A SPEECH OF INDONESIAN MINISTER OF FOREIGN AFFAIRS IN ASIAN-AFRICAN MINISTERIAL MEETING

(Study of Cohesion Markers by Halliday and Hasan Theory)

A Thesis

Submitted to Letters and Humanities Faculty in Partial Fulfillment of the Requirement for the Degree of Strata One (S1)

YUSRON AMELIA
1110026000052

ENGLISH LETTERS DEPARTMENT LETTERS AND HUMANITIES FACULTY
STATE ISLAMIC UNIVERSITY SYARIF HIDAYATULLAH JAKARTA
2016
ABSTRACT


The objective of this study is to know the kind of cohesion markers in the speech text and to know how the cohesion markers make cohesiveness in the speech text of Indonesian Minister for Foreign Affairs.

The writer takes one of the speech texts in Indonesian Ministry for Foreign Affairs website. This study applied library research then the data were analyzed through descriptive analysis method. Through this method the writer tries to describe, explain, and analyze the cohesion marker and the cohesiveness occur in the speech text based on cohesion theory by Halliday and Hasan.

The results of this research are the occurrences of grammatical cohesion marker and lexical cohesion markers in this speech text. Grammatical cohesion markers which occur are reference such as personal reference, demonstrative reference and comparative reference. The other grammatical cohesion marker which occurs is conjunction such as additive conjunction, adversative conjunction and causal conjunction. Then the lexical cohesion which occurs in the text is only reiteration such as repetition, synonym, superordinate and general word. Although the others grammatical and lexical markers cannot be found in the text, those did not affect the cohesiveness in the speech text. Moreover, according to the analysis, the cohesion markers create the cohesiveness of the text and the hearer understands with the content meaning of the text.
APPROVAL

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YUSRON AMELIA
NIM: 1110026000052

Approved by:
Advisor

Dr. Muhammad Farkhan, M. Pd.
NIP. 19650919 200003 1 002

Hilmi, M. Hum.
NIP. 19760918 200801 1 009

ENGLISH LETTERS DEPARTEMENT
LETTERS AND HUMANITIES FACULTY
STATE ISLAMIC UNIVERSITY SYARIF HIDAYATULLAH
JAKARTA
2015
LEGALIZATION

Name : YUSRON AMELIA

NIM : 1110026000052

Title : A Speech of Indonesian Minister of Foreign Affairs in Asian-African Ministerial Meeting (Study of Cohesion Markers by Halliday and Hasan Theory)

The thesis entitled above has been defended before the Letters and Humanities Faculty’s Examination Committee on February 12th, 2016. It has already been accepted as a partial fulfillment of the requirements for the degree of strata one.

Jakarta, February 12th, 2016.

Examination Committee

1. Drs. Saefudin, M. Pd.
   19640710 199303 1 006
   (Chair Person)

2. Elve Oktafiyani, M. Hum.
   19781003 200112 2 002
   (Secretary)

3. Dr. Muhammad Farkhan, M. Pd.
   NIP. 19650919 200003 1 002
   (Advisor I)

   19760918 200801 1 009
   (Advisor II)

5. Drs. Saefudin, M. Pd.
   19640710 199303 1 006
   (Examiner I)

6. M. Shohibussirri, M. ALG., M. ALGR. (Examiner II)
DECLARATION

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person nor material which to a substantial extent has been accepted for the award of any other degree or diploma of the university or other institute of higher learning, except where due acknowledgement has been made in the next.

Jakarta, February 2016

Yusron Amelia
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Finally, the writer realizes that this thesis is not perfect, that is why the writer welcomes to receive the critic and suggestion for this thesis to be better. The writer hopes this thesis will be useful, particularly for the writer and for those who interested in this field.
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A. Background of Study

Language is defined as a system of sound sign which is agreed or used by the member of particular communities to collaborate, to communicate, and to identify themselves. Language is studied by linguistics. Linguistics has some part of study and every part have a unit analysis such as phonology which has phoneme as its object of study. In addition, there is also discourse analysis which makes discourse as its object in linguistics.

Discourse is a unit of meaning (semantic) inter-section in a language type. Discourse is a large unit which pervade combination of phonemes into morphemes, morphemes into words, words into sentences and that also combine sentences to express complex thoughts and ideas. Intersection in a discourse has interrelatedness and entanglement with the context. Discourse can be differentiated from text, writing, reading, presupposition, or inscription, which relate to the same meaning that is “concrete form which is seen, read and heard.” Text is used in linguistics to refer to any passage, spoken or written, of whatever length, that does form a unified whole. It is a unit of language in use, it is not a grammatical unit, like a clause or a sentence; and it is not defined by its

2 Ibid., p.7.
3 Ibid., p.91.
4 Ibid., p.92.
size.\textsuperscript{7} The notion of ‘text’ as a printed record is familiar in the study of literature.\textsuperscript{8} The example such as discourse in newspaper text that is written text form which contain some part like inter-words, inter sentences, inter paragraph, title and also content. Intersection in news text contains unity of meaning and cohesiveness includes the connection of context behind the discourse. The unity of meaning and cohesiveness in discourse can be seen from cohesion and coherence of a discourse text.

The concept of cohesion is a semantic one, it refers to relations of meaning that exist within the text, and that define it as text.\textsuperscript{9} Cohesion connects every element in the discourse text. Cohesion is created as formal by the language instrument that is called cohesive marker, such as pronoun, demonstrative words, conjunction and reiteration.\textsuperscript{10} There are two sentences, the 1\textsuperscript{st} and 16\textsuperscript{th} sentence, as the example of cohesion from the speech text with the title “Opening Remarks Minister for Foreign Affairs H. E. Retno L.P. Marsudi” in Asian-African Ministerial Meeting Jakarta, 20 April 2015:

(1) (S.1) \textit{I wish to extend a warm welcome to all Ministers and Heads of Delegation.}

(S.16) \textit{The Bandung Message elaborates on the three pillars of cooperation and reaffirms our commitment to work towards political solidarity, economic development and stronger socio-cultural relations.}

From two sentences above, there are some cohesion markers which create the text being cohesive. The first sentence, there is the word “I” is called personal reference. The word “I” in the text refers to the foreign minister affairs of Indonesia. In the context, the foreign minister of Indonesia is someone who gives a speech in the forum. The second sentence, the word “the” is expressed neutral of demonstrative reference. After that there is “our” is expressed possessive adjective one kind of personal reference. It refers to ownership of we that is Indonesia and all countries which are in Asia-Africa. Last, “and” in the text expressed additive conjunction, their function is adding information in the text.

This research will analyze cohesion in the speech text of the opening speech from foreign minister affairs of Indonesia on April 20th, 2015 taken as the object of this discourse analysis. The title of the speech is “Opening Remarks Minister for Foreign Affairs H. E. Retno L.P. Marsudi” in Asian-African Ministerial Meeting Jakarta, 20 April 2015. This is interest to analyze because a text must be cohesive although this is a speech text form. Moreover, finding the cohesion marker which appear in the text is one of the way to know how cohesion occurs in that speech text. The speech came from Indonesian Minister for Foreign Affairs that uses English in daily working as the main language to connect with other delegates from other countries. Therefore, cohesion in that speech text is important to be analyzed.

B. Focus of the Study

This research focuses on the cohesion markers that appear on the spoken text of Indonesian Minister for Foreign Affairs with the title “Opening Remarks

C. Research Question

Based on the background and focus of the study, the research questions are formulated as follows:


2. How do the cohesion markers show cohesiveness of the speech text?

D. Objective of the Study

Based on the research question above, the objective of study as follows:

a. To know what the kinds of cohesion markers that can be seen in “Opening Remarks Minister for Foreign Affairs H. E. Retno L.P. Marsudi” in Asian-African Ministerial Meeting Jakarta, 20 April 2015

b. To know how the cohesion markers show the cohesiveness of the speech text.

E. Significance of the Study

This research is expected to give new contribution in discourse analysis especially in cohesiveness and the unity of the text. Moreover, it can be useful as knowledge especially for students and generally for all people. Although it is not the new research in discourse analysis, but hopefully it can show how analysis discourse builds the good speech that makes reader easy to comprehend the spoken text.
F. Research Methodology

1. Method of the Study

This research uses qualitative method. According to Subroto, qualitative method is assessment or research method toward a question which doesn’t be designed or be planned using statistical procedures and its characteristic is descriptive.\(^{11}\) It will use for describing the cohesion in the speech with title “Opening Remarks Minister for Foreign Affairs H. E. Retno L.P. Marsudi” in Asian-African Ministerial Meeting Jakarta, 20 April 2015.

2. Data Collecting and Data Analysis Technique

To collect the data, the bibliography technique (teknik pustaka) is used in this research. According to Subroto, bibliography technique is using written sources to get the data.\(^{12}\) According Wasito, if the data which is gotten is qualitative data, non-statistical analysis is used on the process.\(^{13}\) These are the steps:

a. Reading some of the speech text in the www.kemenlu.go.id

b. Choosing the text that contains cohesion markers in www.kemenlu.go.id.

After the data has been chosen, the next steps are processing and analyzing the data.


\(^{12}\) Ibid., p. 42

3. **Instrument of Research**

In this research, the cohesions markers in the speech text are compiled in data card. Then, the data in data card will be analyzed one by one. The relevant data will be written in the data card which is in some size, and then the main problem which becomes the research finding is written in the card as the head (entry).  

4. **Unit of Analysis**

As unit of analysis, the speech text by the title “Opening Remarks Minister for Foreign Affairs H. E. Retno L.P. Marsudi” in Asian-African Ministerial Meeting Jakarta, 20 April 2015 is used here. The speech text is available in appendix.

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CHAPTER II
THEORETICAL FRAMEWORK

A. Previous Research

The following are some of the previous research on Cohesion:

The first is the research about cohesion from Amaliyah (2008) with the title “Cohesion in the Text of Beauty Advertisement”. The research examines cohesion in the text of beauty advertisement. The writer wants to know whether the cohesion can build the meaning of advertisement and the types of cohesion in the text of beauty advertisements. The writer applies descriptive qualitative method for this research. The unit analyses are five beauty advertisements of Women’s Weekly Magazine, edition August 2001, September 2005 and February 2006. The verbal elements of Revlon, Losciare, Nivea, Bio Essence and Irise advertisements are discussed. She uses cohesion theory by Halliday and Hasan. She concludes that cohesion through its agencies can form the cohesiveness of the five text beauty advertisement. Therefore, the text can be understood easily by the readers, and then the message of it can be delivered to the readers in order to get attention of consumers.\(^\text{15}\)

Second is the research with title “Grammatical and Lexical Cohesion of Journalistic Text and Fiction Text” by Jamilah (2009). The main object of the research is to know the cohesion devices (grammatical and lexical cohesion) integrate the sentences in both journalist text (from The Jakarta Post) and fiction text (Rapunzel story) and also to know the dominant cohesion devices which are

\(^\text{15}\) Amaliyah, “Cohesion in the Text of Beauty Advertisement” (Jakarta: UIN Syarif Hidayatullah Jakarta, 2008)
used in both texts as distinguish between them. This research applies descriptive and comparative methods. The writer uses cohesion devices theory by Halliday and Hassan in the research. In addition, the conclusions for this research are the utilization of lexical cohesion devices are dominant in the journalistic text, while grammatical cohesion devices are more dominant in fiction text.16

The third research is about cohesion analysis. Its title is “Cohesion Analysis on The Jakarta Post’s Editorial” by Abdul Rohim (2009). The objective of this study is to identify the uses of cohesion in editorial on the Jakarta post daily newspaper. The writer adopts a library study and quantitative analysis. It differs from the other and these researches itself, because Abdul Rohim as the writer uses quantitative not qualitative analysis. This research shows that cohesion devices both grammatical and the lexical has the highest and lowest occurrence. The grammatical cohesive which has the highest occurrence is reference especially personal reference, it contrasts with other cohesive, that is substitution. It does not influence the cohesiveness of the text. The writer found some lexical cohesion such as repetition word across several sentences. Moreover, it means that cohesion has correlation between clauses within a text grammatically or lexically, and cohesive agencies have function as unifier of text properties and have significance to make reader understand the text easily.17

The fourth research is from Cut Rosa Meilisa (2012) with the title “References as Cohesion Marker in Alice in Wonderland Script Movie”. This research is focus to find the reference types which are used within script that can

16 Jamilah, “Grammatical and Lexical Cohesion of Journalistic Text and Fiction Text” (Jakarta: UIN Syarif Hidayatullah Jakarta, 2009)
17 Abdul Rohim, “Cohesion Analysis on The Jakarta Post’s Editorial” (Jakarta, UIN Syarif Hidayatullah Jakarta, 2009)
be cohesive marker. The reference is used in this research is based on reference in Grammatical Cohesion theory by Halliday and Hasan. The writer uses a script text of *Alice in Wonderland* movie which was aired in 2010. She uses qualitative method. Moreover, the types of reference which is used in the script are personal reference (personal pronouns and possessive adjectives), demonstrative references (*this* and *that* function either as head or modifier: demonstrative adverbs *here, there, now, and then: definite article the*), and comparative references (general comparison: *as happy as, as soon as;* and particular comparison: *better, best, smaller, eldest*).

The last research is from Asri Sukowati (2015) with the title “Cohesion Analysis of Crime News Text in New York Daily News and The Village Voice”. The objective of this research is to find out grammatical and lexical cohesion devices in two articles taken from crime feature. Moreover, this research purpose to how the cohesion devices show the cohesiveness of the texts. The writer takes two articles from online mass media there are *New York Daily News* and *The Village Voice* on April 24th edition. She uses qualitative method for this research. The writer finds 43 items of grammatical cohesion device in article *New York Daily News* and 78 items in article from *The Village Voice*. Then, in lexical cohesion, there are 20 items in article from *New York Daily News* and 44 items in article *The Village Voice*. According to the analysis, the cohesion devices created the cohesive text because the usage of the cohesion devices according to their

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18 Cut Rosa Meilisa,”References as Cohesion Marker in Alice in Wonderland Script Movie” (Jakarta: UIN Syarif Hidayatullah Jakarta, 2012)
functions and related to the context. If the text is cohesive, it will be understood well by the reader.\(^\text{19}\)

The similarity between five researches and this research is the theory from M.A. K Halliday and Ruqaiya Hasan. The difference of this research is on the subject of the study that uses spoken text that is speech text from Indonesian Minister of Foreign Affairs. Moreover the speech is from non-native speaker which uses Bahasa for her first language. It means different from the other researches above which mostly uses written text from magazine, newspaper, fiction text and the script of the movie. The first research uses beauty advertisement of *Women's Weekly Magazine*. The second research uses journalist text of *The Jakarta Post* and Fiction text of Rapunzel story. Then the third research uses *The Jakarta Post’s* editorial. The fourth research subject is *Alice in Wonderland* script movie. And the last research uses *New York Daily News* and *The Village Voice* as its subject.

**B. Concepts of Cohesion**

Before understanding about cohesion, there are some the concepts which relate to the cohesion.

1. Text

Halliday and Hasan said about text in their book by the title *Cohesion in English* that *text is used in linguistics to refer to any passage, spoken or written, of whatever length that does form a unified whole. A text is a unit of language in use. It is not a grammatical unit, like a clause or a sentence; and it is not defined by its size. A text best regarded as a_\(^\text{19}\)

semantic unit: a unit not of form but of meaning. Thus it is related to a clause or sentence not by size but by realization, the coding of one symbolic system in another.\textsuperscript{20}

From the text above, it can be known that text is seen by the whole language that is used. The text must be composed well formed. The content of the text, such as clauses and sentences, must be cohesive from one to the other.

Moreover, Halliday and Hasan showed that a text is sometimes envisaged to be some kind of super-sentence, a grammatical unit that is larger than a sentence but is related to sentence in the same way that a sentence is related to a clause, a clause to a group and soon.

2. Texture

A text has texture, Halliday and Hasan expressed about this in their book \textit{Cohesion in English}: The concept of texture is entirely appropriate to express the property of 'being a text'. A text has texture, and this is what distinguishes it 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.\textsuperscript{21}

Martin explains that \textit{Texture is one aspect of the study of coherence, which can be thought of as the process whereby a reading position is naturalized by text for listener/readers}. Alongside texture, this process

\textsuperscript{21} \textit{Ibid.}, P.2.
involves understandings and expectations about the social context a text dynamically construes.\textsuperscript{22}  

For example:

(2) Wash and core six cooking apples. Put \textit{them} into a fireproof dish.

From the example above, there is a word \textit{them} that refers to the \textit{six cooking apples}. The word \textit{them} makes two sentences cohesive. Those sentences are continuous each other.

Cohesion is made from relation between cohesion which exists in the word in the sentence. Cohesion itself is not only influenced by the word that refers to cohesiveness but also there is word which referring and refers to.

\textbf{3. Tie}

Tie is a term to refer to a single instance of cohesion, a term for one occurrence of a pair of cohesively related items. The concept of tie makes it possible to analyze a text in terms of its cohesive properties, and give a systematic account of its patterns of texture.\textsuperscript{23}

Tie connects every element in the text, for example:

(3) (S.3) \textit{Ladies and Gentlemen},
\textit{When our Leaders met in Bandung in 1955, our main challenges were colonialism and poverty.}

The sentence above expresses four ties, two words \textit{and} and two words \textit{our}.

The occurrence of the ties makes the sentence cohesive.

\textsuperscript{22} J.R. Martin, “Cohesion and Texture” in Deborah Schiffrin, Deborah Tannen, and Heidi E. Hamilton. \textit{The Handbook of Discourse Analysis} (USA : Blackwell Publishers, 2001), p. 35
\textsuperscript{23} M.A.K Halliday and Hasan, \textit{Op.Cit.}, p.3- 4
4. Cohesion

Cohesion according to Halliday and Hasan refers to relations of meaning that exist within the text, and that define it as a text.\(^{24}\)

Cohesion shows that some element cannot stand alone; their interpretation in a discourse is dependent on that of another. The one presupposes the other, in the sense that it cannot be effectively decode except by recourse to it. Cohesion makes the relation of two elements is set up, they will be the presupposing and the presupposed then potentially integrated into a text.\(^{25}\)

Moreover, Halliday and Hasan explain that it can be the way of approaching the notion of a tie. The word that become presupposes for its interpretation something other than itself. Then it meets another element in the preceding sentence. The presupposition, and the fact that it is resolved, provide cohesion between the two sentences, and in so doing create text.\(^{26}\)

Halliday and Hasan, moreover, put forward that the function of cohesion is connecting one element to the other element in the same text. Then the interpretation of the elements will know from both relations. Cohesion is also as a tie, so that it links one sentence to another. Halliday and Hasan point out that the cohesion lies in the relation that is set up between the sentences.

Cohesion makes a text easy to understand by the reader or the listener of the speech text. Cohesion has two kinds of markers there are grammatical cohesion and lexical cohesion.

\(^{24}\) Ibid., p.4
\(^{25}\) Ibid., p.4
\(^{26}\) Ibid., p.4
4.1. The Cohesion Markers

In Halliday and Hasan the inventory cohesive resources was organized as:

- Reference
- Ellipsis
- Substitution
- Conjunction
- Lexical cohesion

In other word, reference, ellipsis, substitution and conjunction are part of grammatical cohesion. Three elements of grammatical cohesion involve small, closed classes of items or gaps. In addition, conjunction also included as grammatical cohesion; it is typically much larger inventory of connectors which link clauses in discourse.\(^{27}\) Cohesion in English book gives addition that conjunction is mainly grammatical but with a lexical component in it.

Moreover, J.R. Martin in *The Handbook of Discourse Analysis* express lexical cohesion refers as the complement of grammatical cohesion that involves open system items. Here the repetition of lexical items, synonymy or near-synonymy (including hyponymy) and collocation are included.\(^{28}\) All of cohesion markers, being on the surface on the text, can be observed, counted, and analyzed.\(^{29}\)

a. Grammatical Cohesion


\(^{28}\) *Ibid.*, p. 37

Grammatical cohesion consists of 4 elements. There are:

1) Reference

Reference, according to Halliday and Hasan, is the relation between an element of the text and something else by reference to which it is interpreted in the given instance. Reference is also the specific nature of the information that is signal for retrieval. Furthermore, in the case of reference the information to be retrieved is the referential meaning, the identity of the particular thing or class of things that is being referred to; and the cohesion lies in the continuity of reference, whereby the same thing enters into the discourse a second time. There are two kind of reference; those are exophora which base on the situational and endophopora which base on the textual. Then endophora consist of two those are anaphora that refers to the preceding text and cataphora that refers to the following text.

Example:

a. Exophora:

(4) Look at that. (that = )

b. Endophora:

(5) Anaphoric – Look at the sun. It’s going down quickly. (It refers back to the sun)

30 Ibid., p.308
31 Ibid., p. 31-33
(6) Cataphoric – It’s going down quickly, the sun. (It refers forwards to the sun)32

According to Halliday and Hasan there are three types of reference: personal, demonstrative, and comparative.

a) **Personal Reference**

Halliday and Hasan expressed that reference is reference by mean of function in the speech situation, through the category of person. In the tables 1 shows the points of personal reference:

<table>
<thead>
<tr>
<th>Semantic category</th>
<th>Existential</th>
<th>Possessive</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grammatical function</strong></td>
<td>Head</td>
<td>Modifier</td>
</tr>
<tr>
<td><strong>Class</strong></td>
<td>Noun (pronoun)</td>
<td>Determiner</td>
</tr>
<tr>
<td>Person:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaker (only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Addressee(s), with/without other person (s)</td>
<td>me</td>
<td>Mine</td>
</tr>
<tr>
<td></td>
<td>you</td>
<td>Yours</td>
</tr>
<tr>
<td></td>
<td>us</td>
<td>Ours</td>
</tr>
<tr>
<td>Speaker and other person(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other person, male</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>he</td>
<td>his</td>
</tr>
<tr>
<td></td>
<td>she</td>
<td>hers</td>
</tr>
<tr>
<td></td>
<td>they</td>
<td>theirs</td>
</tr>
<tr>
<td>Other person, female</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Other persons; objects</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Object; passage of text</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generalized person</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1: Personal reference33

Personal reference includes the three classes of personal pronouns, possessive determiners (usually called ‘possessive adjectives’), and possessive pronouns.\textsuperscript{34}

This system of reference is known as person, where person is used in the special sense of ‘role’, the traditionally recognized categories are first person, second persons and third person, intersecting with the number categories of singular and plural.\textsuperscript{35}

b) Demonstrative Reference

Demonstrative reference according to Halliday and Hasan is reference by means of location, on a scale of proximity.

![Scheme 1: Demonstrative reference]

Demonstrative reference is divided into two: neutral selective and selective demonstrative. \textit{The} is indication for the

\textsuperscript{34} \textit{Ibid.}, p. 43
\textsuperscript{35} \textit{Ibid.}, p. 44
\textsuperscript{36} \textit{Ibid.}, p. 37-38
neutral and the selective reference is divided into two types: participant and circumstantial.

Example:

(7) *My father’s hometown is the best place to take a rest from boisterousness of Jakarta. I will go there soon.*

c) **Comparative Reference**

The last is comparative reference is indirect reference by means of identity of similarity.

<table>
<thead>
<tr>
<th>Grammatical function</th>
<th>Modifier: Deitic/Epithet (see below)</th>
<th>Submodifier/Adjunct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
<td>Adjective</td>
<td>Adverb</td>
</tr>
<tr>
<td>General comparison:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identity</td>
<td>Same identical equal</td>
<td>Identically</td>
</tr>
<tr>
<td>general similarity</td>
<td>Similar additional</td>
<td>Similarly likewise so such</td>
</tr>
<tr>
<td>difference (ie non-identity or similarity)</td>
<td>Other different else</td>
<td>Differently otherwise</td>
</tr>
<tr>
<td>Particular comparison:</td>
<td>Better, more etc [comparative adjectives and quantifiers]</td>
<td>So more less equally</td>
</tr>
</tbody>
</table>

Sheme 2: comparative reference
General comparison is meant comparison that is simply in terms of likeness and unlikeness, without respect to any particular property: two things may be the same, similar or different, where ‘different’ include both ‘not the same’ and ‘not similar’. A certain class of adjectives and adverbs, which separated from each other by comma in the above lists, reveals the general comparison. In the nominal group, the adjective function is as deictic or as epithet. Then the adverbs function in the clause, as Adjunct. There are called adjective of comparison, adverbs of comparison, to distinguish them from comparative forms of ordinary adjectives and adverbs, e.g.: bigger, better, faster, more quickly.

Particular comparison means comparison that is in respect of quantity or quality. Same as general, it also expressed by means of adjectives or adverbs; not of special class, but ordinary
adjectives and adverbs in some comparative form. The adjective function not as deictic; they function either as Numerative or as Epithet. Then the adverbs function in either of two ways: either as Adjunct in the clause or as Submodifier, in which case they simply occur within an Epithet or a Numerative, or within an Adjunct. This is not different whether the comparative adjective or adverb is inflected or compounded; the meaning and function are not affected by this distinction.37

2) Substitution

In English conversation, rejoinders are often made dependent through omissions of this kind: Did they win? – Yes, they did. Some languages, including English, have in addition a set of place holders which can be used to signal the omission – e.g. so and not for clauses, do for verbal groups, and one for nominal groups. This resource of place holders is referred to as substitution.38

As Halliday and Hasan reveal, substitution as replacement of one item by another. It is a relation in the wording rather than in the meaning. Moreover, substitution is a relation between linguistic items, such as words or phrases. It is also a relation within the text. A substitute is a sort of counter which is used in place of the repetition of a particular item.39 For example:

---

37 Ibid., p. 76-77
38 J.R. Martin, “Cohesion and Texture” in Deborah Schiffrin, Deborah Tannen, and Heidi E. Hamilton, Loc.Cit
(8) My axe is too blunt. I must get a sharper one.

(9) You think Joan already knows? I think everybody does.

One and does are both substitutes: one substitutes for axe, and does for knows, and it would be entirely possible to ‘replace’ one by axe and does by knows.40

As a general rule, the substitute item has the same structural function as that for which it substitutes. On the other hand, substitution is essentially confined to the text or it being a verbal relation.

Further explanation from Halliday and Hasan about the type of substitution are defined grammatically rather than semantically. The criterion is the grammatical function of the substitute item. In English, the substitute may function as a noun, as a verb, or as a clause. To these correspond the three types of substitution: nominal, verbal, and clausal. The following is a list of the items that occur as substitute:

Nominal: one, ones; same

Verbal: do

Clausal: so, not

a) Nominal Substitution

Nominal substitution divided into two, the substitute one/ones and the nominal substitute same.

40 Ibid., p.89
The substitute one/ones always function as Head of a nominal group, and can substitute only for an item which is itself Head of a nominal group. Substitution counter put in to fill the ‘Head’ slot. It means ‘the noun to fill this slot will be found in the preceding text (occasionally elsewhere)’. Moreover, the nominal substitute one/ones is always accompanied by some modifying element which functions as defining in the particular context.\(^{41}\)

Next, another kind of nominal substitute is same. Actually, *same* occurs as cohesive element of the comparative. In such instance, *some* is reference item. As a nominal substitute, it typically accompanied by *the*. Unlike *one*, *the same* presupposes an entire nominal group including any modifying elements, except such as explicitly repudiated. *The same* can often substitute for the fact. Secondly, the nominal substitute *the same* is often combined with the verb *do* as a substitute for the process in certain types of clause or the alternative form is *do likewise*.\(^{42}\)

Example:

(10)  *My pants have been so tight for me. I need some new ones.*

(11)  *I lost my way in Dunia Fantasi – the same thing happened to me.*

The meaning of example (10) is *I lost my way in Dunia Fantasi*

\(^{41}\) *Ibid.*, p. 91-93  
Hence the same (although itself a form of nominal substitute) is used as a meaning of substituting a nominal or other element in the process as a whole, including the process itself.  

b) Verbal Substitution

The verbal substitute in English is do. This operates as Head of verbal group, in the place that is occupied by the lexical verb; and its position is always final in the group. In many ways the verbal substitute do is parallel to the nominal substitute one.

Example:

(12) ... The words did not come the same as they used to do.

(13) ‘I don’t know the meaning of half those long words, and, what’s more, I don’t believe you do either!’

Do in the first (a) substitute for come; that in (b) substitutes for know the meaning of half those long words.  

c) Clausal Substitution

Clausal substitution is one further type of substitution in which what is presupposed is not an element within the clause yet an entire clause. The words uses as substitutes are so and not. In clausal substitution the entire clause is presupposed, and the contrasting element is outside the clause. For examples:

(14) Is there going to be an earthquake? – it says so.

---

43 Ibid., p.109
44 Ibid., p. 112
45 Ibid., p. 130
Here the so presupposes the whole of the clause *there is going to be an earthquake*, and the contrastive environment is provided by the says which is outside it.

(15)  *We should recognize the place when we come to it.*

    – *Yes, supposing not: then what do we do?*

Here *not* substitutes for *we do not recognize the place when we come to it.*

Clausal substitution takes places in three environments: report, condition and modality. There are two forms in each environment, there are positive is expressed by *so* and the negative by *not*.

First, the reported clause using *so* or *not* is always declarative, whatever the mood of the presupposed clause. The substitution is not for interrogative or imperative (indirect questions or commands), and therefore the clause substitutes do not occur following verbs such as *wonder, order* or *ask*.

The next is conditional clauses are frequently substituted by *so* and *not*, especially following *if* but also in the other forms such as *assuming so, suppose not*.

Finally, modalized clauses, so and not occur as substitutes for clauses expressing modality. Modality is the speaker’s assessment of the probabilities inherent in the situation. These can be expressed b modal forms of the verb or by modal adverbs such as perhaps, possibly, probably, certainly, surely; the latter are frequently followed by a clausal substitute, with the proviso...
already noted, that those expressing certainty do not accept substitution in the positive, though they do in the negative.\footnote{Ibid., p. 131-135}

3) Ellipsis

Ellipsis is the omission of a word or part of a sentence, it is exactly the same as presupposition by substitution, except that in substitution an explicit ‘counter’ is used, e.g.: one or do as a place – marker for what is presupposed, whereas is ellipsis nothing is inserted into the slot. That is why Halliday and Hasan say that ellipsis can be regarded as substitution by zero.\footnote{Ibid., p.143}

There are three types of ellipsis: Nominal ellipsis, Verbal ellipsis and Clausal ellipsis.

a) Nominal Ellipsis

By nominal ellipsis we mean ellipsis within the nominal group. An elliptical nominal group clearly requires that there should be available from some source or other the information necessary for filling it out.\footnote{Ibid., p.147}

Example:

(16) How did you enjoy the exhibition? – A lot (of exhibition) was very good, though not all.

An elliptical nominal group may always be replaced by its full, non-elliptical equivalent, either in simple form or in expanded.

b) Verbal Ellipsis
Verbal ellipsis means ellipsis within the verbal group. An elliptical verbal group presupposes one or more words from a previous verbal group. It is defined as a verbal group whose structure does not fully express its systemic features – all the choices that are being made within the verbal group system. A verbal group whose structure fully represents all its systemic features is not elliptical.

Example:

(17)  *Have you read much? – I am trying to (read much)*

In the verbal group, furthermore, there is only one lexical element, and that is the verb itself. The whole of rest of the verbal group expresses systemic selections, choices of an either-or type (though not always restricted to two possibilities) which must be made whenever a verbal group is used.

The principal systems are:

1)  Finiteness: finite or non-finite

   If finite: indicative or imperative

   If indicative: modal or non-modal

2)  Polarity: positive or negative, and marked or unmarked

3)  Voice: active or passive

4)  Tense: past or present or future (recursively)

---


Besides all those selection, there is one other system, that of ‘Contrast: contrastive or non-contrastive’, which appears in spoken English only, and it is expressed by intonation.

c) Clausal Ellipsis

Clausal ellipsis consists of modal element and proposition element, for the example:

(18) The choir singers were going to sing a popular song in the stage.

(Modal element) (Propositional element)

What were the choir singers going to do? Sing the popular song in the stage.

In the answer, the modal element is omitted: the subject and, within the verbal group, the finite operator was. Hence there is operator ellipsis in the verbal group: (What were the choir singers going to do? – The choir singer were going to sing a popular song in the stage). In other circumstance, there may be ellipsis of the propositional element: (What were the Choir singers going to sing a popular song in the stage? The Choir singers were going to sing a popular song in the stage).

4) Conjunction

The final type of cohesive relation that is found in the grammar is that of conjunction. Conjunction is rather different in nature from the other cohesive relations. Moreover, it is the typically much larger inventor of connectors which link clauses in discourse. For Halliday and Hasan (1976) this resource comprises linkers
which connecting sentences to each other, but excludes paratactic and hypotactic (coordinating and subordinating) linkers within sentences, which are considered structural by Halliday.\textsuperscript{51}

Halliday and Hasan classified four types of conjunction, there are: additive, adversative, causal and temporal.\textsuperscript{52}

\textbf{a) Additive conjunction}

Additive conjunction contributes to give additional information without changing information in the previously clause or phrase. Here are some items of the conjunction relations of additive type: and, and also, further (more), moreover, besides that, by the way, or, nor, neither, etc. For example:

\begin{enumerate}
\item \textit{Besides} being mean, he is also hateful.
\item He no longer goes to campus \textit{and} he planning to look for a job.
\end{enumerate}

The conjunction relation in (a) is hypotactic (which combine a main clause with subordinate clause or phrase) an in (b) is paratactic (which have two main clause)

\textbf{b) Adversative conjunction}

The basic meaning of adversative relation is ‘contrary to expectation’. The expectation may be derived from the content of what is being said, or from communication process.\textsuperscript{53} There are the conjunctive relations of the adversative type: however, but in fact, nevertheless, instead etc. for example:

\begin{footnotes}
\footnote{J.R. Martin, \textit{Loc.Cit}.}
\footnote{\textit{Ibid.}, p. 250}
\end{footnotes}
(21) *He failed, however, he is tried his best.*

In this sense, the meaning is ‘as against’. This is normally a true adversative and it can be expressed in although clause. ‘*He failed, although he is tried his best*’.

c) **Causal Conjunction**

Causal conjunction expresses “result, reason and purpose”, and the simple form of causal relation is expressed by so, thus, hence, therefore, consequently, accordingly, and number of expressions like as a result (of that), in consequence (of that), because of that. All these regularly take place in the initial clause or sentence and they express causality.

For example:

(22) *She is ill; thus she does not come to the class.*

The causal conjunction *thus* creates a causal relation between the case *is ill* and the event *does not come*. The meaning of thus is to introduce the cause stated in the first sentence – because she is ill.

d) **Temporal conjunction**

The relation between the theses of two successive sentences may be simply one of sequence in time. This temporal relation is expressed in its simplest form by *then*.\(^\text{54}\)

Example:

\(^\text{54}\) *Ibid.*, p. 261
(23) **Online make up course on facebook talks about highlight and contour. Then, I am trying to do it to myself.**

The temporal conjunction in the example above creates a sequence in time showing that one event happens after another.

Besides then, there are still many sequential sense like next, afterwards, after that, soon, subsequently and number of other expressions.

### b. Lexical Cohesion

Lexical Cohesion is the cohesive effect achieved by the selection of vocabulary. The borderline between grammatical and lexical cohesion is the cohesive function of the class of general noun.\(^{55}\) Lexical cohesion occurs when two words in text are semantically related in some way – in other words, they are related in terms of their meaning. There are two types of lexical cohesion can be distinguished: reiteration and collocation.

1) **Reiteration**

Reiteration is form of lexical cohesion which involves the repetition of lexical item, at one end of the scale; the use of the general word to refer back to 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.\(^{56}\)

According to the definition above, reiteration is divided into following four types:

a) **Repetition**

---


\(^{56}\) *Ibid.*, p. 278
Of all the lexical cohesion devices, the most common form is repetition, which is simply repeated words or words phrases, threading through the text.\(^{57}\)

Example:

(24)  *There was a large mushroom growing near her, about the same height as herself; and, when she had looked under it, it occurred to her that she might as well look and see what was on the top of it.*  
*She stretched herself up on tiptoe, and peeped over the edge of the mushroom,...*  

There is repetition that *mushroom* refers back to *mushroom*.

b) **Synonyms**

Instead of repeating the exact same word, a speaker or writer can use another word that means the same or almost the same. This is a synonym.\(^{58}\)

Example:

(25)  *Accordingly ... I took leave, and turned to the ascent of the peak. The climb is perfectly easy...*  

In the example above, *climb* refers back to *ascent*, of which it is a synonym.

c) **Superordinates**

This is the example of superordinates, about the absurd rhyme:

(26)  *The elephant is a bonny bird*

*It flits from bough to bough*  
*It makes its nest in a rhubarb tree*  
*And whistles like a cow*

---

Of course, ‘bird’ is the wrong superordinate for ‘elephant’, because ‘bird’ includes ‘seagull’, ‘blackbird’, ‘hummingbird’ and so on, and ‘elephant’ comes under superordinate ‘animal’, which includes ‘giraffe’, ‘cow’, ‘dog’, and so on. Even these can be superordinates on a lower level, for example ‘dog’ is the overall term including ‘Labrador’, ‘poodle’, ‘Irish wolfhound’ and so on.

d) General words

General word can be general nouns, as in ‘thing’, ‘stuff’, ‘place’, ‘person’, ‘woman’ and ‘man’, or general verbs, as in ‘do’ and ‘happen’. In a way, the general word is a higher level superordinate: it is umbrella term that can cover almost everything. 59

Example:

(27) There’s a boy climbing a tree. The idiot’s going to fall if he doesn’t take care.

Idiot is the general word. It is typical of such general word, at least that referring to people, as we have seen.

2) Collocation

Collocation is the second type of lexical cohesion. It deals with the relationship between words on basis of the fact that these often in the same surrounding. The simple example, in English, we usually say ‘heavy rain’ although ‘strong rain’ or

59 Ibid., p.15
‘big rain’ has the same correct grammatical yet it sounds unnatural. A native speaker would never say ‘big rain’. The normal collocation is ‘heavy rain’ and it makes our English more natural and sound a lot better.60

Collocation takes in the form of synonym, such as: disease...illness. Super ordinates, such as: boy...child. Antonym, such as: boy...girl; Hyponym, such as: chair...furniture.

CHAPTER III
RESEARCH FINDINGS

A. Data Description

This chapter will explain analyze of Indonesian Minister for Foreign Affairs speech text through Halliday and Hasan theory of Cohesion. Cohesion divides into two element, grammatical cohesion and lexical cohesion. The unity of the text shows when both elements and the sentences in the text are connecting and make cohesiveness. The aims of this research are to know the kind of cohesion markers in the speech text and to know how cohesion markers show the cohesiveness of the speech text.

The unit analysis in this research is a speech text by Indonesian Minister of Foreign Affairs in the Ministerial Meeting in Jakarta, April 20\textsuperscript{th} 2015 which can be accessed at www.kemenlu.go.id. Data will be analyzed based on the topic sentences. In the data analysis, the word sentence will be abbreviated with ‘S’ as a sentence unit, for the example, Sentence 1 (S1). Data from the text consist of 51 sentences. The data are as follows:

Table 3: The Data of The Speech Text

<table>
<thead>
<tr>
<th>S</th>
<th>Text</th>
<th>Ties</th>
<th>Cohesion Marker</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I wish to extend a warm welcome to all Ministers and Heads of Delegation.</td>
<td>2</td>
<td>Personal Reference: I, Conjunction: and</td>
</tr>
<tr>
<td>2</td>
<td>Indonesia is honored to host this important Asian-African Ministerial Meeting in conjunction with the commemoration of the 60th Anniversary of the Asian-African Conference and the 10th Anniversary of the Asian-African Strategic Partnership.</td>
<td>7</td>
<td>Demonstrative reference: this, the Conjunction: and</td>
</tr>
<tr>
<td>3</td>
<td>Ladies and Gentlemen,</td>
<td>4</td>
<td>Personal reference: our Conjunction: and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>---</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>When <strong>our</strong> Leaders met in Bandung in 1955, <strong>our</strong> main challenges were colonialism <strong>and</strong> poverty.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Today, <strong>we</strong> sit <strong>here</strong> 60 years later.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td><strong>The</strong> world remains geo-politically <strong>and</strong> economically unbalanced.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Palestine has yet to exercise <strong>its</strong> inalienable right to sovereignty <strong>and</strong> independence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td><strong>We</strong> are faced with widening development gaps.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td><strong>More</strong> than 1 billion people living with <strong>less</strong> than USD2 per day.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Conflicts <strong>and</strong> instability are continuing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Intolerance <strong>and</strong> inequality are increasing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Let <strong>us</strong> ask <strong>ourselves</strong>, what happen with <strong>us</strong>?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Let <strong>us</strong> ask <strong>ourselves</strong>, what happen with the world?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Let <strong>us</strong> ask <strong>ourselves</strong>, what can the Asia-African Conference do to address the said challenges.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 14 | **Colleagues, Ladies and Gentlemen,**  
Yesterday **our** Senior Official’s worked tirelessly on the outcome of **our** meeting. |
<p>| 15 | <strong>The</strong> Bandung Message discussed is both a political <strong>and</strong> moral message to <strong>us</strong> and to the world. |
| 16 | <strong>The Bandung Message</strong> elaborates on the three pillars of cooperation <strong>and</strong> reaffirms our commitment to work towards political solidarity, economic development <strong>and</strong> stronger socio-cultural relations. |
| 17 | <strong>However, I</strong> ask you is a mere political message enough to address today’s challenges. |
| 18 | I’m sure you would say no. |
| 19 | <strong>It</strong> is a start but we must go beyond that. |
| 20 | This is why <strong>our</strong> meeting also discussed the implementation of <strong>the</strong> Bandung Message under the document on reinvigorating <strong>the</strong> New |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td><strong>The NAASP</strong> provides a practical approach which focuses on 8 areas of cooperation.</td>
</tr>
<tr>
<td>22</td>
<td><strong>The document</strong> does not only stop on priorities areas of cooperation, <strong>but</strong> goes beyond such priorities.</td>
</tr>
<tr>
<td>23</td>
<td><strong>It</strong> contains operational mechanisms, which entails the full cooperation of <strong>Asian and African</strong> countries as to ensure <strong>its</strong> effective implementation.</td>
</tr>
<tr>
<td>24</td>
<td>I am confident that <strong>this comprehensive NAASP framework</strong> would herald a new chapter in Asia-African cooperation.</td>
</tr>
<tr>
<td>25</td>
<td><strong>It</strong> would enable <strong>Asian African countries</strong> to engage in a more intensive, structured <strong>and</strong> systematic cooperation.</td>
</tr>
<tr>
<td>26</td>
<td><strong>It</strong> opens new windows of opportunities for cooperation between <strong>Asian and African countries</strong>.</td>
</tr>
<tr>
<td>27</td>
<td><strong>It</strong> provides bridges for <strong>the two continent</strong>.</td>
</tr>
<tr>
<td>28</td>
<td>A vast water separates <strong>our two continents</strong>.</td>
</tr>
<tr>
<td>29</td>
<td>As the incoming chair of <strong>the Indian Ocean Regional Association (IORA)</strong> for the period of 2015-2017, Indonesia will vigorously promote cooperation in maritime connectivity, so as to amongst others shorten the distance between Asia <strong>and</strong> Africa.</td>
</tr>
<tr>
<td>30</td>
<td><strong>Colleagues</strong>, An issue that also merits <strong>our continuous support and attention</strong> is <strong>the issue of Palestine</strong>.</td>
</tr>
<tr>
<td>31</td>
<td>Indonesia remains steadfast in <strong>its unwavering support for an independent Palestine</strong> within the context of a two-state solution.</td>
</tr>
</tbody>
</table>
| 32 | In **this context**, Indonesia strongly believes that ensuring **the readiness of the Palestine people capacity to govern an independent state** is **as important as**
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</table>
| **important as** achieving independence itself. | 4 | Personal reference: their
Demonstrative reference: this
Comparative reference: as well as |
| 33 | For **this** reason, it is essential that Asia-Africa countries unite in rendering their support to Palestine as well as developing their cooperation on capacity building programs. |   |   |
| 34 | **Ladies and Gentlemen,** By the end of the meeting we will have a political message from our leaders, *Bandung Message.* | 7 | Personal reference: we, our
Demonstrative reference: the
Conjunction: and
Repetition: Ladies and Gentlemen, Bandung Message |
| 35 | To implement it we will have the NAASP. | 3 | Personal reference: it, we
Demonstrative reference: the |
| 36 | To support NAASP we have the south-south cooperation. | 2 | Personal reference: we
Demonstrative reference: the |
| 37 | **South-South Cooperation** is a manifestation of solidarity among countries. | 1 | Repetition: south-south cooperation |
| 38 | **We** strengthen ourselves from within. | 2 | Personal reference: we, ourselves |
| 39 | The agenda and initiatives determined by countries of the south with no conditions. | 3 | Demonstrative reference: the
Conjunction: and |
| 40 | *It* upholds principles of respects, national sovereignty, equality and mutual respect. | 2 | Personal reference: It
Conjunction: and |
| 41 | I believe a strong **south-south cooperation** will be an effective vehicle to implement the political vision of *Bandung message and the NAASP.* | 6 | Personal reference: I
Demonstrative reference: the
Conjunction: and
Repetition: south-south cooperation, Bandung Message |
| 42 | But **South-south cooperation** can be complimented with strong cooperation with our development partners through triangular cooperations. | 2 | Personal reference: our
Repetition: south-south cooperation |
| 43 | For sure **this** triangular cooperation should be based on mutual benefit. | 1 | Demonstrative reference: this |
| 44 | Such triangular cooperation must be demand driven and carried out in the spirit of equality. | 2 | Demonstrative reference: the
Conjunction: and |
| 45 | **Distinguished Delegates,** **Ladies and Gentlemen,** Political will to observe the *Bandung Message* to develop cooperation to implement NAASP will assist us to address the challenges that we face in our region. | 9 | Personal reference: we, us, our
Demonstrative reference: the
Conjunction: and
Repetition: Ladies and Gentlemen, the Bandung message
Synonym: distinguish delegates – ladies and gentlemen- colleagues |
| 46 | **We** want to see a stable democracy and prosperous Asia-Africa. | 2 | Personal reference: we
Conjunction: and |
<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 47 | **We** want to see **Asia-Africa** that respects human rights. | 2 | Personal reference: **we**  
Repetition: **Asia-Africa** |   |   |
| 48 | **We** want to see equality in **Asia-Africa and around the world.** | 4 | Personal reference: **we**  
Demonstrative reference: **the**  
Conjunction: **and**  
Repetition: **Asia-Africa, the world** |   |   |
| 49 | Growing together is a must, let **us** make **South-south and triangular cooperations** as a means to grow and develop together. | 4 | Personal reference: **us**  
Conjunction: **and**  
Repetition: **south-south cooperation** |   |   |
| 50 | Indonesia is ready to grow together with **Asian African countries**. | 1 | Repetition: **Asian African countries** |   |   |
| 51 | **I** thank **you**. | 2 | Personal reference: **I, you** |   |   |

**B. Data Analysis**

(S.1) *I wish to extend a warm welcome to all Ministers and Heads of Delegation.*

There are two grammatical cohesion markers in the sentence above. The first is reference. The word “I” is called Personal reference as a subject and first person. The word “I” is endophoric reference because its reference is inside the speech text. “I” refers to the Foreign Minister Affairs of Indonesia as the only speaker. So that, the word “I” is the first person of personal reference.

The second is conjunction. The word “and” is called additive conjunction. “And” has function to add the information in the sentence, it connect the phrase “all ministers and heads of delegation”. The information that shows in the connection between the nouns are the audience who attend the meeting not only the minister but there are also heads of delegations.

(S.2) *Indonesia is honored to host this important Asian-African Ministerial Meeting in conjunction with the commemoration of the 60th Anniversary of the Asian-African Conference and the 10th Anniversary of the Asian-African Strategic Partnership.*
There are grammatical cohesion markers in the sentence above. The first are “this” and “the”. The word “the” is neutral demonstrative represented by definite article. “The” shows for identifying “commemoration”, “60th Anniversary”, “Asian-African” Conference”, and “10th Anniversary of the Asian-African Strategic Partnership”. Then the word “this” is called demonstrative reference, it refers to “Asian-African Ministerial Meeting”.

The second is conjunction. The word “and” is additive conjunction. It adds the information. It connects “the Asian-African Conference and the 10th Anniversary of the Asian-African Strategic Partnership”. “And” makes the phrase before and after “and” connected and complementary each other.

(S.3) **Ladies and Gentlemen,**

*When our Leaders met in Bandung in 1955, our main challenges were colonialism and poverty.*

There are grammatical and lexical cohesion markers in the sentence above. The first is the word “our”. There are two words “our” in the sentence. “Our” is personal reference as possessive adjective. “Our” is refers to ownership of “we”. It refers to the speaker and other people those are the Foreign Minister Affairs of Indonesia and all delegates from Asia-Africa in the Meeting. It is called exophoric reference because it reference is outside the text. So that, “our” is possessive adjective of personal reference.

The second is conjunction. The word “and” is additive conjunction. It adds the information. It connects noun “colonialism and poverty”. “And” makes the noun before and after “and” connected and complementary each other.

Lexical cohesion marker that occurs in the sentence is reiteration. “Ladies and Gentlemen” in sentence 3rd, 14th, 34th, and 45th shows the repetition. They are
nominal repetition. It is called repetition because it has been mentioned in the previous sentence. “Ladies and Gentlemen” in the sentences after in this sentence, all refers to the sentence above (S3).

(S.4) Today, we sit here 60 years later.

There are grammatical cohesion markers in the sentence. There are references. The first is “we”. It is called personal reference as a subject. It refers speaker and other people those are the Minister and all heads of Asia-Africa delegates. It is called exophoric reference because it reference is outside the text. Then the second is “here”. It is called demonstrative reference. It is selective demonstrative. “Here” refers back to the location of KAA is held which is Bandung. So, the word “here” is demonstrative reference.

(S.5) The world remains geo-politically and economically unbalanced.

There are grammatical and lexical cohesion markers in the sentence above. The first is “the”. The word “the” is neutral demonstrative represented by definite article. “The” shows for identifying “world”. The word “the” is demonstrative reference.

The second is conjunction. The word “and” is additive conjunction. It adds the information. It connects noun; “geo-politically and economically”. “And” makes the nouns before and after “and” connected and complementary each other.

The lexical cohesion marker is reiteration. The word “the world” shows repetition because it is repeated in the sentence 12th, 15th, 48th. They are nominal repetition. It is called repetition because it has been mentioned in the previous sentence.
Palestine has yet to exercise its inalienable right to sovereignty and independence.

There are grammatical cohesion markers in the sentence. The first is “its” is called personal reference as possessive adjective. It refers to “Palestine”. “Its” is anaphoric reference because it refers to the preceding text.

The second is conjunction. The word “and” is additive conjunction. It adds the information. It connects noun “sovereignty and independence”. “And” makes the nouns before and after “and” connected and complementary each other.

We are faced with widening development gaps.

There is grammatical cohesion marker in the sentence. There is “we”. It is called personal reference as a subject. It refers speaker and other people those are the Minister and all heads of Asia-Africa delegates in the meeting.

More than 1 billion people living with less than USD2 per day.

There are grammatical cohesion markers in the sentence above. The word “more” and “less” are comparative reference. Both express enumerative comparative according Hasan and Halliday. They are kind of particular comparison (non deictic). Furthermore, they compare things in terms of quantity (1 billion people and USD2 per day). The word “more” and “less” are comparative reference.

Conflicts and instability are continuing.
There is a grammatical cohesion marker in the sentence above. The word “and” is additive conjunction. It adds the information. It connects “conflicts and instability”. “And” makes the nouns before and after “and” connected and complementary each other.

(S.10) Intolerance and inequality are increasing.

There is a grammatical cohesion marker in the sentence above. The word “and” is additive conjunction. It adds the information. It connects “intolerance and inequality”. “And” makes the nouns before and after “and” connected and complementary each other.

(S.11) Let us ask ourselves, what happen with us?

There are grammatical cohesion markers in the sentence above. There are personal references. First is “us” expresses object form of “we”. It refers to the Minister as a speaker and all delegates. Then the second is “ourselves” is reflexive pronoun. It is pronoun which subject and the predicate is same, or the subject which doing his job without any help from others. The word “ourselves” refers back to “us” those are speaker and the delegates from others countries in Asia-Africa. Finally, “us” and “ourselves” are personal pronoun.

(S.12) Let us ask ourselves, what happen with the world?

There are grammatical and lexical cohesion markers in the sentence above. There are references. The first is personal reference; “us” expresses object form of “we”. It refers to the Minister as a speaker and all delegates. Then the second is
“ourselves” is reflexive pronoun. It is pronoun which subject and the predicate is same, or the subject which doing his job without any help from others. The word “ourselves” refers back to “us” those are speaker and the delegates from others countries in Asia-Africa.

The second is “the” expresses neutral demonstrative represented by definite article. “The” shows for identifying “world”.

The last is lexical cohesion marker, reiteration. The word “the world” shows repetition because it repeats “the word” in the sentence 3rd, 12th, 15th and 48th. They are nominal repetition. It is called repetition because it has been mentioned in the previous sentence.

(S.13) *Let us ask ourselves, what can the Asia-African Conference do to address the said challenges.*

There are grammatical cohesion markers in the sentence above. There are references. The first is personal reference; “us” expresses object form of “we”. It refers to the Minister as a speaker and all delegates. Then the second is “ourselves” is reflexive pronoun. It is pronoun which subject and the predicate is same, or the subject which doing his job without any help from others. The word “ourselves” refers back to “us” those are speaker and the delegates from others countries in Asia-Africa.

The second is “the” expresses neutral demonstrative represented by definite article. “The” shows for identifying “The Asia-African” and “the said challenges”.

(S.14) *Colleagues,*  
*Ladies and Gentlemen,*  
*Yesterday our Senior Official’s worked tirelessly on the outcome of our meeting.*
There are lexical and grammatical cohesion markers in the sentence. From the lexical cohesion markers, the first is synonym or near-synonym. The word “colleagues” and “ladies and gentlemen” in this sentence are synonym and have the same meaning as ‘all ministers and Heads delegation of Asia-Africa’ in the meeting.

The second is reiteration. The word “colleagues” in the sentence 14th and 30th shows the repetition. In the sentence 30th repeat “colleagues” in this sentence. Then the other repetition is “Ladies and Gentlemen” in sentence 3rd, 14th, 34th, and 45th. They are nominal repetition. It is called repetition because it has been mentioned in the previous sentence.

The third is grammatical cohesion marker. The word “and” is additive conjunction. It adds the information. It connects noun “Ladies and Gentlemen”. “And” makes the nouns before and after “and” connected and complementary each other.

The fourth is reference. “Our” is personal reference as possessive adjective. “Our” is refers to ownership of “we”. It refers to the speaker and other people those are the Foreign Minister Affairs of Indonesia and all delegates from Asia-Africa in the Meeting. It is called exophoric reference because it reference is outside the text. So that, “our” is possessive adjective of personal reference.

The last is “the” expresses neutral demonstrative represented by definite article. “The” shows for identifying “outcome”.

(S.15) The Bandung Message discussed is both a political and moral message to us and to the world.
There are grammatical cohesion markers. The first is the word “and” is additive conjunction. It adds the information. It connects “a political and moral message” and “to us and to the world”. “And” makes the phrase before and after “and” connected and complementary each other.

The second is personal reference; “us” expresses object form of “we”. It refers to the Minister as a speaker and all delegates in the meeting.

The last is “the” expresses neutral demonstrative represented by definite article. “The” shows for identifying “world”.

(S.16) The Bandung Message elaborates on the three pillars of cooperation and reaffirms our commitment to work towards political solidarity, economic development and stronger socio-cultural relations.

There are lexical and grammatical cohesion markers. The first is reiteration. “The Bandung Message” in sentence 15, 16, 20, 34, 41, 45 expresses the repetition. The repetition simply repeated words or words phrase, threading through the text. Repetition occurs because the word or word phrase has been mentioned in the previous sentence.

The next is “the” expresses neutral demonstrative represented by definite article. “The” shows for identifying “three pillars of cooperation”.

After that, the word “and” is additive conjunction. It adds the information. It connects “the three pillars of cooperation and reaffirms our commitment” and “economic development and stronger socio-cultural relations”. “And” makes the phrase before and after “and” connected and complementary each other.

The last is “Our” is personal reference as possessive adjective. “Our” is refers to ownership of “we”. It refers to the speaker and other people those are the Foreign Minister Affairs of Indonesia and all delegates from Asia-Africa in the
Meeting. It is called exophoric reference because it reference is outside the text. So that, “our” is possessive adjective of personal reference.

(S.17) **However, I ask you is a mere political message enough to address today’s challenges.**

In the sentence above, there are grammatical cohesion markers. The first is the word “however”. It expresses adversative conjunction which shows contrary to expectation. The contradiction occurs between this sentence and the explanation in the previous sentence about “The Bandung Message”.

The second “I” and “you” show personal reference. The word “I” is called Personal reference as a subject and first person. The word “I” is endophoric reference because its reference is inside the speech text. “I” refers to the Foreign Minister Affairs of Indonesia as the only speaker. Then the word “you” is personal reference as an object. The form of this word is plural not singular. “You” is called exophoric reference because its reference is outside the text. It refers to all ministers and Head of delegation countries in the meeting. So that, the word “I” and “you” are personal reference.

(S.18) **I’m sure you would say no.**

The sentence above shows the grammatical cohesion markers. The word “I” and “you” show personal reference. The word “I” is called Personal reference as a subject and first person. The word “I” is endophoric reference because its reference is inside the speech text. “I” refers to the Foreign Minister Affairs of Indonesia as the only speaker. Then the word “you” is personal reference as an object. The form of this word is plural not singular. “You” is called exophoric
reference because its reference is outside the text. It refers to all ministers and Head of delegation countries in the meeting. So that, the word “I” and “you” are personal reference.

(S.19) *It is a start but we must go beyond that.*

There are grammatical cohesion markers in the sentence above. The first is reference. “It” is called personal reference as an object. It refers back to the “today’s challenges” in the 17th sentence. The next is “we”. It is called personal reference as a subject. It refers speaker and other people those are the Minister and all heads of Asia-Africa delegates in the meeting.

The next is demonstrative reference. “That” is demonstrative reference. It is a selective demonstrative. “That” refers to the word “it”, then “it” explains about “today’s challenges” in the 17th sentence.

The last is conjunction. The word “but” is adversative conjunction. It shows contrary to expectation. It is contradiction between the start that must be through by the countries.

(S.20) *This is why our meeting also discussed the implementation of the Bandung Message under the document on reinvigorating the New Asia-Africa Strategic Partnership.*

There are grammatical cohesion markers in the sentence above. The first word “This” is demonstrative reference. It is a selective demonstrative. “This” indicates the discussion’s implementation of the Bandung Message. The next is “the” expresses neutral demonstrative represented by definite article. “The” show for identifying “the implementation”, “the Bandung Message”, “the document”, and “the New Asia-Africa Strategic Partnership”.

Second is “Our” is personal reference as possessive adjective. “Our” is refers to ownership of “we”. It refers to the speaker and other people those are the Foreign Minister Affairs of Indonesia and all delegates from Asia-Africa in the Meeting. It is called exophoric reference because it reference is outside the text. So that, “our” is possessive adjective of personal reference.

Third is reiteration. “The Bandung Message” in sentence 15, 16, 20, 34, 41, 45 expresses the repetition. The repetition simply repeated words or words phrase, threading through the text. Repetition occurs because the word or word phrase has been mentioned in the previous sentence.

(S.21) *The NAASP provides a practical approach which focuses on 8 areas of cooperation*

The sentence above shows a grammatical cohesion maker. That is “the” expresses neutral demonstrative represented by definite article. “The” refers to the word that has been cleared. It shows for identifying “The NAASP”. So, the word “the” is demonstrative reference.

(S.22) *The document does not only stop on priorities areas of cooperation, but goes beyond such priorities.*

The sentence above shows a grammatical cohesion maker. That is “the” expresses neutral demonstrative represented by definite article. “The” refers to the word that has been cleared. It shows for identifying “the document”.

Next is conjunction. The word “but” in the sentence is adversative conjunction. It shows contrary to expectation. It is contradiction of the priorities area.
(S.23) **It contains operational mechanisms, which entails the full cooperation of Asian and African countries** (corrected) **as to ensure its effective implementation.**

There are grammatical and lexical cohesion markers in the sentence above. The first is reference. “It” is called personal reference as an object. It refers back to “the document” in the previous sentence. Next is “its” is called personal reference as possessive adjective. It refers to “the document”. “Its” is anaphoric reference because it refers to the preceding text.

The next is “the” expresses neutral demonstrative represented by definite article. “The” shows for identifying “the full cooperation of Asian and African countries”.

Last grammatical cohesion markers, the word “and” is additive conjunction. It adds the information. It connects “Asian and African”. “And” makes the phrase before and after “and” connected and complementary each other.

Lexical cohesion marker which occurs is reiteration. The sentences above encounter the reiteration that is general word. “It” in the 23rd sentence refers back to “the document” in the sentence before.

(S.24) *I am confident that this comprehensive NAASP framework would herald a new chapter in Asia-African cooperation.*

The sentence above contains grammatical cohesion markers. The first “I” show personal reference. The word “I” is called Personal reference as a subject and first person. The word “I” is endophoric reference because its reference is inside the speech text. “I” refers to the Foreign Minister Affairs of Indonesia as the only speaker.
The second is “this” is demonstrative reference. It is a selective demonstrative. “This” indicates comprehensive NAASP framework. So that, the word “this” is demonstrative reference.

(S.25) **It would enable Asian African countries to engage in a more intensive, structured and systematic cooperation.**

There are grammatical and lexical cohesion markers in the sentence above. The first is reference. “It” is called personal reference as an object. It refers “NAASP framework comprehensive”. So that, “it” is personal reference. Then “more” is comparative reference.

The second is the word “and” is additive conjunction. It adds the information. It connects “structured and systematic cooperation”. “And” makes the nouns before and after “and” connected and complementary each other.

The last is Lexical cohesion marker which occurs is reiteration. There are “Asian and African Countries” shows repetition. The repetition shows in the sentence 23th, 25th, 26th and 50th. The repetition simply repeated words or words phrase, threading through the text. Repetition occurs because the word or word phrase has been mentioned in the previous sentence. Then there is general word in the sentence. The word “it”, in the sentence 24th, 25th and 26th, refers back to “NAASP framework” in the 24th sentence.

(S.26) **It opens new windows of opportunities for cooperation between Asian and African countries.**
There are grammatical and lexical cohesion markers in the sentence above. The first is reference. “It” is called personal reference as an object. It refers “NAASP framework comprehensive”. So that, “it” is personal reference.

The second is the word “and” is additive conjunction. It adds the information. It connects “Asian and African Countries”. “And” makes the nouns before and after “and” connected and complementary each other.

The last is Lexical cohesion marker which occurs is reiteration. There are “Asian and African Countries” shows repetition. The repetition shows in the sentence 23\textsuperscript{th}, 25\textsuperscript{th}, 26\textsuperscript{th} and 50\textsuperscript{th}. The repetition simply repeated words or words phrase, threading through the text. Repetition occurs because the word or word phrase has been mentioned in the previous sentence. Then, there is lexical cohesion marker that is general word in the sentence. The word “it”, in the sentence 24\textsuperscript{th}, 25\textsuperscript{th} and 26\textsuperscript{th}, refers back to “NAASP framework” in the 24\textsuperscript{th} sentence.

(S.27) \textit{It provides bridges for the two continent.}

There are grammatical and lexical cohesion markers in the sentence above. The first is reference. “It” is called personal reference as an object. It refers “NAASP framework comprehensive”. So that, “it” is personal reference.

The second is “the” expresses neutral demonstrative represented by definite article. “The” shows for identifying “the two continents”.

Lexical cohesion marker that occurs is reiteration. There is lexical cohesion marker that is general word in the sentence. The word “it”, in the sentence 24\textsuperscript{th}, 25\textsuperscript{th} and 26\textsuperscript{th}, refers back to “NAASP framework” in the 24\textsuperscript{th} sentence.
(S.28) A vast water separates our two continents.

In the sentence above, there are grammatical and lexical cohesion markers. The word “Our” is personal reference as possessive adjective. “Our” is refers to ownership of “we”. It refers to the speaker and other people those are the Foreign Minister Affairs of Indonesia and all delegates from Asia-Africa in the Meeting. It is called exophoric reference because it reference is outside the text. So that, “our” is possessive adjective of personal reference.

Lexical cohesion marker that occurs is reiteration. The word “two continents” shows repetition. The repetition shows in the sentence 28th. It refers back to the first “two continent” which appear in sentence 27th. They are nominal repetition. The repetition simply repeated words or words phrase, threading through the text. Repetition occurs because the word or word phrase has been mentioned in the previous sentence.

(S.29) As the incoming chair of the Indian Ocean Regional Association (IORA) for the period of 2015-2017, Indonesia will vigorously promote cooperation in maritime connectivity, so as to amongst others shorthen the distance between Asia and Africa.

In the sentence above, there are grammatical cohesion markers. “The” expresses neutral demonstrative represented by definite article. “The” shows for identifying “the incoming chair”, “the Indian Ocean Regional Association (IORA)”, “the period of 2015-2017”, “the distance between Asia and Africa”.

The second is the word “and” is additive conjunction. It adds the information. It connects “Asia and Africa”. “And” makes the nouns before and after “and” connected and complementary each other.
The third is the word “so”. “So” is causal conjunction which expresses results, reason and purpose. In the sentence “so” shows the result of vigorously promotion of the cooperation in maritime connectivity by Indonesia. So, the word “so” is causal conjunction.

(S.30) Colleagues,
An issue that also merits our continuous support and attention is the issue of Palestine.

In the sentence above, there are lexical and grammatical cohesion markers. The first is reiteration. It is kind of lexical cohesion. The word “colleagues” in the sentence 30th and 14th sentence show repetition. Repetition occurs because the word or word phrase has been mentioned in the previous sentence. Then there is superordinate occurring in the text and it is in this sentence. The word “Palestine” is a specific country in the “Asia and Africa”. They have a superordinate relation. Superordinate is the relation between the specific meaning and the word that has general meaning. So, “Palestine” comes under superordinate “Asia and Africa” in the previous sentence.

The second is grammatical cohesion. “Our” is personal reference as possessive adjective. “Our” is refers to ownership of “we”. It refers to the speaker and other people those are the Foreign Minister Affairs of Indonesia and all delegates from Asia-Africa in the Meeting. It is called exophoric reference because it reference is outside the text.

The third is “and” is additive conjunction. It adds the information. It connects “support and attention”. “And” makes the nouns before and after “and” connected and complementary each other.
The last grammatical cohesion marker in this sentence is “The” expresses neutral demonstrative represented by definite article. “The” shows for identifying “the issue”.

(S.31) Indonesia remains steadfast in its unwavering support for an independent Palestine within the context of a two-state solution.

There are grammatical cohesion markers in the sentence above. The first is “its” is called personal reference as possessive adjective. It refers to “the ownership of Indonesia”. “Its” is anaphoric reference because it refers to the preceding text.

The next is “The” expresses neutral demonstrative represented by definite article. “The” shows for identifying “the context of a two-state solution”.

(S.32) In this context, Indonesia strongly believes that ensuring the readiness of the Palestine people capacity to govern an independent state is as important as achieving independence itself.

There are grammatical cohesion markers in the sentence above. The first are “this” and “the”. The word “this” is called demonstrative reference, it refers to “the context of a two-state solution”. Then the word “the” is neutral demonstrative represented by definite article. “The” shows for identifying “the readiness of the Palestine people capacity”.

The second is “as important as” is comparative adjective. It is Epithet of Particular Comparison. Furthermore, it compares things in terms of quality (the important of ensuring the readiness of the Palestine people capacity to govern an independent state and achieving independence itself). The word “as important as” is comparative reference.
The third is personal reference. “Itself” is reflexive pronoun. It is pronoun which subject and the predicate is same, or the subject which doing his job without any help from others. The word “itself” refers back to “achieving independent”.

(S.33) *For this* reason, *it is essential* that Asia-Africa countries unite in rendering *their* support to Palestine *as well as* developing *their* cooperation on capacity building programs.

There are grammatical cohesion markers in the sentence above. The first is “this” is called demonstrative reference. It refers to “ensuring the readiness of the Palestine people capacity to govern an independent state is as important as achieving independence itself”.

The second is “Their” is refers to other person or people outside the text that is Asia-Africa countries. It is called exophoric reference because it reference is outside the text. So, the word “their” is personal reference.

The third is “as important as” is comparative adjective. It is Epithet of Particular Comparison. Furthermore, it compares things in terms of quality it compares things in terms of quality (rendering their support to Plestine and developing their cooperation on capacity building programs.). The word “as well as” is comparative reference.

(S.34) *Ladies and Gentlemen,*

*By the end of the meeting we will have a political message from our leaders, Bandung Message.*

There are lexical and grammatical cohesion markers in the sentence above. The first is lexical cohesion marker. Reiteration occurs in this sentence. “Ladies and Gentlemen” in sentence 3rd, 14th, 34th, and 45th shows the repetition. Then the
word “Bandung Message” in sentence 15, 16, 20, 34, 41, 45 expresses the repetition. They are nominal repetition. The repetition simply repeated words or words phrase, threading through the text. Repetition occurs because the word or word phrase has been mentioned in the previous sentence.

The next is “and” is additive conjunction. It adds the information. It connects “ladies and gentlemen”. “And” makes the nouns before and after “and” connected and complementary each other.

The next is grammatical cohesion markers that occur in this sentence. The word “the” is neutral demonstrative represented by definite article. “The” shows for identifying “the end of the meeting”.

After that is “we”. It is called personal reference as a subject. It refers speaker and other people those are the Minister and all heads of Asia-Africa delegates in the meeting. The last is “Our” is personal reference as possessive adjective. “Our” is refers to ownership of “we”. It refers to the speaker and other people those are the Foreign Minister Affairs of Indonesia and all delegates from Asia-Africa in the Meeting. It is called exophoric reference because it reference is outside the text.

(S.35) To implement it we will have the NAASP.

There are grammatical cohesion markers in the sentence above. The first is “It” is called personal reference as an object. It refers to “political message”. Then there is a word “we”. It is called personal reference as a subject. It refers speaker and other people those are the Minister and all heads of Asia-Africa delegates in the meeting.
The second is the word “the” is neutral demonstrative represented by definite article. “The” shows for identifying “the NAASP”.

(S.36) To support NAASP we have the south-south cooperation.

There are grammatical cohesion markers in the sentence above. The first is grammatical cohesion markers. There is a word “we”. It is called personal reference as a subject. It refers speaker and other people those are the Minister and all heads of Asia-Africa delegates in the meeting.

The second is the word “the” is neutral demonstrative represented by definite article. “The” shows for identifying “the south-south cooperation”.

(S.37) South-South Cooperation is a manifestation of solidarity among countries.

There is lexical cohesion markers which occur in the text is reiteration. Lexical cohesion marker that occurs is reiteration. There is “South-south cooperation”. The repetition shows in the sentence 37th, 41st, and 42nd. All of them refer back to the first “South-south cooperation” which appears in the 36th sentence. They are nominal repetition. The repetition simply repeated words or words phrase, threading through the text. Repetition occurs because the word or word phrase has been mentioned in the previous sentence.

(S.38) We strengthen ourselves from within.

There are some grammatical cohesion markers in the sentence above. The first is “we”. It is called personal reference as a subject. It refers speaker and other people those are the Minister and all heads of Asia-Africa delegates in the meeting.
The second is “ourselves” is reflexive pronoun. It is pronoun which subject and the predicate is same, or the subject which doing his job without any help from others. The word “ourselves” refers back to “us” those are speaker and the delegates from others countries in Asia-Africa.

(S.39) **The agenda and initiatives determined by countries of the south with no condition.**

There are grammatical cohesion markers in the sentence above. The first, the word “the” is neutral demonstrative represented by definite article. “The” shows for identifying “the agenda”.

The second is “and” is additive conjunction. It adds the information. It connects “the agenda and initiatives”. “And” makes the nouns before and after “and” connected and complementary each other.

(S.40) **It upholds principles of respects, national sovereignty, equality and mutual respect.**

There are grammatical cohesion markers in the sentence above. The first is “It” is called personal reference as an object. It refers to “the agenda and initiatives determined by countries of south”. “It” is a personal reference.

The second is “and” is additive conjunction. It adds the information. It connects “principles of respects, national sovereignty, equality and mutual respect”. “And” makes the phrase before and after “and” connected and complementary each other.

(S.41) **I believe a strong south-south cooperation will be an effective vehicle to implement the political vision of Bandung message and the NAASP.**
There are grammatical and lexical cohesion markers in the sentence above. The first, the word “I” is called Personal reference as a subject and first person. The word “I” is endophoric reference because its reference is inside the speech text. “I” refers to the Foreign Minister Affairs of Indonesia as the only speaker. So that, the word “I” is the first person of personal reference.

The second is “the”. “The” is neutral demonstrative represented by definite article. “The” shows for identifying “the political vision” and “the NAASP”.

The third is “and”. The word “and” is additive conjunction. It adds the information. It connects “the political vision of Bandung Message and the NAASP”. “And” makes one element before “and” to the other element after “and” connect and complementary each other.

The next is lexical cohesion markers. There is the word “Bandung Message” in sentence 15, 16, 20, 34, 41, 45 expresses the repetition. Then, there is “South-south cooperation”. The repetition shows in the sentence 37th, 41st, and 42nd. All of them refer back to the first “South-south cooperation” which appears in the 36th sentence. They are nominal repetition. The repetition simply repeated words or words phrase, threading through the text. Repetition occurs because the word or word phrase has been mentioned in the previous sentence.

(S.42) But South-south cooperation can be complimented with strong cooperation with our development partners through triangular cooperations.

There are lexical and grammatical cohesion markers in the text above. The first is lexical cohesion marker, reiteration. There is “South-south cooperation”. The repetition shows in the sentence 37th, 41st, and 42nd. All of them refer back to
the first “South-south cooperation” which appears in the 36th sentence. They are nominal repetition. The repetition simply repeated words or words phrase, threading through the text. Repetition occurs because the word or word phrase has been mentioned in the previous sentence.

The second is the word “our” is personal reference as possessive adjective. “Our” is refers to ownership of “we”. It refers to the speaker and other people those are the Foreign Minister Affairs of Indonesia and all delegates from Asia-Africa in the Meeting. It is called exophoric reference because it reference is outside the text.

(S.43) For sure this triangular cooperation should be based on mutual benefit.

There is a grammatical cohesion marker in the text above. The word “this” is called demonstrative reference. “This” refers to “triangular cooperation”. Finally, the word “this” is demonstrative reference.

(S.44) Such triangular cooperation must be demand driven and carried out in the spirit of equality.

There are grammatical cohesion markers in the text above. The first is “and” is additive conjunction. It adds the information. It connects “demand driven and carried out”. “And” makes the phrase before and after “and” connected and complementary each other.

The second is “The” is neutral demonstrative represented by definite article. “The” shows for identifying “the spirit of equality”.

(S.45) Distinguished Delegates, Ladies and Gentlemen, Political will to observe the Bandung Message to develop cooperation to implement NAASP will assist us to address the challenges that we face in our region.
There are lexical and grammatical cohesion markers in the sentence above. The first is lexical cohesion marker. Reiteration occurs in this sentence. “Ladies and Gentlemen” in sentence 3\textsuperscript{rd}, 14\textsuperscript{th}, 34\textsuperscript{th}, and 45\textsuperscript{th} shows the repetition. Then the word “Bandung Message” in sentence 15, 16, 20, 34, 41, 45 expresses the repetition. They are nominal repetition. The repetition simply repeated words or words phrase, threading through the text. Repetition occurs because the word or word phrase has been mentioned in the previous sentence.

The second is synonym. The word “distinguish delegates”, “colleagues” and “ladies and gentlemen” in this text are synonym and have the same meaning as ‘all ministers and Heads delegation of Asia-Africa’ in the meeting.

The next is grammatical cohesion markers. The first is “and”. The word “and” is additive conjunction. It adds the information. It connects “ladies and gentlemen” in the sentence. “And” makes the nouns before and after “and” connected and complementary each other.

The second is “the”. “The” is neutral demonstrative represented by definite article. “The” shows for identifying “the Bandung Message” and “the challenges”.

The third of grammatical cohesion markers are personal reference. There is the word “us” expresses an object form of “we”. It refers to the Minister as a speaker and all delegates in the meeting. After that, the word “we” is called personal reference as a subject. It refers speaker and other people those are the Minister and all heads of Asia-Africa delegates in the meeting. The last “our” is personal reference as possessive adjective. “Our” is refers to ownership of “we”. It refers to the speaker and other people those are the Foreign Minister Affairs of
Indonesia and all delegates from Asia-Africa in the Meeting. It is called exophoric reference because it reference is outside the text.

(S.46) *We want to see a stable democracy and prosperous Asia-Africa.*

There are grammatical and lexical cohesion markers in the sentence above. The word “we” is called personal reference as a subject. It refers speaker and other people those are the Minister and all heads of Asia-Africa delegates in the meeting.

Then the word “and” is additive conjunction. It adds the information. It connects “a stable democracy and prosperous Asia-Africa”. “And” makes the phrase before and after “and” connected and complementary each other.

Lexical cohesion marker which occurs in the sentence is reiteration. There is “Asia-Africa” shows repetition. The repetition shows in the sentence 47th and 48th. All of them refer back to the first “Asia-Africa” which appears in the 46th sentence. Those are nominal repetition. The repetition simply repeated words or words phrase, threading through the text. Repetition occurs because the word or word phrase has been mentioned in the previous sentence.

(S.47) *We want to see Asia-Africa that respects human rights.*

There is grammatical cohesion marker in the sentence above. The word “we” is called personal reference as a subject. It refers speaker and other people those are the Minister and all heads of Asia-Africa delegates in the meeting.

(S.48) *We want to see equality in Asia-Africa and around the world.*
There are grammatical and lexical cohesion markers in the sentence above. The word “we” is called personal reference as a subject. It refers speaker and other people those are the Minister and all heads of Asia-Africa delegates in the meeting.

Then the word “and” is additive conjunction. It adds the information. It connects “Asia-Africa and around the world”. “And” makes the phrase before and after “and” connected and complementary each other. The next is the word “the”. “The” is neutral demonstrative represented by definite article. “The” shows for identifying “the world”

The next is lexical cohesion markers. There are lexical cohesion marker in the sentence is reiteration. The word “the world” shows repetition because it is repeated in the sentence 12\textsuperscript{th}, 15\textsuperscript{th}, 48\textsuperscript{th}. Then, there is “Asia-Africa”. The repetition shows in the sentence 47\textsuperscript{th} and 48\textsuperscript{th}. All of them refer back to the first “Asia-Africa” which appears in the 46\textsuperscript{th} sentence. Those are nominal repetition. The repetition simply repeated words or words phrase, threading through the text. Repetition occurs because the word or word phrase has been mentioned in the previous sentence.

(S.49) \textit{Growing together is a must, let us make South-south and triangular cooperations as a means to grow and develop together.}

There are grammatical and lexical cohesion markers. The word “us” as grammatical cohesion marker expresses an object form of “we”. It refers to the Minister as a speaker and all delegates in the meeting.
Then the word “and” is additive conjunction. It adds the information. It connects “grow and develop”. “And” makes the phrase before and after “and” connected and complementary each other.

The last is lexical cohesion marker, reiteration. There is “South-south cooperation”. The repetition shows in the sentence 37th, 41st, and 42nd. All of them refer back to the first “South-south cooperation” which appears in the 36th sentence. They are nominal repetition. The repetition simply repeated words or words phrase, threading through the text. Repetition occurs because the word or word phrase has been mentioned in the previous sentence.

(S.50) *Indonesia is ready to grow together with Asian African countries.*

There is Lexical cohesion marker in the sentence above. Lexical cohesion which occurs is reiteration. There are “Asian and African Countries” shows repetition. The repetition shows in the sentence 23th, 25th, 26th and 50th. The repetition simply repeated words or words phrase, threading through the text. Repetition occurs because the word or word phrase has been mentioned in the previous sentence.

(S.51) *I thank you.*

There are grammatical cohesion markers in the sentence. Those are personal reference. The word “I” is called Personal reference as a subject and first person. The word “I” is endophoric reference because its reference is inside the speech text. “I” refers to the Foreign Minister Affairs of Indonesia as the only speaker. Then the word “you” is personal reference as an object. The form of this word is
plural not singular. “You” is called exophoric reference because its reference is outside the text. It refers to all ministers and Head of delegation countries in the meeting. So that, the word “I” and “you” are personal reference.

CHAPTER IV
CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Here the cohesion markers are found in the whole speech text, not only the grammatical cohesion but also the lexical cohesion. Meanwhile, the cohesion markers which mostly occur are grammatical cohesion.

The cohesion through the grammatical cohesive which occurs is reference and conjunction. Furthermore, the reference marker that occur in the speech text are personal reference such as I, you, we, it, us, our, their, its and ourselves; demonstrative reference such as the, this, that and here; then comparative reference such as as...as, more and less. Next, another grammatical cohesion that occurs in the speech text is conjunction. Conjunction marker which occur are and, however, but and so. As for the other grammatical cohesion such as substitution and ellipsis, they do not occur in this speech text. Moreover, lexical cohesion becomes the complement of cohesiveness in this speech text.

Lexical cohesion in this speech text is not as many as the grammatical cohesion marker. The lexical cohesion which occurs in the text is only reiteration. There is no collocation in this research. Furthermore about the reiteration that occurs in the speech text is divided into repetition, synonym, superordinate and general word. All reiteration types occur in this speech text.

Furthermore, according to the analysis, the cohesion markers create the cohesiveness of the text. Even though the speech from Indonesian Minister for Foreign Affairs does not use different word of cohesion marker and almost a

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whole speech text she uses the same marker for one to the other sentence. But it still makes cohesiveness in the speech text. If the text is cohesive, it will be understood well by the readers.

Finally, the cohesion marker has correlation between clauses within a speech text grammatically or lexically. Moreover, cohesion markers have function to make a unity of the text. So, the hearer can understand the speech text easily.

B. Suggestions

After finishing the research, the suggestion for the readers, cohesiveness in the text is important to be understood well. Having knowledge about cohesiveness, help us as a reader to comprehend the entire of text. Therefore, cohesion is the main element to determine the cohesiveness of the text.

Moreover, if the other researches still want to use speech text as their object, trying to compare the English speech text that is used by the Indonesian people and the speech text that is used by the foreigner with the main language is English. Last but not least, hopefully this research can describe people how the cohesion applied in the formal text.
BIBLIOGRAPHY


APPENDICES

Pidato Menteri Luar Negeri

OPENING REMARKS MINISTER FOR FOREIGN AFFAIRS H.E. RETNO L.P. MARSUDI Asian-African Ministerial Meeting Jakarta, 20 April 2015

Selasa, 28 April 2015
I wish to extend a warm welcome to all Ministers and Heads of Delegation.

Indonesia is honored to host this important Asian-African Ministerial Meeting in conjunction with the commemoration of the 60th Anniversary of the Asian-African Conference and the 10th Anniversary of the Asian-African Strategic Partnership.

Ladies and Gentlemen,

When our Leaders met in Bandung in 1955, our main challenges were colonialism and poverty.

Today, we sit here 60 years later.

The world remains geo-politically and economically unbalanced.

Palestine has yet to exercise its inalienable right to sovereignty and independence.

We are faced with widening development gaps.

More than 1 billion people living with less than USD2 per day.

Conflicts and instability are continuing.

Intolerance and inequality are increasing.

Let us ask ourselves, what happen with us?

Let us ask ourselves, what happen with the world?

Let us ask ourselves, what can the Asia-African Conference do to address the said challenges.

Colleagues,
Ladies and Gentlemen,

Yesterday our Senior Official’s worked tirelessly on the outcome of our meeting.
The Bandung Message discussed is both a political and moral message to us and to the world.

The Bandung Message elaborates on the three pillars of cooperation and reaffirms our commitment to work towards political solidarity, economic development and stronger socio-cultural relations.

However, I ask you is a mere political message enough to address today’s challenges.

I’m sure you would say no.

It is a start but we must go beyond that.

This is why our meeting also discussed the implementation of the Bandung Message under the document on reinvigorating the New Asia-Africa Strategic Partnership.

The NAASP provides a practical approach which focuses on 8 areas of cooperation.

The document does not only stop on priorities areas of cooperation, but goes beyond such priorities. It contains operational mechanisms, which entails the full cooperation of Asian and African countries as to ensure its effective implementation.

I am confident that this comprehensive NAASP framework would herald a new chapter in Asia-African cooperation. It would enable Asian African countries to engage in a more intensive, structured and systematic cooperation.

It opens new windows of opportunities for cooperation between Asian and African countries.

It provides bridges for the two continent.

A vast water separates our two continents. As the incoming chair of the Indian Ocean Regional Association (IORA) for the period of 2015-2017, Indonesia will vigorously promote cooperation in maritime connectivity, so as to amongst others shorten the distance between Asia and Africa.

Colleagues,

An issue that also merits our continuous support and attention is the issue of Palestine. Indonesia remains steadfast in its unwavering support for an independent Palestine within the context of a two-state solution.
In this context, Indonesia strongly believes that ensuring the readiness of the Palestine people capacity to govern an independent state is as important as achieving independence itself. For this reason, it is essential that Asia-Africa countries unite in rendering their support to Palestine as well as developing their cooperation on capacity building programs.

Ladies and Gentlemen,

By the end of the meeting we will have a political message from our leaders, Bandung Message.

To implement it we will have the NAASP.

To support NAASP we have the south-south cooperation.

South-South Cooperation is a manifestation of solidarity among countries. We strengthen ourselves from within.

The agenda and initiatives determined by countries of the south with no conditions. It upholds principles of respects, national sovereignty, equality and mutual respect.

. I believe a strong south-south cooperation will be an effective vehicle to implement the political vision of Bandung message and the NAASP.

But South-south cooperation can be complimented with strong cooperation with our development partners through triangular cooperations. For sure this triangular cooperation should be based on mutual benefit.

Such triangular cooperation must be demand driven and carried out in the spirit of equality.

Distinguished Delegates,
Ladies and Gentlemen,

Political will to observe the Bandung Message to develop cooperation to implement NAASP will assist us to address the challenges that we face in our region.

We want to see a stable democracy and prosperous Asia-Africa.

We want to see Asia-Africa that respects human rights.

We want to see equality in Asia-Africa and around the world. Growing together is a must, let us make South-south and triangular cooperations as a means to grow and develop together.

Indonesia is ready to grow together with Asian African countries.
I thank you.

http://www.kemlu.go.id/Pages/SpeechTranscriptionDisplay.aspx?Name1=Pidato&Name2=Menteri&IDP=822&l=id