user

       (27)   because he/she could said

       (28)   "I'm **single**"

       (29)   but in the reality he/she **got engaged** to someone else.

(C) (9)   And the fact about **cyber dating** is

       (10)   that there are 91 million people worldwide using the **apps**.

       (11)   This doesn't include non apps using members

       (12)   and also doesn't take into the **account** of the level of the involvement of the **user** itself.

In (B) there is connection among **'cyber dating…internet…chatting…long distance'.** Those items are related to each other because they occur in the same context. Likewise, in (B) clauses (25), (28) and (29), the word **'relationship…single...got engaged'** also associated one to another because they occur in a same context of cyber

dating. Furthermore, in (C) there is collocation type which expressed by the words **'cyber dating…apps…account…user'**. They have cohesive relation since they use register related to the cyber dating such as 'internet, apps, account, and user'. They run on reasonably systematic lines with certain consistency of topic and predictably on its development. Thus, those words have relation in term of cohesiveness.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions based on the findings that have been discussed in the previous chapter and some suggestions that are expected they will be useful for English department students who want to conduct similar research.

5.1 Conclusions

The findings which were reported in the previous chapter enable me to draw some conclusions. First, the ten speeches produced by the third semester students of the English Department presents high proportion of cohesive ties which make those speeches cohesive. Although there is some misused of cohesive devices items used in their speech, it does not influence the cohesiveness of the speeches. The findings show that there are totally 1040 cases of cohesion in the speeches in which in speech A is 94; B is 105; C is 104; D is 163; E is 57; F is 183; G is 112; H is 80; I is 104 and J is 37.

Second, the students use both grammatical and lexical cohesive devices in delivering the speeches to connect one sentence to another. The grammatical cohesion includes reference (personal, demonstrative and comparative), substitution (nominal, verbal and clausal), ellipsis (nominal and clausal ellipsis), and conjunction (additive, adversative, causal, and temporal). Lexical cohesion covers reiteration and collocation. There is one subtype of the devices that was not found in the speeches.

It is verbal ellipsis since the items which were used to express the verbal ellipsis could not be found in the speeches.

5.2 Suggestions

According to the conclusion above, I present some suggestions as follows:

1. For further researchers who want to conduct research on the same field, they can conduct the research with English learners at different levels in different contexts of use as the subject. Besides, the data should also be taken as many as possible so that all of the cohesive devices can be covered.

2. For English teachers, it is necessary for them to teach the concept of cohesion to the students in order to help them in making cohesive texts. Moreover, they should also give much practices to make cohesive texts by using the devices so that the students can master how to construct cohesive text.

Thus, I regarding cohesion is important to be conducted. The research can be conducted to English learner at different level. It also provides a theoretical overview to the teacher in teaching cohesion to their students.

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Transcription of the Speeches

A

New Year Resolution

In this occasion, I will tell you about my new year resolution. Ummt. The first one, umm, in the next year, I want to lift up my weight. In 2015, my weight is only around 60 kg and sometimes it will reach 62 kg but especially after I got big meal, very very big meal and the one who always complain about my weight is my mother. Every time I got back to my house in Batang, instead of I think about my final project, my mother will ask me about why my body is so tin? something like that and that question is always dancing around my mind, so, in the next year, lift up my weight is my top priority. I will do anything to lift up my weight, so, it can be move from around 60 kg to around 70 kg; I will eat a lot, may be four times a day; I will do a gym, maybe twice or three times a week and maybe if there is medicine to increase weight and I can afford it, I will buy it. Then, my next resolution is, on the next year, in 2016, I will build my own phone store. The last three months, I did a research about a phone market not only in Semarang, but in some city in Indonesia. Ummt.. I found two problems. First problem is our people sometimes can't find right phone to their own new and the second problem is our people sometimes can't afford their phone because they are lack of money. So, because these problem, I will make a phone store that is different from any other store. The first service that I will give to my customer is my phone store will guide my costumer to get the best phone that they need. Instead of offering them some phone, I will ask them some question so that they can get the best phone. And second service that I can give to my costumer is my store will give them a loan service, especially short- term loan. They can buy the phone in my store and pay it periodically, maybe three times every week or every month, so, they will get the phone that they want without pay it in full. So, that are my two new year resolution.

B

Cyber Dating

In this special occasion, I will tell you about cyber dating. Well, what is cyber dating itself? Cyber dating is online dating, not actually meeting the person except from the internet but in other words looking up with someone else via internet. And everything in this world must be have umm positive side and negative side. Here is the positive side of cyber dating are the first is, makes new friends; the second is also makes new friends in the same hobby and the third is saving money and time. Of course, all we need here is first, chatting wherever and whenever we want as long as there are available an internet connection, so, all you need is just internet connection. And the fourth is relieve nervous. When you approach someone directly you are often felling nervous right? And here, in cyber dating, you don't have to feel such condition because you can meet someone directly through internet you chatting with a long distance. Meanwhile, the negative side are, the first is information including biographical data, photos, and address, it could be a fake one. We can find so many cases about this. And the second is counterfeiting relationship. It is the biggest worrying to cyber dating user because he/she should be said "I'm single" but in the reality he/she got engaged to someone else; it is truly hurt. And the third is privacy problem. You don't have to tell all your privacy thing to someone you just know and if you tell your privacy thing to someone you just know, it can be a big problem. The fourth is not guarantee to get a mate and the fifth is deceptible to deception, for example, a woman in western, Australia lost her three hundred thousand Australian dollar because of leaving with a man on facebook which is claim that he is find a mate, friend, and so on. Then, it revealed that account name Alamecarty is made by criminal syndicate from Nigeria. And so, here is my opinion, if you use a cyber dating, it is not wrong but you just understand not to easily get trust to everyone you just know and you have to do the internet wisely. That's all from me.

C

Cyber Dating

I'm standing here before you guys, I want to tell about cyber dating, about my opinion. Nowadays, there are a lot of people join and leave dating site looking for a new friend spend the day with. Cyber dating itself is basically like internet dating. And it's like having a relationship with someone you met or interact with in the internet. And the fact about cyber dating is that there are 91 million people worldwide using the apps. This doesn't include non apps using members and also doesn't take into the account of the level of the involvement of the user itself. Some people are sign up and never comeback while others are using their dating site every day. And the other fact is that online dating is a multibillion dollar industry. Why? Because the US online market was 2,2 million dollar in 2014 and 3,5 percent increase in 2008. And that's why now almost 1000 new online dating service open each year. According to the survey, the US single said that the main advantages of online dating is that allow them to prepare the date. Another comparison such as meeting with someone who have similar hobby, meeting with someone who have believes and value and so on. And a study publish in the preceding of the national academic of science found that 35 percent couple may between 2005 and 2014 met online. This couple was more likely to stay together associating with a slightly higher marital satisfaction among those couple and respondent who remain married, according to the report. And guys, myself think that cyber dating or online dating is a good way to initially meet people. But, of course we need to be careful and don't fall into the trap of thinking that the relationship we have on the internet is the real one because I think no matter how long you chat with someone online never truly know that person as well as when you could meet them face to face. So, when you want to have the real relationship or serious relationship with someone online, I think you need to meet them first in the real life to make sure. I think that's all from me.

D

New Year Resolution

This very special occasion I'd like to present about my new year resolution and how to keep them on track. Well, welcoming in new year, it means for some people creating new year resolution; it starts from the bottom, from the beginning of the day. For most people, they take this special opportunity to treat their new year research. Many of the chance to set the goal for this new year to get a bad habit or start a healthy lifestyle, for example, they'd like to stop smoking, drinking, or starting or begin a healthy lifestyle. But one thing to remember, to put down your resolution, you have to make it into a habit and to make a habit for this resolution, It takes at least 21 days or almost a month. It is very hard ladies and gentlemen, you have to be passion; you have to have your own will because you need to pick down to get a reality, for example, your resolution is to stop smoking, you have to put it into a habit, like ummmmmt you have to stop smoking single cigarette for each in everyday or at least a week. You don't have to act "snap" stop smoking in short time. No! you can't do that and I'm sure that it won't work. Okay, so, how to keep this on track? Well, I'd like to share you the tips. There are six numbers tips that you have to remember. The first one is start small; you don't have to said "Ok. I will lose 10 kilos by the end of January." No! It won't work, you have to start small. Make a resolution diary. It is enough to achieve which is reasonable enough for you to achieve. The second one is write it down ladies and gentlemen; you have to write them down to remember about this resolution. The third one is smart though; smart is actually abbreviation of S: specific M: measurable A: attainable R: realistic and T: timely specific, you make Smart goal in your frame resolution to keep it true. The fourth one is reward yourself; give yourself a special treatment every time you achieve a goal of your resolution. This will keep you on track, keep you focus. The fifth one is make it public; let you friends, your family, your surroundings to know about your resolution in the new year. The sixth one is believing yourself. You can't do it without believing yourself, so, you have to do responsible about what you've

done, about what you've made in the resolution. So, as from myself, my new year resolution is not that too much, I just want to start a healthy life style and I want to lose at least fifty pounds of my weight from now because I really want to join to be a representery of Jawa Tengah and Putri Indonesia Jawa Tengah in 2016. And for myself, I have one magic word that I keep remember till now which is if you have a dream, do not wish for it but work for it, because it will be ummm, I don't know, it just be a bullshit, it just be a dream that never become true if you only wish for it but work for it, for every dream that you have, work for it, work work work! Then, I believe, it will become true one day.

E

New Year Resolution

I'd like to share to you my New Year resolution what will be achieved and be solved in 2016. Normally, I've never told anyone about hopes (5). But, this year, in monologue as a final assignment, I will do it. So, I think it is a must for me to write down my hopes, my explanation, and my dream that I wanna achieve in 2016. So, me, in 2016, first, I will get over my shame because this is a must for me and this is needed because some subject require me to come in front of the class and representation. The second one is I will make myself as someone who read a lot because I know I'm literature student but I only read someone ask to. I only read if it is a must thing to do for the state of my grade. And the next is, I don't think that I'm healthy enough in this year, so, I will be healthier in the next year. I want to gain some weight and get rid of the type of being skinny. And I want to recover my eating desire; I will have a big appetite; I will do it a lot, but still, I never get away, I mean only not more than one kilo. It's tired. Yeah, some people have some assumption that I have a real eating disorder, but actually not. But most importantly, I want to happy for the life that I'm living it and I hope I achieve all that I seek. That's all from me.

F

New Year Resolution

The reason why I'm standing here, in front of you, because I want to tell you about my new year resolution for 2016. But, before I tell you my resolution, it is important for us to know the definition of new year resolution. According to Cambridge dictionary, new year resolution is a promise that you make to yourself to start doing something good or to stop doing something bad on the first day of the year. But, actually, I had never made some new year resolution before 2014, not because I don't have only idea what to do in the next year or I didn't have spirit to welcome a year, No! I just love to do something without any planning. But, since 2014, I started to make some kinds of new year resolution. And you know what? It went well actually; I planned to graduate from high school with great score; I did it. And I have plan to be accepted in state university in Semarang, especially in Undip, but not in Undip, of course, but in Unnes, but, Unnes is state university right? So, I'm still grateful for it. And for 2016, what is my new year resolution? Well, it's only one thing. I only plan one resolution in 2016 but, it will hard to get. It will hard to make it come true but, I will fight. And my new year resolution for 2016 is to publish my own novel. Well, it sounds impossible for some people; It sounds crazy but I will try it and I will tell you why I want to publish my own novel, first, because I want to challenge myself. Well, since I was a child, I have lot ideas in my head about many ideas about fantastic story or fiction story and it only come out of my mind; I've never tried to write it down; I never try to write it on a piece of paper on a book. So, for next year, I want to challenge myself to write down on the book and publish it as a novel. And the second, the reason why I want to publish my book is because I want to be a famous writer. You know guys, nowadays, many writers suddenly become famous because their book are adapted into movies, like you know, Susan with her hunger games, or Veronika Roth with her divergent, JK Rolin with her harry potter, I want to be like them someday. The third is I don't want to be just a reader. I've heard once from Raditya Dika (38). He said this "*Jika kamu menyukai*

menonton film, maka cobalah untuk membuat film. Dan jika kamu suka membaca buku, maka cobalah untuk menulis bukumu sendiri. Jangan hanya puas menjadi penikmat." Well, you get that means right? I don't want to be like those who be just enjoy the book or buy the book; I want people enjoy my book; I want people appreciate what I've made. So, it's hard, It's hard to get it, It's hard to make it come true but I will try it. This is what will I do like first, starting to make and write the story. Well, since September, I try to make my own story; I only reach 30 pages for now but, I just try to finish my book as soon as possible. And second, doing my research about something that I want to write. Some of famous writer always doing research before they write their novel. I try to be like that. And the third, the last, doing research about which publisher I want to publish my book. Well, for now, I consider Gramedia as my publisher. I try to know what Gramedia want (56); I try to make Gramedia accept my book; I'll do it. That's my resolution.

G

New Year Resolution

I'm standing here before you, would like to present about my new year resolution, like we know, in this time, in the end of the year, we always plan about something we want to do in the next year. And new year resolution is a plan that we want to do and we hope those plan will success in that year. And a new year resolution, something is not about something big, sometimes, it is about simple plan that want to do. I have my simple new year resolution. I want to be healthier and I want to lose weight. I think my new year resolution is kind of simple thing, right? Be more slim. Sometimes it is a dream for almost every girls, right? But, that's not my only reason. I want to lose my weight because I think being a fat person is not healthier. I sometimes feel out of breathe when I start to run, although just a small run. And the other reason is, I want to prove to someone that always think that a fat person can't do anything properly. I have an experience that I have someone that always underestimate me just because I'm fat. And she didn't mention it directly in front of me; she just talk it behind me and it really make me mad. You know, because, how come you judge other people's appearance. I think it's really rude right? And because of that experience, I want to prove to that person that a fat person, especially me, we able to lose weight and become healthier. And I want to prove to her that I can do my all activities properly, and I want to prove that it is wrong to underestimate fat person just because of their appearance. So, that's all my simple new year resolution; I hope my plan will run well and I want to do all my best to make my plan come true and I hope your resolution also run well. And so, that's all that I can say to you all.

H

New Year Resolution

I'd like to tell you about my resolution for next year. Actually, I don't usually make some resolution mostly because I think it doesn't work for me. I think whenever I do something or change my habit or attitude, I will just do it not wait until specific date or year. But in this year, in 2015, there are many thing that make me dislike and I wanna put away and I never think about it. Although I have no some resolution but I still have some priority in my life, like I want my parents so proud of me and I want to protect them. I want make them happier than now and not make them sad anymore. It is important for me and I will do my best to achieve it, like be good in school. And I will do that by doing my homework or assignment until I can get better score than I have now. And if I can do this, so, I can show my parents that I do well in school. And the second priority, is I think to get more sleep. I think that sleep is very important for my body. And I plan getting 8 hours a day, so I can get well rested for my day. And will drink more water at least 5 to 7 glasses a day, so I can be fit and healthy. And I intent to keep a consistent habit of drinking water than drinking soda or even alcohol. All right, that's all my resolution, I mean my priority in my life; I don't expect to get a super car, I don't expect to get a big house, and I don't expect to get best job position, I just hope every second that I spend in next year will be better than every second that I spend in this year.

I

New Year Resolution

I'm standing here before you, I'd like to share about my resolution in 2016. My new year resolution is I want to learn how to have a good make up to myself because before I was working as a freelance model and a freelance of master of ceremony, I think make up is not important thing for me because in daily activity, I'm never using make up before I was working. But now, I was working as a model and freelance master of ceremony, I think make up is supporting my job. And I'd like to share my experience, my own experience when I use a make up artist, when I get a job and I'd like to show you my face when I use make up artist. This is the picture, it looks like I was ten years older more than my real age. This is the one when I was make up by myself, so, I think I need to learn more how to have a natural make up because when I was using make up artist, I need to pay three hundred thousand rupiah and I shop three hundred thousand rupiah to shop my own make up; I can use it for more than once, I mean I can manage my money and I can get more money from that. So, every people think being model is easier than another job because they just need to pose and photo. But it's not really easy because when we have a bad make up, you will get a comment from other. And my friend always say, when I was using a make up artist, she say that "you look so beauty, but you look like your real mother". And I want to say that's the reality and it destroy my confidence; I can't get the best result for my work at that time. This is my new year resolution, but not only just it, I want to lose my weight too because I'm a model, I feel so fat now, I have big cheeks and big hands, so, I want to lose my weight. I want to learn how to have a make up natural and I will do my best for my job.

J

New Year Resolution

I'm standing here before you to share about my new year resolution. New year is a time when many people around the world make resolution. For me, new year is like a building of new cycle of path of self development. I don't have any plan about new year resolution before, but, nowadays, I have some plan in the new year of 2016. First, I'd like to become more confident. Why confident? Because I don't feel confident as long as I speaking in front of the class, like this time. Probably, I must look for a way to solve my problem, probably, I must figure out why I'm not confident and I must prepare myself as soon as when I will be speaking in front of class and start to practice my speech in front of a mirror with my note in my hand. Then I'd like to become honest with myself. Sometimes, I justify inappropriateness of my friends. I also justify my own mistake and I should simplify myself as a human who sometimes make mistake. Because of that, I want to change my attitude better than before. So, I'd like to say I will be fighting for my new year resolution. And the last, it's not necessary for you to do a new cycle in order to success your life.

Clause Complex Analysis
SPEECH A

A	Number of Clause	Clause Complex Analysis				
	1					In this occasion, I will tell you about my new year resolution.
	2					Uum the first **one** is, in next year, I want to lift up my weight.
	3	1				In 2015, **my weight** is only around 60 kg
	4	+2				**and** sometimes **it** will raise 62 kg
	5	+3				**but** especially after I got big meal, very big meal,
	6	+4				**and** the one who always complain about **my weight** is my mother.
	7	1				Every time I **got** back to my house in Batang,
	8		+β			**instead of** I think about my final project
	9	=2	α	1		**my mother** will ask me about
	10			"2 1		why my body is so thin?
	11			=2	1	something like **that**,
	12				+2 1	**and that question** is always dancing **around** my mind,
	13				x2	**so**, in **the next year**, **lift up my weight** is my top priority.
	14	1				I will do anything to **lift up my weight**,
	15	x2	1			**so, it** can move from **around 60 kg** to **around 70 kg**
	16		=2			I will eat a lot, may be four times a day
	17		=3	1		I will **do** a gym, **maybe** twice or three times a week
	18			+2	xβ	**and maybe** if there is medicine to **increase weight**
	19			+3		**and** I can afford **it**
	20				α	I will buy **it.**
	21					**Then,** my **next resolution** is on **the next year,** in **2016**, I will build my own phone store.

22	1				The last three months, I **did** a research about a **phone** market, not only in Semarang, but also in some city in Indonesia.
23					I found two problems.
24	1				**First problem** is our **people** sometimes can't **find** right **phone** to **their** own **new**
25	=2	α			**And** the second **problem** is our **people sometimes** can't **afford their phone**
26		xβ			**because they** are lack of money.
27		α			**So, because these problems,** I will **make** a **phone store**
28		=β			that is different from any other **store**.
29	α				The first service that I will give to my customer is **my phone store** will guide **my costumer** to **get the** best **phone**
30	=β				that **they** need.
31		+β			**Instead of** offering **them** some **phone**,
32		α	1		I will **ask them** some **question**
33			x2		**so that they** can **get the best phone.**
34					**And** second **service** that I can **give** to **my costumer** is **my store** will **give them** a loan **service**, especially short-term **loan**
35	1				**They** can **buy the phone** in **my store**
36	+2	1			**and** pay **it** periodically, maybe three times every week or every month
37		x2	α	α	**So, they** will **get the phone**
38			=β		that **they** want
39				+β	without **pay it** in full
40					**So, that** are my two **new year resolution**

SPEECH B

	Number of Clause	Clause Complex Analysis				
	1					In this special occasion, I will tell you about cyber dating.
	2					Well, what is **cyber dating** itself?
	3	α				**Cyber dating** is online dating
	4	xβ	1			not actually meeting the person except from the **internet**
	5		+2			**but in other words** looking up with someone else via **internet**.
	6					**And** everything in this world must be have umm positive side and negative side
	7	1				**Here** is the **positive side** of **cyber dating,**
	8	+2				**the first** is, makes new friends
	9	+3				**the second** is also **makes new friends** in the same hobby
	10	+4				**and the third** is saving money and time.
	11	1				Of course, all we need **here** is
	12	+2	α			**first**, **chatting** wherever and whenever we want
	13		xβ	1		**as long as** there are available an **internet** connection
	14			x2		**so**, all you **need** is just **internet connection**.
	15					**And the fourth** is relieve nervous.
	16	Xβ				When you approach someone directly,
	17	α				you are often felling **nervous** right?
	18	α				**And here**, in **cyber dating**, you don't have to **feel** such **condition**
	19	xβ	α			**because** you can meet **someone directly** through **internet**
	20		=β			you **chatting** with a long distance.
	21	1				**Meanwhile, the negative side** are

	No					Text
	22	=2				**the first** is information including **biographical data, photos, and address,**
	23	=3				**it** could be a fake **one.**
	24					We can **find** so many cases about **this.**
	25					**And the second** is counterfeiting relationship
	26	α				**It** is **the** biggest worrying to **cyber dating** user
	27	xβ	1			**because he/she** should be said
	28		"2	1		"**I**'m **single**"
	29			+2		**but** in **the** reality **he/she got engaged** to someone else
	30			=3		**It** is truly hurt.
	31					**And the third** is privacy problem.
	32	1				You don't have to **tell** all your **privacy thing** to **someone** you just know,
	33	+2	xβ			**and** if you **tell** your **privacy thing** to **someone** you just **know**
	34		α			**it** can be a big **problem**.
	35	1				**The fourth** is not guarantee to get a mate
	36	+2	1			**and the fifth** is deceptible to deception
	37		+2	α		**For example**, a **woman** in western, Australia lost **her** three hundred thousand Australian dollar
	38			xβ	α	**because of** leaving a **man** on facebook
	39				=β	which is claim
	40				=γ	that **he** find a **mate, friend**, and so on.
	41	α				**Then**, **it** revealed
	42	=β				that account name Alamecarty is made by criminal syndicate from Nigeria
	43	α				**And so**, **here** is my opinion,
	44	"β	xβ			if you use a **cyber dating**,
	45		α	1		**it** is not wrong,
	46			+2		**but** you just **understand** not to easily **get** trust to everyone you just **know**
	47			+3		**and** you have to do **the internet** wisely
	48					**That**'s all from me

SPEECH C

	Number of Clause	Clause Complex Analysis				
	1	1				I'm standing here before you guys,
	2	=2				I want to tell about cyber dating, about my opinion.
	3	1				Nowadays, there are a lot of people join
	4	+2				**and** leave **dating** site looking for a new friend spend the day with.
	5	1				**Cyber dating** itself is basically like **internet dating**
	6	+2	α			**and it**'s like having a **relationship** with someone
	7		=β	1		you met
	8			+2		or interact with in **the internet**.
	9	α				**And** the fact about **cyber dating** is
	10	=β				that there are 91 million **people** worldwide using **the apps**.
	11	1				**This** doesn't include non **apps** using members
	12	+2				**and** also doesn't take into the **account** of the level of the involvement of the **user** itself.
	13	1				Some **people** are sign up
	14	+2	α			**and** never comeback
	15		+β			**while others** are **using their dating site** every **day**.
	16	α				**And the** other **fact** is
	17	=β				that **online dating** is a multibillion dollar industry.
	18	α				**Why**?
	19	xβ	1			**Because** the US **online market** was 2,2 **million dollar** in 2014
	20		+2			**and** 3,5 percent increase in 2008.
	21					**And that**'s why now almost 1000 new **online dating** service open each **year**
	22	α				According to the survey, **the US** single said

23	"β				that **the** main advantages of **online dating** is
24	"γ				that allow **them** to prepare **the date**.
25	α				Another comparison such as **meeting** with **someone**
26	=β				who have similar hobby,
27	xγ	α			**meeting** with **someone**
28		=β			who **have** believes and value and so on.
29	α				**And** a study published in the preceding of the national academic of science found
30	=β				that 35 **percent** couple may between 2005 and 2014 **met online**.
31					**This couple** was **more** likely to stay together associating with a slightly **higher** marital satisfaction among **those couple** and **respondent** who remain married, **according** to **the** report.
32	α				**And** guys, myself think
33	'β				that **cyber dating** or **online dating** is a good way to initially **meet people**.
34	1				**But**, of course we need to be careful
35	+2	α			**and** don't fall into the trap of **thinking**
36		=β			that **the relationship** we **have** on **the internet** is **the** real **one**
37		xγ	1		**because** I **think**
38			'2		no matter how long **you** chat with **someone online**
39			'3		never truly know **that person**
40			'4		**as well as** when you could **meet them** face to face.
41	xβ				**So**, **when** you want to **have the real relationship** or **serious relationship** with **someone online**,
42	α	1			I **think**
43		'2			you **need** to **meet them** first in **the real** life to make sure.
44	1				I **think**
45	'2				**that**'s all from me.

SPEECH D

	Number of Clause	Clause Complex Analysis				
	1	1				this very special occasion I'd like to present about my new year resolution
	2	+2				**and** how to keep **them** on track.
	3	1				Well, welcoming in **new year**, **it** means for some people creating **new year resolution**,
	4	=2				**it** starts from the bottom, from the beginning of the day.
	5					For most **people**, **they** take **this** special opportunity to treat **their new year** research.
	6	1				Many of the **chance** to set the goal for **this new year** to get a bad habit
	7	+2				**or start** a healthy lifestyle,
	8	=3	1			**for example**, **they**'d like to stop smoking, drinking,
	9		+2			**or** starting
	10		+3			**or begin** a **healthy lifestyle.**
	11	1				**But** one **thing** to remember, to put down your **resolution**, you have to make **it** into a **habit**
	12	+2				**and** to **make** a **habit** for **this resolution**, **it takes** at least 21 **days** or almost a **month**
	13	1				**It** is very hard ladies and gentlemen,
	14	=2				you have to be patient,
	15	=3	α			you have to have your own will
	16		xβ	1		**because** you **need** to pick down to **get** a reality.
	17			=2		**For example**, your **resolution** is to **stop smoking,**
	18			=3		you have to **put it** into a **habit**,
	19			=4		**like** ummmmmt you have to **stop smoking** single **cigarette** for each in every **day** or at least a **week**

	20	1				You don't have to act "snap" **stop smoking** in short **time**.
	21	=2				**No!**
	22	=3	1			you can't **do that**
	23		+2	α		**and** I'm sure
	24			=β		that **it** won't work.
	25					okay, **so**, how to **keep this on track**?
	26					Well, I'd like to share you **the** tips.
	27	α				There are six numbers **tips**
	28	=β				that you have to **remember.**
	29	1				**The first one** is **start** small,
	30	=2	1			You don't have to said
	31		"2	1		"Ok. **I** will lose 10 kilos by the end of January."
	32			=2		**No! It** won't **work**
	33			=3		You have to **start small**.
	34					**Make** a **resolution** diary.
	35	α				**It** is enough to achieve,
	36	=β				which is reasonable **enough** for you to **achieve**.
	37	1				**The second one** is **write it** down ladies and gentlemen;
	38	=2				You have to **write them down** to **remember** about **this resolution.**
	39	1				**The third one** is smart though,
	40	=2				**smart** is actually abbreviation of S: specific M: measurable A: attainable R: realistic and T: timely specific,
	41	=3				you **make Smart goal** in your frame **resolution** to **keep it** true.
	42	1				**The fourth one** is reward yourself,
	43	=2				give yourself a **special treatment**
	44	=3				every **time** you **achieve** a **goal** of your **resolution**.
	45	1				**This** will **keep** you **on track**,
	46	=2				**keep** you focus.
	47	1				**The fifth one** is **make it** public;
	48	=2				let your **friends,** your **family,** your **surroundings** to know about your **resolution** in **the new year**.
	49					**The sixth one** is believing yourself**.**
	50	α				You can't **do it**
	51	xβ				without **believing** yourself.
	52	α				**So**, you have to **do** responsible
	53	=β				about what you've **done,**

54	=γ				**about** what you've **made** in **the resolution**.
55	1				**So,** as from myself, my **new year resolution** is not **that** too much
56	=2				I just **want** to **start** a **healthy life style**,
57	+3	α			**and** I **want** to lose at least fifty pounds of **my** weight from now,
58		xβ			**because** I really **want** to join to be a representery of Jawa Tengah and Putri Indonesia Jawa Tengah in 2016.
59	α				**And** for myself, I **have** one magic words,
60	=β				that I **keep remember** till now
61	=γ	xβ			which is if you **have** a dream,
62		α	1		do not wish for **it**
63			+2	α	but work for **it**,
64				xβ	**because it** will be ummm, I don't know, **it** just be a bullshit, **it** just be a **dream**,
65				=γ	that never become **true**
66				xδ 1	if you only **wish** for **it**
67				+2	**but work** for **it**.
68	1				For every **dream** that you **have, work** for **it, work work work!**
69	x2	1			**Then**, I **believe**,
70		'2			**it** will **become true** one **day**.

SPEECH E

	Number of Clause	Clause Complex Analysis				
	1	1				I'd like to share to you my New Year resolution
	2	=2				what will be achieved
	3	+3				**and** be solved in 2016.
	4	1				Normally, I've never told anyone about hopes,
	5	+2				**but this year**, in monologue as a final assignment, I will do **it**.
	6	1				**So**, I think
	7	"2	α			**it** is a must for me to write down my **hopes,** my explanation, and my dream
	8		=β			that I wanna **achieve in 2016**.
	9	α				**So**, me**, in 2016**, **first,** I will get over my shame
	10	xβ	1			**because this** is a **must** for me
	11		+2	α		**and this** is needed
	12			xβ		**because** some subject require me to come in front of **the** class and representation.
	13	α				**The second one** is I will make myself
	14	=β				as someone who read a lot
	15	xδ	1			**because** I know
	16		=2			I'm literature student
	17		+3			**but** I only **read** someone ask to.
	18	α				I only **read**
	19	xβ				if **it** is a must **thing** to do for the state of my grade.
	20	α				**And the next** is, I don't **think**
	21	"β	1			that I'm healthy enough in **this year**,
	22		x2			**so**, I will be **healthier** in **the next year**.
	23	1				I **want** to gain some weight
	24	+2				**and** high type of being skinny.
	25	1				**And** I **want** to recover my eating desire
	26	=2				I will have a big **appetite**
	27	=3	1			I will **do it** a lot
	28		+2	1		**but** still, I never get away,

29			=2		**I mean** only not **more than** one kilo.
30					**It**'s tired.
31	α				Yeah, some people have some assumption
32	=β	1			that I have a real **eating disorder**,
33		+2			**but** actually **not**.
34	1	α			**But** most importantly, I **want** to be happy for **the** life
35		=β			that I'm living **it**
36	+2	1			and I **hope**
37		'2	α		I **achieve** all
38			=β		that I seek.
39					**That**'s all from me.

SPEECH F

Number of Clause	Clause Complex Analysis				
1	α				The reason why I'm standing here, in front of you,
2	xβ				**because** I want to tell you about my new year resolution for 2016.
3	1				**But**, before I **tell** you my **resolution**,
4	=2				**it** is important for us to know the definition of **new year resolution.**
5	1				According to Cambridge dictionary,
6	"2	α			**new year resolution** is a promise
7		=β	1		that you make to yourself to start doing something good
8			+2		**or** to **stop doing something** bad on the first day of **the year**.
9	α				**But**, actually, I had never **made** some **new year resolution** before 2014
10	xβ	1			Not **because** I don't have any idea what to **do** in **the next year**
11		+2			**or** I didn't **have** spirit to welcome a **year**
12		+3			**No!**
13	xγ	α			I just love to **do something**
14		+β			without any planning.
15					**But,** since 2014**,** I **started** to **make some** kinds of **new year resolution.**
16	1				**And** you know what?
17	=2				**It** went well actually,
18	=3				I **planned** to graduate from high school with great score,
19	=4				I **did it**.
20	1				**And** I **have plan** to be accepted in state university in Semarang, especially in Undip
21	+2				**But** not in **Undip**, of course, but in **Unnes**
22	+3	1			**But, Unnes** is **state university** right?
23		x2				**So**, I'm still grateful for **it.**

	#					Text
	24					**And** for 2016, what is my **new year resolution**?
	25					Well, **it**'s only one **thing.**
	26	1				I only **plan** one **resolution** in **2016**
	27	+2				**but, it** will hard to get.
	28	1				**It** will **hard** to make **it** come true
	29	+2				**but**, I will fight.
	30					**And** my **new year resolution** for **2016** is to publish my own novel.
	31	1				Well, **it** sounds impossible for some people
	32	=2				**It sounds** crazy
	33	+3				**but** I will **try it**
	34	+4	1			**and** I will **tell you**
	35		"2	α		I want to **publish** my **own novel**
	36			xβ		**First**, **because** I **want** to challenge myself.
	37	xβ				Well, since I was a child,
	38	α	1			I **have** lot ideas in my head about many ideas about fantastic story or fiction **story**
	39		+2			**and it** only **come** out of **my mind**
	40		=3			I've never **tried** to write **it** down
	41		=4			I never **try** to **write it** on a piece of **paper** on a **book**.
	42	1				**So**, for **next year**, I **want** to **challenge** myself to **write down** on **the book**
	43	+2				**and publish it** as a **novel**.
	44	α				**And the second**, the reason why I want to **publish** my **book** is
	45	xβ				**because** I **want** to be a famous writer
	46	1				You know guys,
	47	"2	α			nowadays, many **writers** suddenly become **famous**
	48		xβ	1		**because their book** are adapted into movies,
	49			=2		like you know, Susan with **her** hunger games,
	50			+3		**Or** Veronika Roth with **her** divergent, JK Rolin with **her** harry potter
	51			x4		I **want** to be like them someday.
	52					**The third** is I don't **want** to be just a reader.
	53	1				I've heard once from Raditya Dika, **he** said **this**

54	"2				*"Jika kamu menyukai menonton film, maka cobalah untuk membuat film. Dan jika kamu suka membaca buku, maka cobalah untuk menulis bukumu sendiri. Jangan hanya puas menjadi penikmat."*
55					Well, you **get that** means right?
56	α		1		I don't **want** to be like **those**
57	=β	1			who be just **enjoy the book**
58		+2			**or** buy **the book**
59			=2		I **want people enjoy my book**
60			=3		I **want people** appreciate what I've **made**
61	1				**So**, **it**'s **hard**
62	=2				**It**'s **hard** to **get it**
63	=3				**It**'s **hard** to **make it come true**
64	+4				**But** I will **try it**
65	1				**This** is what will I **do**
66	=2				like **first**, **starting** to m**ake**
67	+3				**and write the story.**
68	1				Well, since September, I **try** to **make** my **own story**
69	=2				I only reach 30 pages for now,
70	+3				**but,** I just **try** to finish my **book** as soon as possible.
71	α				**And second**, doing my research about something
72	=β				that I **want** to **write**
73					Some of **famous writer** always **doing research before they write their novel.**
74					I **try** to be like **that.**
75					**And the third**, **the last**, **doing research** about which publisher I **want** to **publish my book.**
76					Well, for now, I consider Gramedia as my **publisher.**
77	1				I **try** to **know** what **Gramedia want**
78	=2				I **try** to **make** Gramedia **accept** my **book**
79	=3				I'll **do it**
80					**That**'s my **resolution**.

SPEECH G

	Number of Clause	Clause Complex Analysis				
	1	1				I'm standing here before you, would like to present about my new year resolution
	2	=2				like we know, in this time, in the end of **the year**, we always plan about something we want to do in **the** next **year**.
	3	1	α			**And new year resolution** is a **plan**
	4		=β			that we **want** to **do**
	5	+2				**and** we hope **those plan** will success in **that year**.
	6	1				**And** a **new year resolution**, something is not about **something** big
	7	=2	α			Sometimes, **it** is about simple **plan**
	8		=β			that **want** to **do.**
	9					I have my **simple new year resolution.**
	10	1				I **want** to be **healthier**
	11	+2				**and** I **want** to lose weight.
	12	1				I think
	13	"2				my **new year resolution** is kind of **simple thing**, right?
	14					Be more slim.
	15	1				**Sometimes it** is a dream for almost every girls, right?
	16	+2				**But, that**'s not my only reason.
	17	α				I **want** to **lose** my **weight**
	18	xβ	1			**because** I **think**
	19		"2				being a fat **person** is not **healthier.**
	20	α				I **sometimes** feel out of breathe
	21	xβ				when I start to run,
	22	xγ				although just a small **run.**
	23	α				**And the** other **reason** is, I **want** to prove to someone
	24	=β	α			that always **think**
	25		"β				that a **fat person** can't **do** anything properly.
	26	α				I have an experience

27	=β				that I **have someone**
28	=γ				that always underestimate me
29	xδ				just **because** I'm **fat**
30	1				**And she** didn't mention **it** directly in front of me
31	=2				**She** just talk **it** behind me
32	+3				**And it** really **make** me **mad.**
33	α				You know,
34	xβ				**because**, how come you judge other **people's** appearance.
35	1				I **think**
36	'2				**it**'s really rude right?
37	α				**And because** of **tha**t **experience**, I **want** to **prove** to **that person**
38	=β	1			that a **fat person**, especially me, we are able to **lose weight**
39		+2			**and become** healthier.
40	1	α			**And** I **want** to **prove** to **her**
41		=β			that I can **do** my all **activities properly**
42	+2	α			**And** I **want** to **prove**
43		β			that **it** is wrong to **underestimate fat person**
44		xγ			just **because** of **their appearance.**
45	1				**So, that**'s all my **simple new year resolution**
46	=2				I hope my **plan** will run well
47	+3				**And** I **wan**t to **do all** my best to **make** my **plan** come true
48	+4				**And** I **hope** your **resolution** also **run well.**
49					**And so**, **that**'s all
50					that I can say to **you** all

SPEECH H

Number of Clause	Clause Complex Analysis				
1					I'd like to tell you about my resolution for next year.
2	α				Actually, I don't usually make some **resolution** mostly
3	xβ	1			**because** I think
4		'2			**it** doesn't work for me.
5	1				I **think**
6	'2	1			whenever I do something
7		+2			**or** change my habit or attitude,
8		=3			I will just **do it** not wait until specific **date** or **year**.
9	1	α			**But** in **this year**, in 2015, there are many **thing**
10		=β			that **make** me dislike
11	+2				**and** I wanna put away
12	+3				**and** I never **think** about it.
13	1				Although I have no some **resolution**
14	+2	1			**but** I still **have** some priority in my life,
15		=2			like I **want** my parents so proud of me
16		+3			**and** I **want** to protect **them**.
17	1				I **want make them** happier than now
18	+2				**and** not **make them** sad anymore.
19	1				**It** is important for me
20	+2	1			**and** I will **do** my best to achieve **it,**
21		=2			like be good in school.
22	α				**And** I will **do that**
23	xβ				by **doing** my homework or assignment
24	xγ	α			until I can get better score than I **have** now.
25	xβ				**And if** I can **do this**,
26	α	α			**so**, I can show my **parents**
27		=β			that I **do well** in **school.**
28	1				**And the second priority**, is I think
29	'2				to **get more** sleep
30	1				I **think**

	31	'2				that **sleep** is very **important** for my body.
	32	1				**And** I **plan getting** 8 hours a day,
	33	x2				**so** I can **get well rested** for my **day.**
	34	1				**And** I will drink **more** water at least 5 to 7 glasses a **day**
	35	x2				**so**, I can be **fit** and **healthy**.
	36					**And** I intent to keep a consistent **habit** of **drinking water** than **drinking** soda or even alcohol.
	37	1				All right, **that**'s all my **resolution**,
	38	=2	1			I mean my **priority** in my **life**
	39		=2			I don't **expect** to **get** a super car,
	40		=3			I don't **expect** to **get** a big house,
	41		+4			**and** I don't **expect** to **get** best job position,
	42	=3	α			I just **hope** every **second**
	43		=β			that I spend in **next year** will be **better** than **every second**
	44		=γ			that I **spend** in **this year**.

SPEECH I

Number of Clause	Clause Complex Analysis				
1	1				I'm standing here before you,
2	=2				I'd like to share about my resolution in 2016.
3	α				My new year **resolution** is I want to learn how to have a good make up to myself
4	xβ	1			**because** before I was working as a freelance model and a **freelance** of master of ceremony,
5		=2	1		I think
6			'2	α	**make up** is not important **thing** for me
7				xβ	**because** in daily activity, I'm never using **make u**p before I'm **working**.
8	1				**But** now, I was **working** as a **model** and **freelance master of ceremony**,
9	=2	1			I **think**
10		'2			**make up** is supporting my job.
11	1	α			**And** I'd like to **share** my experience**,** my own **experience**
12		xβ			when I use a **make up** artist,
13		xγ			when I get a **job**
14	+2	α			**And** I'd like to show you my face
15		xβ			when I **use make up artist**.
16	1				**This** is the picture
17	=2	1			**It** looks
18		=2			like I was ten years older more than my real age.
19	α	1			**This** is **the one**
20	xβ				when I was **make up** by myself
21		x2	1		**So,** I **think**
22			'2	α	I need to learn **more** how to have a natural **make up**
23				<xβ>	**because** when I was **using make up artist**,
24				α 1	I **need** to pay three hundred thousand rupiah

	1	2	3	4	Text
25				+2	**and** I **shop three hundred thousand rupiah** to **shop** my own **make up**
26				=3	I can **use it** for more than once,
27				=4	**I mean** I can manage my money
28				+5	**and** I can **get more money** from **that**.
29	1				**So**, every people **think**
30	'2	α			being **model** is easier than another **job**
31		xβ			**because they** just **need** to pose and photo.
32	α				**But**, **it**'s not really **easy**
33	xβ	xβ			**because** when we **have** a bad **make up**,
34		α			**you** will **get** a comment from other.
35	α				**And** my friend always say,
36	xβ	xβ			when I was **using** a **make up artist**,
37		α	α		**she said**
38			"β	1	that **you look** so beauty,
38				+2	**but you look** like **your** real mother".
40	1				**And** I **want** to **say**
41	"2	1			**that**'s the reality
42		+2			**and it** destroy my confidence
43		=3			I can't **get the best** result for my **work** at **that** time**.**
44	1				**This** is my **new year resolution,**
45	+2				**but** not only just **it**
46	=3	α	1		I **want** to lose my weight too
47		xβ			**because** I'm a **model**
48			=2		I feel so fat now
49			=3		I **have big** cheeks and **big** hands
50			x4		**So,** I **want** to **lose** my **weight.**
51	1				I **want** to **learn** how to **have** a **make up natural**
52	+2				**and** I will **do** my **best** for my **job**.

SPEECH J

Number of Clause	Clause Complex Analysis				
1					I'm standing here before you to share about my new year resolution.
2	α				**New year** is a **time**
3	=β				when many people around the world make **resolution.**
4					For me, **new year** is like a building of **new** cycle of path of self development.
5	1				I don't have any plan about **new year resolution** before
6	+2				**but,** nowadays, I have some **plan** in the **new year** of 2016.
7					**First**, I'd like to become more confident.
8	α				Why **confident**?
9	xβ				**Because** I don't feel **confident**
10	xγ				**as long as** I speaking in front of the class, like **this time**.
11	1				Probably, I must look for a way to solve my problem,
12	=2				**Probably**, I must figure out why I'm not **confident**
13	+3	α			**And** I must prepare myself as soon as
14		=β			when I will be **speaking** in **front** of **class**
15	+4				**And** start to practice my **speech** in **front** of a mirror with my note in my hand.
16					**Then** I'd like to **become** honest with myself.
17	1				Sometimes, I justify inappropriateness of my friends,
18	+2				I also **justify** my own mistake
19	+3	α			**And** I should simplify myself
20		xβ			as a human who **sometimes make mistake**
21					**Because of that**, I want to change my attitude better than before.
22	1				**So**, I'd like to say

	23	"2				I will be fighting for my **new year resolution**
	24					**And the last, it**'s not necessary for you to do a **new cycle** in order to success your life

Cohesive Devices Analysis

SPEECH A

Number of clause	Number of devices	Cohesive item	Type	Presupposed item
1	-	-	-	-
2	1	one	S1	Resolution
3	1	My weight	L1	Weight
4	2	And it	C1 R1	Preceding clause My weight
5	1	but	C2	Preceding clause
6	2	And My weight	C1 L1	Preceding clause My weight
7	1	got	L1	Got
8	1	instead of	C2	Preceding clause
9	1	my mother	L1	My mother
10	-	-	-	-
11	1	that	R2	Question
12	3	that and around	R2 C1 L1	Question Preceding clause Around
13	4	so next year lift up my weight	C3 L1 L1 L1	Preceding clause Next year Lift up My weight
14	2	Lift up My weight	L1 L1	Lift up My weight
15	4	So It around 60kg around 70kg	C3 R1 L1 L1	Preceding clause My weight Around 60kg Around 70 kg
16	-	-	-	-
17	2	Do Maybe	L1 L1	Do Maybe

18	4	And	C1	Preceding clause
		Maybe	L1	Weight
		increase	L1	Raise
		weight	L1	Weight
19	2	and	C1	Preceding clause
		it	R1	Medicine
20	1	it	R1	Medicine
21	4	Then	C3	S.5
		next resolution	L1	Next resolution
		next year	L1	Next year
		2016	L2	Next year
22	3	Did	L1	Do
		phone	L1	Phone
23	-	-	-	-
24	7	First	C4	S.8
		Problem	L1	Problem
		People	L1	Person (general word)
		Find	L1	Find
		Phone	L1	Phone
		Their	R1	People
		New	L1	New
25	7	And	C1	Preceding clause
		Problem	L1	Problem
		People	L1	people
		sometimes	L1	sometimes
		Afford	L1	afford
		Their	R1	People
		phone	L1	Phone
26	2	Because	C3	Preceding clause
		they	R1	People
27	7	So	C3	S.11
		Because	C3	S.11
		These	R2	Problems
		Problem	L1	Problem
		make	L1	Build
		Phone	L1	Phone
		Store	L1	Store
28	1	Store	L1	Store
29	5	My phone store	L1	My phone store
		My costumer	L1	My costumer
		Get	L1	Get
		The	R2	Phone
		Phone	L1	Phone
30	1	they	R1	People

31	3	Instead of	C2	Preceding clause
		Them	R1	People
		Phone	L1	Phone
32	3	Ask	L1	Ask
		them	R1	The customer
		Question	L1	Question
33	5	So that	C3	Preceding clause
		They	R1	People
		Get	L1	Get
		The best	L1	Phone
		phone	L1	Phone
34	9	And	C1	Preceding clause
		Service 2x	L1	Service
		Give 2x	L1	Give
		My customer	L1	My costumer
		My store	L1	My store
		Them	R1	The costumers
		loan	L1	Loan
35	5	They	R1	The costumers
		buy	L1	buy
		The	R2	The best phone
		phone	L1	phone
		My store	L1	My store
36	2	And	C1	Preceding clause
		It	R1	The phone
37	5	So	C3	Preceding clause
		They	R1	The customers
		Get	L1	Get
		The	R2	The phone
		phone	L1	Phone
38	1	they	R1	The customers
39	2	Pay	L1	Pay
		it	R1	The phone
40	3	So	C3	Preceding clause
		That	R2	Resolutions
		New year resolution	L1	New year resolution

SPEECH B

Number of clause	Number of devices	Cohesive item	Type	Presupposed item
1	-	-	-	-
2	1	Cyber dating	L1	Cyber dating
3	1	Cyber dating	L1	Cyber dating
4	1	Internet	L2	Online
5	3	But	C2	Preceding clause
		In other words	C2	Preceding clause
		internet	L1	Online
6	1	and	C1	Preceding clause
7	3	Here	R2	Positive side and negative side
		Positive side	L1	Positive side
		Cyber dating	L1	Cyber dating
8	1	The first	E1	Positive side
9	3	The second	E1	Positive side
		Makes	L1	Makes
		New friends	L1	New friends
10	2	And	C1	Preceding clause
		The third	E1	Positive side
11	1	Here	R2	Positive side of cyber dating
12	2	First	C4	Preceding clause
		Chatting	L1	Chatting
13	2	As long as	C4	Preceding clause
		Internet	L2	Online
14	3	So	C3	Preceding clause
		Need	L1	Need
		Internet connection	L1	Internet connection
15	2	And	C1	Preceding clause
		The fourth	E1	Positive side
16	-	-	-	-
17	1	Nervous	L1	Nervous
18	5	And	C1	Preceding clause
		Here	R2	Cyber dating
		Cyber dating	L1	Cyber dating
		Feel	L1	Feeling

		Condition	L2	Nervous
19	3	Because	C3	Preceding clause
		Someone directly	L1	Someone directly
		Internet	L1	Internet
20	1	chatting	L1	Chatting
21	2	Meanwhile	C4	Preceding clause
		The negative side	L1	The negative side
22	4	The first	E1	Negative side
		biographical data	L2	information
		photos	L2	information
		address	L2	information
23	2	It	R1	Information
		one	S1	Information
24	2	Find	L1	Find
		This	R2	Fake information
25	2	And	C1	Preceding clause
		The second	E1	Negative side
26	3	It	R1	Counterfeiting relationship
		The biggest	R3	Preceding clause
		Cyber dating	L1	Cyber dating
27	2	Because	C3	Preceding clause
		She/he	R1	The user
28	2	I	R1	the user
		Single	L2	relationship
29	3	But	C2	preceding clause
		Got engaged	L2	relationship
		The	R2	the reality
30	1	it	R1	counterfeiting relationship
31	2	And	C1	Preceding clause
		The third	E1	Negative side
32	`4	Tell	L1	Tell
		Privacy	L1	Privacy
		Thing	L1	Privacy
		Someone	L1	Someone
33	6	And	C1	Preceding clause
		Tell	L1	Tell
		Privacy	L1	Privacy
		Thing	L1	Thing
		Someone	L1	Someone

		Know	L1	Know
34	2	It	R1	Telling privacy thing
		problem	L1	Problem
35	1	The fourth	E1	Negative side
36	2	And	C1	Preceding clause
		The fifth	E1	Negative side
37	3	For example	C1	Preceding clause
		Woman	L1	The one who lost money
		Her	R1	A woman
38	2	Because of	C3	Preceding clause
		Man	L1	Cyber dating user
39	-	-	-	-
40	3	He	R1	Criminal syndicate
		Mate	L1	Mate
		friend	L1	Friend
41	2	Then	C3	Preceding clause
		It	R1	Deceptive account
42	-	-	-	-
43	3	And	C1	Preceding clause
		So	C3	Preceding clause
		Here	R2	My opinion
44	1	Cyber dating	L1	Cyber dating
45	1	It	R1	Using cyber dating
46	4	But	C2	Preceding clause
		Understand	L1	Know (Synonym)
		Get	L1	Get
		Know	L1	Know
47	3	And	C1	Preceding clause
		The	R2	The internet
		internet	L1	Internet
48	1	that	R2	Explanation about cyber dating

SPEECH C

Number of clause	Number of devices	Cohesive item	Type	Presupposed item
1	-	-	-	-
2	-	-	-	-
3	-	-	-	-
4	2	And	C1	Preceding clause
		Dating	L1	Dating
5	2	Cyber dating	L1	Cyber dating
		Internet dating	L1	Cyber dating
6	3	And	C1	Preceding clause
		It	R1	Cyber dating
		relationship	L2	Friend
7	-	-	-	-
8	2	The	R2	The internet
		Internet	L1	Internet
9	4	And	C1	Preceding clause
		Cyber dating	L1	Cyber dating
10	2	People	L1	People
		The apps	L1	Cyber dating
11	2	This	R2	The fact about cyber dating
		Apps	L1	Apps
12	3	and	C1	Preceding clause
		Account	L2	Apps
		user	L2	Apps
13	1	People	L1	People
14	1	And	C1	Preceding clause
15	6	While	C4	Preceding clause
		Others	E1	Other people
		Using	L1	Using
		Their	R1	People
		Dating site	L1	Dating site
		Day	L1	day
16	3	And	C1	S.6
		The	R2	The other fact
		Fact	L1	Fact
17	1	Online dating	L1	Online dating

18	1	Why (0)?	E3	online dating is a multibillion dollar industry
19	4	Because Online Million Dollar	C3 L1 L1 L1	Preceding clause Online Million Dollar
20	1	And	C1	Preceding clause
21	4	And That Online dating year	C1 R2 L1 L2	Preceding clause Preceding clause Online dating 2014
22	1	The US	L1	The US
23	2	The Online dating	R2 L1	The main advantages Online dating
24	3	Them The date	R1 R2 L1	People/user The date dating
25	2	Meeting Someone	L1 L1	Meet Someone
26	-	-	-	-
27	2	Meeting Someone	L1 L1	Meet Someone
28	1	Have	L1	Have
29	1	And	C1	S.11
30	3	Percent Met online	L1 L1 L1	Percent Meet online
31	9	This Couple More Higher Those Couple Respondent According the	R2 L1 R3 R3 R2 L1 L1 L1 R2	Couple Couple Likely to stay together marital satisfaction couple couple couple according the report
32	1	And	C1	Preceding clause
33	4	Cyber dating Online dating Meet People	L1 L1 L1 L1	Cyber dating Online dating Meet people
34	1	But	C2	Preceding clause
35	2	And Thinking	C1 L1	Preceding clause Think

36	5	The relationship	L1	The relationship
		Have	L1	Have
		The internet	L1	The internet
		The	R2	The real relationship
		One	S1	Relationship
37	2	Because	C3	Preceding clause
		Think	L1	Think
38	2	Someone	L1	Someone
		Online	L1	Online
39	2	That	R2	Person met in cyber dating
		Person	L1	Person
40	3	As well as	C3	Preceding clause
		Meet	L1	Meet
		them	R1	The person
41	8	So	C3	Preceding clause
		When	C4	Preceding clause
		Have	L1	Have
		The real relationship	L1	The real relationship
		Serious	L1	Real
		Relationship	L1	Relationship
		Someone	L1	Someone
		Online	L1	Online
42	1	Think	L1	Think
43	4	Need	L1	Need
		Meet	L1	Meet
		Them	R1	The people
		The real	L1	The real
44	1	Think	L1	Think
45	1	That	R2	The whole preceding text

SPEECH D

Number of clause	Number of devices	Cohesive item	Type	Presupposed item
1	-	-	-	-
2	2	And	C1	Preceding clause
		them	R1	New year resolution
3	3	New year	L1	New year
		It	R1	New year
		New year resolution	L1	New year resolution
4	1	It	R1	New year resolution
5	5	People	L1	People
		They	R1	People
		This	R2	Special opportunity
		Their	R1	People
		New year	L1	New year
6	3	Chance	L1	Opportunity (synonym)
		This	R2	This new year
		New year	L1	New year
7	1	Start	L1	Start
8	2	For example	C1	Preceding clause
		They	R1	People
9	2	Or	C1	Preceding clause
		starting	L1	Start
10	3	Or	C1	Preceding clause
		Begin	L1	Start (synonym)
		Healthy lifestyle	L1	Healthy lifestyle
11	7	But	C2	S.4
		Thing	L1	Put down the resolution
		Your	R1	The listener
		Resolution	L1	Resolution
		You	R1	The listener
		It	R1	Your resolution
		Habit	L1	Habit

12	9	And	C1	Preceding clause
		Make	L1	Make
		Habit	L1	Habit
		This	R2	Resolution
		Resolution	L1	Resolution
		It	R1	Make a habit
		Takes	L1	Take
		Days	L1	Day
		month	L2	day
13	1	It	R1	Make a habit
14	-	-	-	-
15	-	-	-	-
16	3	Because	C3	The preceding clause
		Need	L1	Need
		Get	L1	Get
17	4	For example	C1	The preceding clause
		Resolution	L1	Resolution
		Stop	L1	Stop
		Smoking	L1	Stop
18	3	Put	L1	Put
		It	R1	New year resolution
		Habit	L1	Habit
19	4	Like	C2	Preceding clause
		Cigarette	L2	Smoking
		Day	L1	Day
		week	L2	day
20	3	Stop	L1	Stop
		Smoking	L1	Smoking
		Time	L2	Week
21	1	No (0)!	E3	You don't have to act "snap" stop smoking in short time
22	2	do	S2	Preceding clause
		That	R2	stop smoking in short time
23	1	And	C1	preceding clause
24		It	R1	stop smoking in short time
25	4	So	C3	Preceding clause
		Keep	L1	Keep
		This	R2	New year resolution
		On track	L1	On track
26	1	the	R2	tips
27	1	Tips	L1	Tips
28	1	remember	L1	remember

29	2	The first one Start	S1 L1	Tip Start
30	-	-	-	-
31	1	'I'	R1	The listener
32	3	No (0)! It Work	E3 R2 L1	You don't have to said I will lose 10 kilos by the end of January Work
33	1	Start small	L1	Start small
34	2	Make resolution	L1 L1	Make resolution
35	1	It	R1	Resolution diary
36	2	Enough achieve	L1 L1	Enough achieve
37	3	The second one Write It	S1 L2 R1	Tip Diary Resolution
38	5	Write down Them Remember This resolution	L1 R1 L1 R2 L1	Write down Resolution Remember Resolution resolution
39	1	The third one	S1	Tip
40	1	Smart	L1	Smart
41	6	Make Smart Goal Resolution Keep It	L1 L1 L1 L1 L1 R1	Make Make Make Resolution Resolution Resolution
42	1	The fourth one	S1	Tip
43	1	Special treatment	L2	Reward
44	4	Time Achieve Goal Resolution	L1 L1 L1 L1	Time Achieve Goal resolution
45	3	This Keep on track	R2 L1 L1	Rewarding yourself Keep On track
46	1	keep	L1	Keep
47	3	The fifth one Make It	S1 L1 R1	Tip Make Resolution

48	5	Friends	L2	Public
		Family	L2	Public
		Surrounding	L2	Public
		Resolution	L1	Public
		The new year	L1	The new year
49	1	The sixth one	S1	Tip
50	2	Do	S2	Preceding clause
		It	R1	Resolution
51	1	Believing	L1	Believing
52	2	So	C3	Preceding clause
		Do	L1	Do
53	1	Done	L1	Do
54	4	About	L1	About
		Made	L1	Make
		The	R2	The resolution
		resolution	L1	Resolution
55	3	So	C3	Preceding clause
		My new year resolution	L1	My new year resolution
		That	R2	The whole preceding resolution
56	3	Want	L1	Want
		Start	L1	Start
		Healthy lifestyle	L1	Healthy lifestyle
57	2	And	C1	Preceding clause
		Want	L1	Want
58	2	Because	C3	Preceding clause
		Want	L1	Want
59	2	And	C1	Preceding clause
		Have	L1	Have
60	2	Keep	L1	Keep
		Remember	L1	Remember
61	1	Have	L1	Have
62	1	It	R1	Dream
63	1	It	R1	Dream
64	5	Because	C3	Preceding clause
		It 3x	R2	Dream
		Dream	L1	Dream
65	1	True	L1	True
66	2	Wish	L1	Wish
		It	R1	Dream
67	3	But	C2	Preceding clause
		Work	L1	Work
		It	R2	A dream
68	7	Dream	L1	Dream

		Have	L1	Have
		Work 4x	L1	Work
		It	R1	Dream
69	2	Then	C3	Preceding clause
		Believe	L1	Believe
70	4	It	R1	Dream
		Become	L1	Become
		True	L1	True
		day	L1	Day

SPEECH E

Number of clause	Number of devices	Cohesive item	Type	Presupposed item
1	-	-	-	-
2	-	-	-	-
3	1	and	C1	Preceding clause
4	-	-	-	-
5	4	But This year it	C2 R2 L1 R1	Preceding clause Year Year Tell about hopes
6	1	So	C3	Preceding clause
7	2	It Hopes	R1 L1	Write down the hopes Hopes
8	2	Achieve In 2016	L1 L1	Achieve In 2016
9	3	So In 2016 First	C3 L1 C4	Preceding clause In 2016 The preceding clause
10	3	Because This A must	C3 R2 L1	The preceding clause Get over my shame A must
11	2	And This	C1 R2	The preceding clause Get over my shame
12	2	Because the	C1 R2	Preceding clause The class
13	9	The second one	S1	The second resolution
14	-	-	-	-
15	1	Because	C3	Preceding clause
16	-	-	-	-
17	2	But Read	C2 L1	Preceding clause Read
18	1	Read	L1	Read
19	2	It Thing	R2 L1	Reading Reading
20	3	And The next Think	C1 C4 L1	Preceding clause Preceding clause Think

21	2	This Year	R2 L1	This year Year
22	4	So Healthier The next year	C3 R3 R2 L1	Preceding clause Healthy The next year Next year
23	1	Want	L1	Want
24	1	and	C1	preceding clause
25	2	And Want	C1 L1	Preceding clause Want
26	1	Appetite	L1	Eating desire
27	2	Do It	S2 R1	I will have a big appetite have a big appetite
28	1	But	C2	preceding clause
29	2	I mean More than	C1 R3	preceding clause more than one kilo
30	1	It	R1	Preceding clause
31	-	-	-	-
32	1	Eating disorder	L1	Eating disorder
33		But not	C2 S3	Preceding clause I don't have a real eating disorder
34	3	But Want The	C2 L1 R2	S.11 Want The life
35	1	It	R1	The life
36	1	Hope	L1	Hope
37	1	achieve	L1	Achieve
38	-	-	-	-
39	1	that	R2	The whole preceding text

SPEECH F

Number of clause	Number of devices	Cohesive item	Type	Presupposed item
1	-	-	-	-
2	1	because	C3	Preceding clause
3	3	But Tell Resolution	C2 L1 L1	Preceding clause Tell Resolution
4	2	It New year resolution	R1 L1	New year resolution New year resolution
5	-	-	-	-
6	1	New year resolution	L1	New year resolution
7	-	-	-	-
8	6	Or Stop Doing something the year	C1 L1 L1 L1 R2 L1	Preceding clause Stop Do Something the new year year
9	3	But Made New year resolution	C2 L1 L1	Preceding clause Make New year resolution
10	4	Because Do The next year	C3 L1 R2 L1	Preceding clause Do The next year Next year
11	3	Or Have Year	C1 L1 L1	preceding clause have year
12	1	No (0)!	E3	preceding clause
13		Do Something	L1 L1	Do something
14	-	-	-	-
15	5	But I Started Make Some resolution	C2 R1 L1 L1 L1	Preceding clause The speaker Start Make Some resolution
16	1	And	C1	Preceding clause

17	1	It	R1	Resolution
18	1	Planned	L1	Planning
19	2	did	S1	Preceding clause
		It	R1	Preceding clause
20	3	And	C1	Preceding clause
		Have	L1	Have
		Plan	L1	Planned
21	3	But	C2	Preceding clause
		Undip	L2	State university
		Unnes	L2	State university
22	3	But	C2	Preceding clause
		Unnes	L1	Unnes
		State university	L1	State university
23	2	So	C3	Preceding clause
		it	R1	Accepted in unnes
24	2	And	C1	Preceding clause
		New year resolution	L1	New year resolution
25	2	It	R1	Accepted in unnes
		thing	L1	New year resolution
26	3	Plan	L1	Plan
		Resolution	L1	Resolution
		2016	L1	2016
27	2	But	C2	Preceding clause
		It	R1	resolution
28	3	It	R1	Resolution
		Hard	L1	Hard
		It	R1	Resolution
29	1	But	C3	Preceding clause
30	3	And	C1	Preceding clause
		My new year resolution	L1	My new year resolution
		2016	L1	2016
31	1	It	R1	Publish my own novel
32	2	It	R1	Publish my own novel
		Sounds	L1	Sounds
33	3	But	C2	Preceding clause
		Try	L1	Try
		It	R1	Publish my own novel
34	2	And	C1	Preceding clause
		Tell	L1	Tell
35	2	Publish	L1	Publish
		own novel	L1	own novel
36	3	First	C4	Preceding clause
		Because	C3	Preceding clause
		Want	L1	Want
37	-	-	-	-

38	2	Have	L1	Have
		Story	L1	Story
39	4	And	C1	Preceding clause
		It	R1	Lot ideas
		Come	L1	Come
		My mind	L1	My mind
40	2	Tried	L1	Try
		It	R1	Ideas
41	5	Try	L1	Tried
		Write	L1	Write
		It	R1	Ideas
		Paper	L2	Write
		Book	L2	Write
42	7	So	C3	Preceding clause
		Next year	L1	Next year
		Want	L1	Want
		Challenge	L1	Challenge
		Write down	L1	Write down
		The	R2	The book
		Book	L1	Book
43	4	And	C1	The preceding text
		Publish	L1	Publish
		It	R1	Ideas which is written down
		novel	L1	Novel
44	4	And	C1	S.15
		The second	C4	S.15
		Publish	L1	Publish
		book	L1	book
45	2	Because	C3	Preceding clause
		Want	L1	Want
46	-	-	-	-
47	2	Writers	L1	Writers
		Famous	L1	Famous
48	3	Because	C3	Preceding clause
		Their	R1	The writers
		Book	L1	Book
49	1	Her	R1	Susan
50	3	Or	C1	Preceding clause
		Her	R1	Veronika Roth
		Her	R1	JK. Rolin
51	1	Want	L1	Want

52	2	The third	E1	reason
		want	L1	want
53	2	He	R1	Raditya Dika
		this	R2	Raditya Dika's statement
54	-	-	-	-
55	2	Get	L1	Get
		That	R2	The statement
56	2	Want	L1	Want
		Those	R2	People who just read
57	3	Enjoy	L1	Enjoy
		The	R2	The book
		book	L1	Book
58	3	Or	C1	Preceding clause
		The	R2	The book
		book	L1	Book
59	4	Want	L1	Want
		People	L1	Reader
		Enjoy	L1	Enjoy
		book	L1	book
60	3	Want	L1	Want
		People	L1	People
		Made	L1	Make
61	3	So	C3	Preceding clause
		It	R1	The resolution
		Hard	L1	Hard
62	4	It	R1	The resolution
		Hard	L1	Hard
		Get	L1	Get
		It	R1	The resolution
63	4	It	R2	The resolution
		Hard	L1	Hard
		Make	L1	Make
		Come true	L1	Come true
64	3	But	C2	Preceding clause
		Try	L1	Try
		It	R1	The resolution
65	2	This	R2	Following clause
		Do	L1	Do
66	3	First	C4	Preceding clause
		Starting	L1	Start
		Make	L1	Make

67	3	And	C1	Preceding clause
		Write	L1	Write
		The story	L1	The story
68	3	Try	L1	Try
		Make	L1	Make
		Story	L1	Story
69	-	-	-	-
70	3	But	C2	Preceding clause
		Try	L1	Try
		Book	L1	Book
71	2	And	C1	Preceding clause
		Second	C4	Preceding clause
72	2	Want	L1	Want
		write	L1	Write
73	6	famous writer	L1	Famous writer
		doing research	L1	Doing research
		they	R1	Famous writers
		write	L1	Write
		their	R1	Famous writers
		novel.	L1	Novel
74	2	Try	L1	Try
		that	R2	Doing research
75	7	And	C1	Preceding clause
		the third	C4	Preceding clause
		the last	C4	Preceding clause
		doing research	L1	Doing research
		want	L1	Want
		publish	L1	Publish
		Book	L1	Book
76	1	publisher	L1	Publisher
77	4	Try	L1	Try
		Gramedia	L1	Gramedia
		Know	L1	Know
		Want	L1	Want
78	4	Try	L1	Try
		Make	L1	Make
		Accept	L1	Accept
		Book	L1	Book
79	2	Do	S2	Preceding clause
		it	R1	What gramedia want
80	2	That	R2	Whole preceding text
		Resolution	L1	Resolution

SPEECH G

Number of clause	Number of devices	Cohesive item	Type	Presupposed item
1	-	-	-	-
2	4	The	R2	The year
		Year	L1	Year
		The	R2	The next year
		Year	L1	Year
3	3	And	C1	Preceding clause
		New year resolution	L1	New year resolution
		Plan	L1	Plan
4	2	Want	L1	Want
		Do	L1	Do
5	5	And	C1	Preceding clause
		Those	R2	Plan
		Plan	L1	Plan
		That	R2	That year
		year	L1	Year
6	3	And	C1	S.2
		New year resolution	L1	New year resolution
		Something	L1	Something
7	2	It	R1	Resolution
		Plan	L1	Plan
8	2	Want	L1	Want
		do	L1	do
9	2	Simple	L1	Simple
		New year resolution	L1	New year resolution
10	2	Want	L1	Want
		Healthier	R3	More healthy than before
11	2	And	C1	Preceding clause
		Want	L1	Want
12	-	-	-	-
13	3	new year resolution	L1	new year resolution
		Simple	L1	Simple
		thing	L1	resolution
14	-	-	-	-
15	2	Sometimes	L1	Sometimes
		It	R1	Be more slim

16	2	But	C2	Preceding clause
		That	R2	Preceding clause
17	3	Want	L1	Want
		Lose	L1	Lose
		Weight	L1	Weight
18	2	Because	C3	Preceding clause
		Think	L1	Think
19	2	Person	L1	Girl
		Healthier	R3	Healthier than fat person
20	1	Sometimes	L1	Sometimes
21	-	-	-	-
22	1	Run	L1	Run
23	4	And	C1	S.10
		The	R2	The other reason
		Reason	L1	Reason
		Want	L1	Want
24	1	Think	L1	Think
25	2	Fat person	L1	Fat person
		Do	L1	Do
26	-	-	-	-
27	2	Have	L1	Have
		Someone	L1	Someone
28	-	-	-	-
29	2	Because	C3	Preceding clause
		fat	L1	fat
30	3	And	C1	S.12
		She	R1	The one who underestimate
		It	R1	Something underestimate
31	2	She	R1	The one who underestimate
		It	R1	Something underestimate
32	4	And	C1	Preceding clause
		It	R1	Something
		Make	L1	underestimate
		mad	L2	Make
				feel
33	-	-	-	-
34	2	Because	C3	Preceding clause
		people	L1	People
35	1	Think	L1	Think

36	1	it	R1	Judge other's appearance
37	8	And	C1	S.15
		Because	C3	S.15
		That	R2	That experience
		Experience	L1	Experience
		Want	L1	Want
		Prove	L1	Prove
		That	R2	Someone who underestimate
		Person	L1	Someone who underestimate
38	3	Fat person	L1	Fat person
		Lose	L1	Lose
		Weight	L1	Weight
39	2	And	C1	Preceding clause
		Become	L1	Become
40	4	And	C1	Preceding clause
		Want	L1	Want
		Prove	L1	Prove
		Her	R1	The one who underestimate
41	3	Do	L1	Do
		Activities	L1	Activities
		Properly	L1	Properly
42	3	And	C1	Preceding clause
		Want	L1	Want
		Prove	L1	Prove
43	3	It	R1	Underestimate fat person
		Underestimate	L1	Underestimate
		Fat person	L1	Fat person
44	3	Because	C3	Preceding clause
		Their	R1	Fat person
		appearance	L1	Appearance
45	4	So	C3	Preceding clause
		That	R2	The whole preceding clause
		Simple	L1	Simple
		New year resolution	L1	New year resolution
46	1	Plan	L1	Plan

47	6	And	C1	Preceding clause
		Want	L1	Want
		Do	L1	Do
		All	L1	All
		Make	L1	Make
		Plan	L1	Plan
48	4	And	C1	Preceding clause
		Hope	L1	hope
		Resolution	L1	resolution
		Run	L1	run
49	3	And	C1	S.18
		So	C3	S.18
		That	R2	Whole preceding clause
50	-	-	-	-

SPEECH H

Number of clause	Number of devices	Cohesive item	Type	Presupposed item
1	-	-	-	-
2	1	Resolution	L1	Resolution
3	1	Because	C3	Preceding clause
4	1	it	R1	Resolution
5	1	Think	L1	Think
6	-	-	-	-
7	1	Or	C1	Preceding clause
8	4	Do	L1	Do
		It	R1	Doing something
		Date	L2	Year
		year	L1	Year
9	4	But	C2	Preceding clause
		This	R2	This year
		Year	L1	Year
		Thing	L1	(general world)
10	1	Make	L1	Make
11	1	And	C1	Preceding clause
12	3	And	C1	Preceding clause
		Think	L1	Think
		it	R1	Something dislike
13	1	Resolution	L1	Resolution
14	2	But	C2	Preceding clause
		Have	L1	Have
15	1	Want	L1	Want
16	3	And	C1	Preceding clause
		Want	L1	Want
		Them	R1	Parents
17	3	Want	L1	Want
		Make	L1	Make
		Them	R1	parents
18	3	And	C1	Preceding clause
		Make	L1	Make
		Them	R1	Parents
19	1	It	R1	Preceding clause
20	3	And	C1	Preceding clause

		Do	L1	Do
		It	R1	Make parents happier
21	-	-	-	-
22	3	And	C1	Preceding clause
		Do	S2	Be good in school
		That	R2	Being good in school
23	1	Doing	L1	Do
24	1	have	L1	Have
25	4	And	C1	Preceding clause
		If	C3	Preceding clause
		Do	L1	Do
		This	R2	Get better score
26	2	So	C3	Preceding clause
		Parents	L1	Parents
27	3	Do	L1	do
		Well	L1	Good
		school	L1	School
28	3	And	C1	Preceding clause
		The	R1	The second priority
		Priority	L1	Priority
29	2	Get	L1	Get
		more	R3	More sleep
30	1	Think	L1	Think
31	3	Sleep	L1	Sleep
		important	L1	Important
32	3	And	C1	Preceding clause
		Plan	L1	Plan
		Getting	L1	Get
33	5	So	C3	Preceding clause
		Get	L1	Get
		Well	L1	Well
		Rested	L1	Sleep
		Day	L1	Day
34	3	And	C1	S.12
		More	R3	More water
		Day	L1	Day
35	3	So	C3	Preceding clause
		fit	L1	Healthy
		healthy	L1	Healthy
36	5	And	C1	Preceding clause
		Habit	L1	Habit
		Drinking 2x	L1	Drink
		water	L1	water
37	2	That	R2	Whole preceding clause

		Resolution	L1	Resolution
38	2	Priority Life	L1 L1	Priority Life
39	2	Expect Get	L1 L1	Expect Get
40	2	Expect Get	L1 L1	Expect Get
41	3	And Expect Get	C1 L1 L1	Preceding clause Expect Get
42	1	Hope	L1	Hope
43	3	Next year Better Every second	L1 R3 L1	Next year Better than this year Every second
44	3	Spend This year	L1 R2 L1	Spend This year year

SPEECH I

Number of clause	Number of devices	Cohesive item	Type	Presupposed item
1	-	-	-	-
2	-	-	-	-
3	1	Resolution	L1	Resolution
4	2	Because Freelance	C3 L1	Preceding clause Freelance
5	-	-	-	-
6	2	Make up Thing	L1 L1	Make up Make up
7	3	Because Make up Working	C3 L1 L1	Preceding clause Make up Working
8	4	But Working Model Freelance master of ceremony	C2 L1 L1 L1	Preceding clause Working Model Freelance master of ceremony
9	1	Think	L1	Think
10	1	Make up	L1	Make up
11	3	And Share Experience	C1 L1 L1	Preceding clause Share Experience
12	1	Make up	L1	Make up
13	1	Job	L1	Job
14	1	And	C1	Preceding clause
15	2	Use Make up artist	L1 L1	Use Make up artist
16	1	This	R2	The picture
17	1	It	R1	The picture
18	-	-	-	-
19	3	This The One	R2 R2 S1	Picture The one Picture
20	1	Make up	L1	Make up
21	2	So Think	C3 L1	Preceding clause Think
22	2	More	R3	Learn more

		Make up	L1	Make up
23	3	Because	C3	Preceding clause
		Using	L1	Use
		Make up artist	L1	Make up artist
24	1	Need	L1	Need
25	5	And	C1	Preceding clause
		Shop	L1	Shop
		three hundred thousand rupiah	L1	three hundred thousand rupiah
		shop	L1	shop
		make up	L1	make up
26	2	use	L1	use
		it	R1	make up
27	1	I mean	C1	preceding clause
28	4	And	C1	preceding clause
		Get	L1	get
		More money	R3	get more money
		That	R2	shop own make up
29	2	So	C3	Preceding clause
		Think	L1	Think
30	2	Model	L1	Model
		Job	L1	Job
31	3	Because	C3	Preceding clause
		They	R1	People
		Need	L1	need
32	3	But	C2	Preceding clause
		It	R1	Being model
		Easy	L1	Easier
33	3	Because	C3	Preceding clause
		have	L1	Have
		Make up	L1	Make up
34	1	Get	L1	Get
35	1	And	C1	Preceding clause
36	2	Using	L1	Use
		Make up artist	L1	Make up artist
37	2	She	R1	My friend
		Said	L1	Say
38	2	You	R1	The speaker
		look	L1	Look
39	3	but	C2	Preceding clause
		you	R1	The speaker
		look	L1	Look
		your	R1	The speaker

40	3	And	C1	Preceding clause
		Want	L1	Want
		Say	L1	Say
41	1	That	R2	Preceding clause
42	2	And	C1	Preceding clause
		It	R1	Preceding clause
43	3	Get	L1	Get
		The best	L1	The best
		Work	L1	Job
44	2	This	R2	Whole preceding clause
		My new year resolution	L1	My new year resolution
45	2	But	C2	Preceding clause
		It	R1	Preceding resolution
46	1	Want	L1	Want
47	2	Because	C3	Preceding clause
		Model	L1	Model
48	-	-	-	-
49	3	Have	L1	Have
		Big 2x	L1	Big
50	4	So	C3	Preceding clause
		Want	L1	Want
		Lose	L1	Lose
		Weight	L1	Weight
51	5	Want	L1	Want
		Learn	L1	Learn
		Have	L1	Have
		Make up	L1	Make up
		Natural	L1	Natural
52	4	And	C1	Preceding clause
		Do	L1	Do
		Best	L1	Best
		Job	L1	Job

SPEECH J

Number of clause	Number of devices	Cohesive item	Type	Presupposed item
1	-	-	-	-
2	2	New year Time	L1 L2	New year Year
3	1	Resolution	L1	Resolution
4	2	New year New	L1 L1	New year New
5	2	New year Resolution	L1 L1	New year Resolution
6	3	But Plan New year	C2 L1 L1	Preceding clause Plan New year
7	1	First	C4	Preceding clause
8	2	Why(0) Confident	E3 L1	Would I like to become more confident? Confident
9	2	Because Confident	C3 L1	Preceding clause Confident
10	3	As long as This time	C4 R2 L1	Preceding clause Time time
11	-	-	-	-
12	2	Probably Confident	L1 L1	Probably Confident
13	1	And	C1	Preceding clause
14	3	Speaking Front Class	L1 L1 L1	Speaking Front Class
15	3	And Speech Front	C1 L1 L1	Preceding clause Speaking Front
16	3	Then become	C3 L1	Preceding clause Become
17	-	-	-	-
18	1	Justify	L1	Justify
19	1	And	C1	Preceding clause

20	3	Sometimes Make mistake	L1 L1 L1	Sometimes Make mistake
21	2	Because of That	C3 R2	Preceding clause Preceding clause
22	1	So	C3	Preceding clause
23	1	New year resolution	L1	New year resolution
24	4	And The last It New cycle	C1 C4 R1 L1	Preceding clause Preceding clause Doing new cycle New cycle