

AN ANALYSIS OF GRAMMATICAL COHESION IN “DONALD TRUMP'S SPEECH AT LIBERTY UNIVERSITY GRADUATION EVENT”

Arie Ananda Putra¹, Gaguk Rudianto²

Universitas Putera Batam (UPB), Batam, Indonesia

¹ pb201210022@upbatam.ac.id, ² gaguk@puterabatam.ac.id

Abstract

This research aims to determine the type of grammatical cohesion devices used in the text of Donald Trump's speech from YouTube videos. To find out how references, substitutions, ellipses and conjunctions are used to describe the cohesion used in the text of the speech delivered by Donald Trump. This study uses a qualitative method. Researchers identified (4) types of grammatical cohesion that play an important role in maintaining relationships between parts of the text. (4) The types of cohesion are referential cohesion, substitution cohesion with (5) data analysis, ellipsis cohesion with (5) data analysis, conjunctive cohesion with (4) data analysis, and reference cohesion with (6) data analysis. In this article, the author uses Halliday and Hasan's theory while emphasizing the importance of cohesion in maintaining smoothness and connection between text units. This article makes an important contribution to understanding and analyzing cohesion in language, thus becoming the basis for further studies regarding the grammatical aspects of cohesion in texts.

Keywords: Cohesion; Discourse Analysis; Grammatical

INTRODUCTION

Discourse can be found in everyday speech. According to (Paltridge, 2016) discourse analysis examines how language is used to convey meaning in various social and cultural contexts. It focuses on the structure, function, and interpretation of spoken and written texts, as well as the social and psychological factors that shape discourse. Discourse analysis draws on theories and methods from linguistics, sociology, anthropology, psychology, and other related fields. It explores the ways in which language constructs social identities, power relations, and ideologies. Discourse analysts analyze language at different levels, ranging from the analysis of individual words and sentences to the examination of larger units of discourse, such as conversations, interviews, or media texts. Brian Paltridge's book (Paltridge, 2016) *Discourse Analysis: An Introduction*, is a widely recognized resource in the field. The third edition, although I don't have access to its specific content, is likely an updated version of the book, reflecting recent developments and research in discourse analysis. Grammatical cohesion refers to the use of grammatical devices to create coherence and clarity in a text. Here are a few specific phenomena related to grammatical cohesion:

Reference: The speaker uses references to maintain cohesion in the speech. For example, the phrase "**And congratulations to the class of 2017**" refers back to the subject of the speech, establishing a connection between the speaker's congratulatory remarks and the graduating class. In this context, the word "**and**" functions as a link that adds additional information. The conjunction "**and**" here connects the next statement, namely "congratulations to the class of 2017", with the information previously presented or with the implied context. Consequently, a wide range of studies have been conducted that have made significant contributions to our

understanding of how grammatical coherence is used (Nurwahidah 2022). This study uses Halliday and Hassan's (Halliday & Hasan, 1976) theory. This investigation is a qualitative descriptive study. The data analysis revealed that the references, conjunctions, and ellipses are the grammatical cohesion devices in the textbook's news item text. References are the most commonly used devices, followed by conjunction and ellipsis. This text, surprisingly, doesn't have any replacements. The second researcher found an analysis from (Syaputri & Kasriyati, 2022) using qualitative case studies as a methodology, the findings reveal that students often use cohesive grammatical devices of conjunction, reference, substitution and ellipsis types of inappropriate words, wrong prepositions, and grammatical errors in their sentences.

The equation for the whole research is using (Halliday & Hasan, 1976) theory and using qualitative methods. The difference between previous research and present research is that previous research examined references, Conjunctions, ellipses, and substitutions are employed in data descriptions of coherence. The grammatical coherence of reference parts is the main focus of current research. The data used in this study differs from that used in earlier studies. In the present research has examined Donald Trump's speech at the Liberty University graduation ceremony the goal and findings of the current investigation without consulting earlier works on the subject.

The theory of grammatical cohesion proposed by (Halliday & Hasan, 1976) linguistic is a framework that focuses on how different elements within a text are connected and organized to create coherence. According to (Halliday & Hasan, 1976) grammatical cohesion is achieved through the use of various cohesive devices, which are linguistic features that link different parts of a text together. According to (Halliday & Hasan, 1976) a reference is a connection made between two textual elements that affects how the element is understood in a particular situation. Referencing that is personal, demonstrative, or comparative falls under one of three categories. The reference makes sense by using extra words or sections that convey anything in addition to its semantic meaning. The features of references are comparable to those of individual articles. The context of the situation mentioned in the reference can be used to deduce its special meaning. One helpful coherent technique for switching out linguistic units in texts is substitution, which is the process of swapping out one linguistic unit for another that fulfills the same structural function. The statements still made sense when the speaker substitution (Nurazizah & Santoso, 2020) tituted a different word. The meaning of the sentences was also understood by the listener. According to (Halliday & Hasan, 1976), the nominal, verbal, and phrase groups can all be substituted depending on the context. Substitution, which is the process of changing one language element for another in a composition, is one technique to highlight or make sense of specific language passages. Nominal, verbal, and clausal substitutions are the three types of substitution.

An ellipsis and substitution are similar in some ways but not in others (Halliday & Hasan, 1976). Ellipses are used to omit linguistic units from texts because they are thought to be evidence. Ellipsis is defined as the omission of a particular item by (Nurazizah & Santoso, 2020). Ellipsis and substitution share many characteristics. However, ellipses are a "substitution by zero." Using an ellipsis allows you to remove a word or phrase from a larger span of text. It occurs when a sentence or clause is missing some crucial structural elements that can only be added by making reference to a previous textual element.

Conjunctions are divided into additivity, adversity, causality, and temporal kinds. According to the underlying meanings of the utterances, they connect them in various ways using a variety of signal words. Additive cohesion is a kind of cohesiveness that coordinates and grows structurally. It suggests that it is dependent upon the sentence's structure. Coordinating enhances the information. For example: "**This year's garden wasn't very successful.**" (Nurazizah & Santoso, 2020). The orchard, on the other hand, seems to be in excellent condition (Halliday & Hasan, 1976). In contrast, the phrase denotes a disagreement between the first and

second sentences. The paradox shows how different they are from one another and shows how coordination is achieved in this particular additive relationship. These cohesive devices play a crucial role in creating a cohesive and coherent text by linking sentences, paragraphs, and ideas together. By using these devices effectively, writers can ensure that their texts are easily understandable and connected for readers.

METHOD

Researchers apply qualitative methods in this study. A qualitative approach is used in this study because it corresponds to the phenomenon mentioned by the researcher. According to (Creswell, 2018) Narrative research and observation are discussed and explored via the lens of qualitative research. Since this analysis is done through the use of words, analysis is used to this research. The researcher used the method of observation in accordance with (Sudaryanto, 2018) the observation method of observing spoken language. The technique that researchers the collecting data researches use to collect the data is note taking approach. Researchers collect data by seeing, hearing and taking notes. Identification is the method of data analysis used in this study and the technique is identity. The first analysis step explains the context then the data is separated or grouped using theory (Halliday & Hasan, 1976). Then the researcher makes conclusions from these results.

RESULTS AND DISCUSSION

Results

This analysis reveals that the grammatical cohesion in this sentence helps in creating a coherent and easy-to-understand sentence, reinforcing the message that the subject deserves to enjoy the day for having put in so much effort. The researchers found 35 data from the data source used. There are 20 total data analyzed by the researchers and the data follows the table below:

Table 1. The Total of Data Analysis

Type of Grammatical cohesion	Data Analysis
Conjunction	(4)
Reference	(6)
Ellipsis	(5)
Substitutions	(5)
Total	(20)

Discussion

Data Analysis Conjunction

Data 1

“This is your day **and** you’ve earned every minute of it.”

In this data, Donald Trump talks about motivational words for students who have attended a graduation ceremony at the University of Liberty. The coordinating conjunction **"and"** is used to join two phrases with meanings that match or complement one another. In this context, the conjunction **"and"** conveys that today is an important day for the person being spoken to, and they have earned every minute of the day. The use of the conjunction **"and"** in this sentence gives the impression of unity or continuity between the two phrases, thus illustrating that they are interrelated and mutually reinforcing the meaning to be conveyed.

This sentence structure is simple and direct, which helps in conveying the message clearly and effectively. The use of "and" helps flow ideas from one clause to the next smoothly. Overall, this sentence shows good grammatical cohesion with the use of the conjunction "and" to combine two independent clauses, as well as lexical cohesion with repetition of references which makes the sentence coherent and clear.

Data 2

"But here we are celebrating together on this very joyous occasion"

According to the data above, it talks about the cohesive conjunction of Donald Trump's words, which said that all students celebrate the day of joy at their graduation. The use of the conjunction **"but"** here creates a shift between an expectation or situation that might be perceived otherwise and an actual situation that brings joy. The contrast created by the conjunction "but" emphasizes the importance and excitement of the event. By using the conjunction **"but"** in this sentence, the speaker is highlighting a difference or surprise in the current situation compared to what one might expect or foresee.

The sentence "But here we are celebrating together on this very joyous occasion" shows the use of grammatical cohesion through:

- Use the conjunction "but" to indicate contrast with the previous context.
- The main clause is clear and well structured.

The use of lexical elements that create a cohesive picture of the situation and depict a positive atmosphere.

This analysis reveals that the grammatical cohesion in this sentence helps create an implied connection with the previous context, strengthens the contrasting meaning, and describes the current state of affairs clearly and cohesively.

Data 3

"So I'm guessing there are some people here today"

According to the data above, it talks about the cohesive conjunction of Donald Trump's words, in the sentence "So I'm guessing there are some people here today", there is the use of the cohesive conjunction **"so"** which plays a role in connecting the previous sentence with the following sentence. The cohesive conjunction **"so"** is used to convey the result or conclusion of the information that has been previously conveyed. In this context, the conjunction **"so"** connects the statement that the speaker is guessing or surmising with the conclusion that several people were present today based on that guess. The use of the conjunction **"so"** here creates a causal relationship between the previous statement ("I'm guessing") and the next statement ("there are some people here today"). This conjunction provides a reason or explanation for why the speaker made the assumption.

Data 4

"And you know who that is?"

The cohesive conjunction **"and"** is used to connect sentences or phrases in the text. In this sentence, **"and"** is used to connect the previous sentence ("There's another group of amazing people we want to celebrate today") with the question being asked ("And you know who that is?"). The use of "and" here indicates that the question is a logical continuation of the previous statement.

In addition, the conjunction phrase **"you know"** is used to ask for confirmation or understanding from listeners or readers. In this sentence, "you know" is used to connect the previous sentence with a question that expects the listener or reader to already know the information in question. This creates a cohesive conjunction which gives the impression that the speaker hopes the listener or reader has prior knowledge of the person in question. By using the cohesive conjunction **"and"** and the conjunction phrase **"you know"** in this sentence, the speaker creates a closer relationship between the previous statement and the question asked, and assumes the listener's or reader's knowledge or understanding of the information being discussed.

Data Analysis Reference

Data 1

“And **we** love setting records, right? We always set records.”

In this data, Donald Trump said to all the students who were present Liberty University consistently set records in every class at the commencement ceremony. The use of the word **"we"** (we) refers to the person speaking and the other participants in the conversation. This alludes to the same group—that is, the speaker and others in his immediate vicinity. The concept referred to here is **"setting records"**, which indicates that this group has an interest and tendency to achieve extraordinary achievements and set records in various fields or activities. Overall, referential cohesion in the sentence is established through the use of the word **"we"** which refers to the group of speakers and the repetition of the concept of **"setting records"** which emphasizes their interests and tendencies in achieving achievements and making records.

- a. The use of the pronoun "we" refers to the same group of speakers in both clauses.
- b. "Records" is repeated in both clauses, creating lexical cohesion and strengthening the topic of conversation.
- c. "Right?" as a tag question refers to shared assumptions between the speaker and listener, which strengthens the interpersonal relationship.

Data 2

“It’s been a little over a year since **I’ve** spoken on your beautiful campus and so much has changed.”

In the sentence above, Donald Trump said that there have been many changes from the campus, since he spoke at the campus a year ago. Analysis of the use of the pronoun **"I"** (me) refers to the speaker or writer of the sentence. It provides reference to the person speaking or writing, and creates continuity in the narrative or delivery of information. In addition, time references and changes also strengthen referential cohesion. A statement that "It's been over a year since "I have spoken at your beautiful campus" indicates the time that has passed since the speaker last spoke on that beautiful campus. This provides specific time context and helps establish clear references.

- a. The use of the word "your" in the phrase "your beautiful campus" ensures that there is a direct connection between the current conversation and the place referred to.

The sentence "It's been a little over a year since I've spoken on your beautiful campus and so much has changed." has strong referential cohesion with the use of the phrase "your beautiful campus". This cohesion strengthens the connection between the current conversation and the specific context of the referenced location. Apart from that, this sentence also shows strong grammatical and lexical cohesion, ensuring that the message you want to convey is conveyed clearly and cohesively.

Data 3

“**We** always set records.”

In the sentence above, Donald Trump said “**we** always set records”. Reference in grammatical cohesion occurs when an expression or word refers back to a concept or

information previously mentioned in the text. In that sentence, the use of the word "always" refers back to a habit or pattern that was previously conveyed that "we" always sets records. With the use of the word "always" as a form of reference, the sentence is cohesively intertwined by associating new information ("always set records") with previous information and creating continuity or consistency in the context being discussed.

Data 4

"They're your parents and your grandparents, don't forget them"

According to the sentence spoken by Donald Trump based on Reference in its grammatical cohesion, namely referring to the word **"They're"**: The pronoun **"they're"** refers to the subject previously mentioned, namely "your parents and your grandparents". This reference explains the identity of the subject in question. **"Your"**: The possessive adjective **"your"** refers to the listener or reader who owns or has a relationship with the subject mentioned namely their parents and grandparents.

- a. The pronoun "We" refers to the group of people who are speaking. Thus, this clause is directly connected to the speaker or group mentioned previously in the context of conversation or writing.
- b. The word "records" refers to certain accomplishments or accomplishments that are usually recorded or measured. In the context of this sentence, "records" refers to the things that the speaker's subject managed to achieve.

Data 5

"Jerry Falwell, he was a very special man."

From the sentence above Donald Trump said "Jerry Falwell, he was a very special man". Reference in grammatical cohesion occurs when an expression or word refers back to a concept or information previously mentioned in the text. In this sentence, there is a reference to the person mentioned earlier, namely Jerry Falwell Senior. The pronoun **"He"** refers to Jerry Falwell Senior, and is used to avoid repeating the name in a sentence. These references provide continuity and linkage with previous information regarding Jerry Falwell Senior. By using cohesive grammatical references such as pronouns, the sentences are cohesively intertwined and help convey information clearly. This reference confirms that Jerry Falwell Senior was a very special man, according to the context under discussion.

Data 6

"I want to thank President Jerry Falwell and **his** incredible wife"

From the sentence above Donald Trump said "I want to thank President Jerry Falwell his and incredible wife. The word **"his"** denotes a proprietary relationship with Jerry Falwell, and **"incredible wife"** refers to his partner's extraordinary qualities. These references provide additional information about Jerry Falwell's spouse and express appreciation or appreciation for the uniqueness of their spouse. By using cohesive grammatical references such as possessive pronouns, the phrases are cohesively intertwined and help maintain the connection between Jerry Falwell and his partners in the text. This reference reinforces the emphasis on the privilege of the Jerry Falwell spouses and demonstrates the important role played by the pair.

Data Analysis Ellipsis

Data 1

"Today is your day. **Today** is your day"

From the sentence above Donald Trump said. The ellipsis occurs in this sentence by omitting the repetition of the word **"today"** after the first sentence. The use of ellipsis is intended to avoid unnecessary repetition and maintain the smoothness and efficiency of the text. In this context, the omission of the word **"today"** which is repeated a second time can be easily understood based on the context of the previous sentence. In other words, the information omitted in the ellipsis can be easily predicted by readers or listeners. By using ellipsis in

grammatical cohesion as in this example, the sentence retains the same meaning in a more concise and efficient way. This helps to maintain the fluency and clarity of the text without having to repeat the same word in full.

Data 2

“Did **we** take risks? Did we dare to defy expectations?”

From the sentence above Donald Trump said “Did we take risks? Did we dare to defy expectations?” The ellipsis occurs in this sentence by omitting the repetition of the word “**we**” before each of the questions asked. The use of ellipsis helps avoid unnecessary repetition and maintains the efficiency of the text. In this context, the omission of the word “**we**” can be easily understood based on the context of the previous sentence. In other words, the information omitted in the ellipsis can be easily predicted by readers or listeners. By using ellipsis in grammatical cohesion as in this example, the sentence retains the same meaning in a more concise and efficient way. This helps to maintain the fluency and clarity of the text without having to repeat the same word in full.

Data 3

“**I think I** did, but we all did and we're all doing it.

From the sentence above Donald Trump said “I think I did, but we all did and we're all doing it. The ellipsis occurs in this sentence by omitting the repetition of the verb “**think**” after “**I**” in the first sentence. The use of ellipsis helps avoid unnecessary repetition and maintains the efficiency of the text. In this context, the omission of the word “**think**” can be easily understood based on the context of the previous sentence. In other words, the information omitted in the ellipsis can be easily predicted by readers or listeners. By using ellipsis in grammatical cohesion as in this example, the sentence retains the same meaning in a more concise and efficient way. This helps to maintain the fluency and clarity of the text without having to repeat the same word in full.

Data 4

“Remember this, nothing worth doing **ever, ever, ever** came easy.

From the sentence above Donald Trump said “Remember this, nothing worth doing ever, ever, ever came easy.” The ellipsis occurs in this sentence by omitting the repetition of the word “**ever**” after the first word. By repeating the word “**ever**” three times in succession, the author wants to convey intensity or a strong emphasis on the fact that “**nothing worth doing ever came easy**”. In this context, the omission of the word “**ever**” can be easily understood based on the context of the previous sentence. In other words, the information omitted in the ellipsis can be easily predicted by readers or listeners. By using ellipsis in grammatical cohesion as in this example, the sentence retains the same meaning in a more concise and efficient way. This helps to maintain the fluency and clarity of the text without having to repeat the same word in full.

Data 5

“**Everyone wants** to tell everybody else how to live and what to do and how to think.”

From the sentence above Donald Trump said “Everyone wants to tell everybody else how to live and what to do and how to think.” The ellipsis occurs in this sentence by the omission of the verb “**wants**” after the word “**everyone**”. By using an ellipsis, the writer removes the verb that should be followed before “**want to tell**”. This use of ellipsis helps maintain the smoothness and efficiency of the text. In this context, the omission of the verb “**wants**” can be easily understood based on the context of the previous sentence. In other words, the information omitted in the ellipsis can be easily predicted by readers or listeners. By using ellipsis in grammatical cohesion as in this example, the sentence retains the same meaning in a more concise and efficient way. This helps to maintain the fluency and clarity of the text without having to repeat the same word in full.

Data Analysis Substitution

Data 1

"I know that **each of you** will be a warrior for the truth, will be a warrior for our country and for your family,"

From the sentence above Donald Trump said "I know that each of you will be a warrior for the truth, will be a warrior for our country and for your family. "**Each of you**": This phrase is used as a placeholder to refer to each individual in the aforementioned group. Using these phrases avoids repeating specific individual names and helps maintain the efficiency of the text. "**A warrior for the truth, a warrior for our country and for your family**": This phrase is used as a placeholder to describe the role each individual will play. Using this phrase as a substitute for "**each of you**" strengthens the connection between the individuals mentioned earlier and the task or role they will be carrying out. By using substitution in grammatical cohesion as in this example, the sentence retains the same meaning in a more concise and efficient way. Substitution helps convey information clearly, avoids unnecessary repetition, and strengthens the relationship between the individual and the task at hand.

Data 2

"In **your heart** are inscribed the values of service, sacrifice and devotion."

From the sentence above Donald Trump said "In your heart are inscribed the values of service, sacrifice and devotion." The type substitution like "**your hearts**": This phrase is used as a substitute to refer to the heart of any individual previously mentioned. Using these phrases avoids repeating the word "you" and helps maintain the efficiency of the text. "**The values of service, sacrifice, and devotion**": This phrase is used as a placeholder to describe the values that are written in the heart of every individual. Using this phrase as a substitute for "**your heart**" strengthens the connection between those values and the individuals mentioned earlier. By using substitution in grammatical cohesion as in this example, the sentence retains the same meaning in a more concise and efficient way. Substitution helps avoid unnecessary repetition, maintains the efficiency of the text, and strengthens the relationship between the concepts conveyed and the individuals involved.

Data 3

"That is why **our elected officials** put their hands on the Bible and say, "so help me God" as they take it oath of office."

From the sentence above Donald Trump said "That is why our elected officials put their hands on the Bible and say, "so help me God" as they take it oath of office." From type substitution analysis "**our elected officials**": This phrase is used as a placeholder to refer to the elected officials in the previous text. Using these phrases avoids repeating "**they**" or "**officials**" and helps maintain the efficiency of the text. And the other form is "**Bible**": This phrase is used as a placeholder to refer to the scripture previously mentioned. The use of this phrase in place of "**the Bible**" strengthens the connection between the scriptures and the actions of the official. By using substitution in grammatical cohesion as in this example, the sentence retains the same meaning in a more concise and efficient way. Substitution helps avoid unnecessary repetition of words, maintains the efficiency of the text, and strengthens the relationship between the concepts conveyed.

Data 4

"**That** is also **the story of Liberty University**."

From the sentence above Donald Trump said "That is also the story of Liberty University. The type substitution from words: The word "**That**" is used as a substitute to refer to the story or stories that have been mentioned previously, namely "**the story of an adventure that began with deep faith, big dreams and humble beginnings**." Using "**That**" as a substitute helps avoid repetition words and to maintain the efficiency of the text. From "**the story of Liberty University**": This phrase is used as a substitute to refer to the story or history of Liberty

University. Using this phrase as a substitute strengthens the connection between the story of Liberty University and the story previously mentioned. By using substitution in grammatical cohesion as in this example, the sentence retains the same meaning in a more concise and efficient way. Substitution helps avoid unnecessary repetition of words and maintains the fluency and clarity of the text.

Data 5

“In just two days **we** will mark the 10th anniversary of **Reverend Falwell's** passing.”

From the sentence above Donald Trump said “In just two days we will mark the 10th anniversary of Reverend Falwell's passing.”

The analysis substitution from words "**we**": This pronoun is used as a substitute to refer to the speaker or group involved in the conversation. Using "**we**" helps avoid repetitive words like "**I**" or "**the speaker**" and maintains the efficiency of the text. From the next word “**the 10th anniversary of Reverend Falwell's passing**”: This phrase is used as a substitute to refer to the celebration or remembrance of 10 years since the death of Reverend Falwell. Using this phrase helps to avoid repeating "**Reverend Falwell**" and maintains the efficiency of the text. By using substitution in grammatical cohesion as in this example, the sentence retains the same meaning in a more concise and efficient way. Substitution helps avoid unnecessary repetition of words and maintains the fluency and clarity of the text.

CONCLUSION

The author applies Halliday and Hasan's theory to analyze the grammatical coherence of Donald Trump's discourse. (Halliday & Hasan, 1976). This is important in understanding aspects of cohesion in language. In the article, Halliday and Hasan introduce the concept of cohesion as one of the basic principles in building the unity and fluency of texts. This research uses a qualitative method. The writer identified 4 types of grammatical cohesion They are crucial in preserving the connections between the text's sections. The (4) types of cohesion are referential cohesion, substitution cohesion with 5 data analysis, ellipsis cohesion with (5) data analysis, conjunction cohesion with (4) data analysis, and reference cohesion with (6) data analysis. Each type and analysis has a different role and function in building relationships between text units. Cohesion of reference relates to the use of words or phrases that refer to something previously mentioned in the text. In order to prevent needless repetition, cohesive substitution refers to the use of a different word or phrase. Cohesive ellipsis occurs when part of a sentence is omitted but its meaning can still be understood based on the context. Conjunctional cohesion deals with the use of conjunctions to connect parts of a text. In this article, the writer uses the theory from Halliday and Hasan (Halliday & Hasan, 1976), while at the same time emphasizing the importance of cohesion in maintaining the smoothness and interrelationships between text units. They show how the use of grammatical cohesion helps to form coherent and well-structured texts. This article makes an important contribution in understanding and analyzing cohesion in language, so that it becomes a basis for further studies on aspects of grammatical cohesion in texts.

ACKNOWLEDGMENTS

I want to start by saying a big thank you to Donald Trump for his speech. From the speech video which is the main source of my analysis. Donald Trump's commitment to all students who have graduated from the graduation ceremony at Liberty University to become the best graduates every year and education has motivated me. I also thank my academic supervisor

who has provided comprehensive comments and assistance, thank you thank my family, friends and myself for the support.

REFERENCES

- Almutairi. (2017). Discourse analysis of cohesive devices in Saudi student's writing. *World Journal of Educational Research*. 4(4).
- Creswell, J. W. C. J. D. (2018). *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* (fifth). SAGE Publications.
- Halliday, M. A. K., & Hasan, R. (1976). *Cohesion in English* (Original work published 1976) (pp. 1–383). <https://www.taylorfrancis.com/books/9781317869603>
- Nurazizah, I., & Santoso, I. (2020). Ellipsis and Substitution in Ridwan Kamil Conversation on Interview: His Excellency Ridwan Kamil on Urban Mobility Project. *PROJECT (Professional Journal of English Education)*, 3(5), 597. <https://doi.org/10.22460/project.v3i5.p597-601>
- Nurwahidah, N., Hidayat, D. N., Husna, N., & Alek, A. (2022). A Discourse Analysis of Grammatical Cohesion in News Item Text of “Symphony 3” XII Grade English Textbook. *Journal of English Language Teaching and Linguistics*, 7(1), 171. <https://doi.org/10.21462/jeltl.v7i1.764>
- Noermanzah, et al. (2020). The rhetorical structure of the Lubuklinggau Mayor's speech in building community trust. *International Journal of Progressive Sciences and Technologies (IJPSAT)*, 19(2), 146-154
- Paltridge, B. (2016). *Discourse Analysis Introduction Brian Paltridge 3rd Edition* (pp. 1–23).
- S Kartawijaya, I., & Santoso, I. (2020). Improving Students' Writing Skill in Writing Paragraph through an Outline Technique: His Excellency Ridwan Kamil on Urban Mobility Project. *PROJECT (Professional Journal of English Education)*, 3(5), 597. <https://doi.org/10.22460/project.v3i5.p597-601>
- Sudaryanto (2018). *Research Design Qualitative, Quantitative*, This descriptive qualitative research. SAGE Publications.
- Syafrayadin, S. (2020). Students' strategies in learning speaking: experience of two Indonesian schools. *Vision: Journal for Language and Foreign Language Learning*, 9(1), 34-47. [doi:http://dx.doi.org/10.21580/vjv9i14791](http://dx.doi.org/10.21580/vjv9i14791)
- Syaputri, W., & Kasriyati, D. (2022). Lexical and Grammatical Cohesion in the Undergraduate Students' Abstracts. *LEEA) Journal*, 5(2006), 143–152. <https://doi.org/10.31539/leea.v5i2.3310>