

**A DISCOURSE ANALYSIS OF GRAMMATICAL COHESION  
IN BTS' SPEECHES**

**SKRIPSI**

*Submitted in Partial Fulfilment of The Requirements  
For The Degree of Sarjana Pendidikan (S.Pd)  
English Education Study Program*

**By:**

**ADEA TASSYA**

**NPM. 1802050029**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**

**MEDAN**

**2023**



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23,  
30

Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**BERITA ACARA**

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata I  
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-I Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Kamis, Tanggal 09 Maret 2023, pada pukul 08.30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

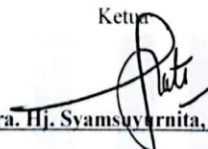
Nama : Adea Tassya  
NPM : 1802050029  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : A Discourse Analysis of Grammatical Cohesion in BTS' Speeches

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

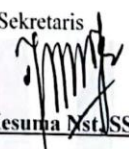
Ditetapkan : ( A<sup>-</sup> ) Lulus Yudisium  
( ) Lulus Bersyarat  
( ) Memperbaiki Skripsi  
( ) Tidak Lulus

**PANITIA PELAKSANA**

Ketua




  
Dra. Hj. Svamsuyarnita, M.Pd.

Sekretaris

  
Dr. Hj. Dewi Kesuma Nst, SS, M.Hum.

**ANGGOTA PENGUJI:**

1. Rini Ekayati, S.S., M.A
2. Rita Harisma, S.Pd, M.Hum.
3. Dr. Hj. Dewi Kesuma Nst, SS, M.Hum.

  
1. \_\_\_\_\_  
  
2. \_\_\_\_\_  
  
3. \_\_\_\_\_



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**LEMBAR PENGESAHAN SKRIPSI**



Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama : Adea Tassya  
NPM : 1802050029  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : A Discourse Analysis of Grammatical Cohesion in BTS' Speeches

sudah layak disidangkan.

Medan, Februari 2023

Disetujui oleh:

Pembimbing

**Dr. Hj. Dewi Kesuma Nst, M.Hum**

Diketahui oleh:

Dekan

**Dra. Hj. Syamsuyarnita, M.Pd**

Ketua Program Studi

**Pirman Ginting, S.Pd, M.Hum**



**UMSU**  
Unggul | Cerdas | Terpercaya

**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

**Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238**

Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

## PERNYATAAN KEASLIAN SKRIPSI



Saya yang bertandatangan dibawah ini :

Nama : Adea Tassya  
NPM : 1802050029  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : A Discourse Analysis of Grammatical Cohesion In BTS' Speeches

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "A Discourse Analysis of Grammatical Cohesion In BTS' Speeches" adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan yang sebenarnya.

Medan, Juni 2023

Hormat saya

Yang membuat pernyataan,



Adea Tassya

## ABSTRACT

**Adea Tassya. 1802050029. An Analysis of Grammatical Cohesion in BTS' Speeches. English Education, Universitas Muhammadiyah Sumatera Utara. Medan. 2023.**

This research deals about Grammatical Cohesion in BTS' Speeches. The objectives of the study were to identify types of grammatical cohesion that appears in the BTS' Speeches, and to describe how BTS used grammatical cohesion in their speeches. Four speeches were taken as the source of data and analyzed by descriptive qualitative method. The data were collected by reading the scripts of BTS' Speeches, identifying based on types of grammatical cohesion, and clarifying all marked data into types of grammatical cohesion used in each BTS' Speeches. The data was analyzed through Miles and Huberman (2014) that involved: (1) data condensation, (2) data display, (3) conclusion drawing. The finding of the analysis showed that types of grammatical cohesion used in BTS' Speeches and there were 682 data. BTS used 6 types of first script, they are: Personal Reference, Demonstrative Reference, Comparative Reference, Nominal Substitution, Temporal Conjunction, and Additive Conjunction. 8 types of second script, they are: Personal Reference, Demonstrative Reference, Comparative Reference, Nominal Substitution, Temporal Conjunction, Adversative Conjunction, Causal Conjunction and Additive Conjunction. 8 types of third script, they are: Personal Reference, Demonstrative Reference, Comparative Reference, Verbal Substitution, Temporal Conjunction, Adversative Conjunction, Causal Conjunction and Additive Conjunction. And 8 types of fourth script, they are: Personal Reference, Demonstrative Reference, Comparative Reference, Nominal Substitution, Temporal Conjunction, Adversative Conjunction, Causal Conjunction and Additive Conjunction. The way BTS used grammatical cohesion was mostly used *And* as *Additive Conjunction* in almost each speech.

*Keywords: grammatical cohesion, speech, BTS*

## ACKNOWLEDGEMENT



### *Assalamu'allaikum warahmatullahi wabarakatuh*

In the name of Allah, the most gracious and the merciful. First of all, the researcher would like to say thanks to Allah SWT for blessing, guarding, guidance and everything that have given along her life until she accomplish this research. Secondly, sholawat and salam to the prophet Muhammad SAW who has brought people from the darkness to the lightness. Thirdly, the researcher would like to express her grateful feeling especially for her beloved parents **Bambang Suroyo** and **Taing** that had given their prayer, love, support, material, motivation during her education process.

This research entitled “A Discourse Analysis of Grammatical Cohesion in BTS’ Speeches” and it was written to fulfill one of requirement to obtain the degree of Sarjana Pendidikan Faculty of Teacher Training and Education at Universitas Muhammadiyah Sumatera Utara. In this research, the researcher faced a lot of difficulties and problems, and it was impossible for the researcher for finishing this research without help from many people around her. Then, the researcher would like to express her gratitude for:

1. **Prof. Dr. Agussani, M.AP**, the Rector of University of Muhammadiyah Sumatera Utara.
2. **Dra. Hj. Syamsuyurnita, M.Pd**, as the Dean of FKIP UMSU who had given the recommendation and permission to carry out the research.
3. **Pirman Ginting, S.Pd, M.Hum**, as the Head of English Department and **Rita Harisma, S.Pd. M.Hum**, as the Seretary of Engliash Department of FKIP UMSU, who had allowed and guided the researcher to carry out this research.
4. **Dr. Hj. Dewi Kesuma Nst, M.Hum**, as her Supervisor who has given her suggestion, comment, ideas, correction, and guidance in writing this research.
5. All of lecturers, especially those of English Department who had given their valuable knowledge during her academic year in UMSU.
6. All staffs of FKIP UMSU who had given help in administrative system service to complete the needed requirements.
7. Her beloved brother, **Deni Pratama, Irpan Aly Majid, and Pandu Herlambang** who had given support, pray, and advices.
8. Her dearest friends in VIII A Morning who always support her.
9. All people who helps and supports the researcher during this study.

Finally, the researcher hopes that her research will be useful for the readers, especially the students of English Department Program and also for the researcher. May Allah SWT bless us.

*Wassalamu'allaikum warahmatullahi wabarakatuh.*

Medan,       Maret 2023

The Researcher,

**Adea Tassya**

NPM.1802050029



## TABLE OF CONTENTS

<b>ABSTRACT</b> .....	<b>i</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>ii</b>
<b>TABLE OF CONTENTS</b> .....	<b>.v</b>
<b>LIST OF FIGURES</b> .....	<b>x</b>
<b>LIST OF TABLES</b> .....	<b>vii</b>
<b>LIST OF APPENDICES</b> .....	<b>xi</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. Background of the Study.....	1
B. The Identification of the Problem .....	8
C. Scope and Limitation .....	8
D. The Formulation of the Problem .....	9
E. The Objective of the Research .....	9
F. The Significance of the Study .....	9
<b>CHAPTER II REVIEW OF LITERATURE</b> .....	<b>11</b>
A. Theoretical Framework.....	11
1. Discourse Analysis.....	11
2. Cohesion.....	14
3. Grammatical Cohesion.....	16

4. Types of Grammatical Cohesion.....	16
4.1 Reference.....	17
4.2 Substitution.....	21
4.3 Ellipsis.....	24
4.4 Conjunction.....	26
5. Definition of Speech Text.....	29
5.1 Types of Speech.....	30
B. Conceptual Framework.....	31
C. Previous Related Studies.....	32
<b>CHAPTER III METHOD OF RESEARCH .....</b>	<b>34</b>
A. Research Design.....	34
B. Source of The Data.....	34
C. Technique of Data Collection .....	36
D. Tehnique of Data Analysis.....	37
<b>CHAPTER IV FINDING AND DISCUSSION.....</b>	<b>38</b>
A. The Findings.....	38
1. Types of Grammatical Cohesion in BTS' Speeches.....	38
2. The Way BTS Used The Grammatical Cohesion.....	40
B. Discussion.....	93
<b>CHAPTER V CONCLUSION AND SUGGESTION.....</b>	<b>96</b>

A. Conclusion.....	96
B. Suggestion.....	96
<b>REFERENCES.....</b>	<b>98</b>
<b>APPENDIX.....</b>	<b>101</b>

## LIST OF TABLES

Table 1.1 Personal Reference .....	19
Table 1.2 Demonstrative Reference .....	20
Table 1.3 Comparative Reference .....	21
Table 4.1 Types of Grammatical Cohesion at The White House entitled “Anti-Asian Hate Crimes” .....	38
Table 4.2 Types of Grammatical Cohesion RM’ Speech at The United Nations entitled “Youth 2030” .....	39
Table 4.3 Types of Grammatical Cohesion at UNICEF with the hashtag “Endviolence” .....	40
Table 4.4 Types of Grammatical Cohesion at UNICEF entitled “Suustainable Development Goals Moment” (SDGs).....	40
Table 4.1.1 Grammatical in 1st Speech Part 1 .....	41
Table 4.1.2 Grammatical in 1st Speech Part 2 .....	42
Table 4.1.3 Grammatical in 1st Speech Part 3 .....	43
Table 4.1.4 Grammatical in 1st Speech Part 4 .....	44
Table 4.1.5 Grammatical in 1st Speech Part 5 .....	45
Table 4.1.6 Grammatical in 1st Speech Part 6 .....	45
Table 4.1.7 Grammatical in 1st Speech Part 7 .....	46
Table 4.1.8 Grammatical in 1st Speech Part 8 .....	48
Table 4.2.1 Grammatical in 2nd Speech Part 1 .....	48
Table 4.2.2 Grammatical in 2nd Speech Part 2 .....	49

Table 4.2.3 Grammatical in 2nd Speech Part 3 .....	52
Table 4.2.4 Grammatical in 2nd Speech Part 4 .....	53
Table 4.2.5 Grammatical in 2nd Speech Part 5 .....	55
Table 4.2.6 Grammatical in 2nd Speech Part 6 .....	57
Table 4.3.1 Grammatical in 3rd Speech Part 1 .....	58
Table 4.3.2 Grammatical in 3rd Speech Part 2 .....	60
Table 4.3.3 Grammatical in 3rd Speech Part 3 .....	61
Table 4.3.4 Grammatical in 3rd Speech Part 4 .....	62
Table 4.3.5 Grammatical in 3rd Speech Part 5 .....	64
Table 4.3.6 Grammatical in 3rd Speech Part 6 .....	65
Table 4.3.7 Grammatical in 3rd Speech Part 7 .....	67
Table 4.3.8 Grammatical in 3rd Speech Part 8 .....	69
Table 4.4.1 Grammatical in 4th Speech Part 1 .....	71
Table 4.4.2 Grammatical in 4th Speech Part 2 .....	72
Table 4.4.3 Grammatical in 4th Speech Part 3 .....	73
Table 4.4.4 Grammatical in 4th Speech Part 4 .....	75
Table 4.4.5 Grammatical in 4th Speech Part 5 .....	76
Table 4.4.6 Grammatical in 4th Speech Part 6 .....	77
Table 4.4.7 Grammatical in 4th Speech Part 7 .....	78
Table 4.4.8 Grammatical in 4th Speech Part 8 .....	79
Table 4.4.9 Grammatical in 4th Speech Part 9 .....	81
Table 4.4.10 Grammatical in 4th Speech Part 10 .....	82

Table 4.4.11 Grammatical in 4th Speech Part 11 .....	83
Table 4.4.12 Grammatical in 4th Speech Part 12.....	84
Table 4.4.13 Grammatical in 4th Speech Part 13.....	86
Table 4.4.14 Grammatical in 4th Speech Part 14.....	86
Table 4.4.15 Grammatical in 4th Speech Part 15.....	87
Table 4.4.16 Grammatical in 4th Speech Part 16.....	88
Table 4.4.17 Grammatical in 4th Speech Part 17.....	89
Table 4.4.18 Grammatical in 4th Speech Part 18.....	90
Table 4.4.19 Grammatical in 4th Speech Part 19 .....	91

## LIST OF FIGURES

Figure 1.1 Reference .....	18
Figure 1.2 Conceptual Framework .....	31

## **LIST OF APPENDICES**

**Appendix 1.** Form K-1

**Appendix 2.** Form K-2

**Appendix 3.** Form K-3

**Appendix 4.** Lembar Pengesahan Proposal

**Appendix 5.** Lembar Berita Acara Bimbingan Proposal

**Appendix 6.** Surat Keterangan Telah Melaksanakan Seminar Proposal

**Appendix 7.** Lembar Pengesahan Hasil Seminar Proposal

**Appendix 8.** Surat Permohonan Perubahan Judul

**Appendix 9.** Surat Pernyataan Bebas Plagiarisme

**Appendix 10.** Surat Izin Riset

**Appendix 11.** Surat Balasan Riset

**Appendix 12.** Berita Acara Bimbingan Skripsi

**Appendix 13.** BTS' Speeches

**Appendix 14.** Listeners Comments about BTS'Speeches

**Appendix 15.** Curriculum Vintae



## CHAPTER I

### INTRODUCTION

#### **A. Background of the Study**

A coherent and cohesive series of sentences, whether they are spoken or written form a discourse, which is an overall language unit (speech). It can appear in written discourse as a phrase, word, or even a sentence or paragraph. A sense of coherence is moreover produced by the arrangement's regularity or neatness. As the quality of conversation is improved, coherence and cohesion become crucial components (Trisnaningrum et al., 2019: 80).

Afrianto (2017: 99) states that a discourse helps to communicate concepts, ideas, thoughts, or complete ideas based on its function. A discourse must not just contain grammatical sentences but also provide the listener or speaker a complete sense of what is being said. The usage of coherence is one of several supporting variables for producing an efficient and insightful interpretation of discourse. A technique cohesion is used to determine whether a text's words, concepts, paragraphs, or messages are cohesive or not.

In a text, it is essential to pay attention to the structure of discourse so that it can convey the message clearly, a discourse can be found in sentences or the form of phrases or words. Moeliono (2004: 34) suggests discourse can be said to be very good and clear if it consists of cohesive sentences so that other elements will more easily understand discourse. In a reasonable

discourse to have cohesion, cohesion is an essential aspect of discourse because it can produce coherent meaning in the text (Putri et al., 2019).

Cohesion referred to the relationship between meaning in the text and defined as a text. Cohesion is a semantic concept formed from a combination of interconnected elements. Sentences that connect and build unity as a whole so they can convey the logical meaning is the meaning of cohesion (Afzal Muhammad, 2021: 70). For the reason, it is very important to understand the linguistic bonds, especially in grammatical devices so that can build cohesive discourse (Michael, 2013: 130).

Dashela & Mustika (2021: 194) states cohesion is the relationship of meaning in the text related to speech and writing that refers to grammar or some vocabulary. (Michael, 2013), argues that the cohesion structure contained in the text is contained in the grammar. (Dooley, Robert A, 2000), argues the message in a text will be easy to understand by the reader and listener if a correction is composed of good cohesion.

One of the characteristics of discourse is the presence of a formal device in the form of a marker called grammatical cohesion (Putri et al., 2019: 2). So, the discourse will be easier to understand if it consists of cohesion and coherence, which is considered very important in a speech. Because the relationship of coherence in discourse greatly affects the relationship between parts of discourse in the text (Taboada, 2004: 567).

The text contains meaning that is the topic of communication facilities. A good text can be seen from the language units bound to each other in terms of shape and aspect of importance. According to Suwandi (2016), a text is considered good if the sentences in each paragraph are bound or coherent. Sentences that are not coherent will cause the reader to have difficulty following the author's ideas to provide the readers with an understanding of the meaning in the text, it is important to analyze cohesively so that the features in the discourse can be identified correctly (Basturkmen & Randow, 2014: 115).

People find discourse in oral and written forms. Therefore spoken and written language differs in how the type of communication is carried out, both formally and informally. Speech is carried out openly to convey ideas or opinions to the listener and are a form of oral discourse. Where (Andre et al., 2022: 114) defines speech as the activity of speaking in front of many people using good and correct language so that the listener will accept the meaning. The types of speech are extemporaneous speech, impromptu speech, manuscript speech, and memorized speech.

Ekowati et al.,(2019) states that cohesion is one of the most critical units in linguistics since it helps maintain the flow of ideas from one section of the text to the next. On the other (Halliday and Hassan 1976: 2), define cohesion as a means of linguistics that can unite the property from the text to the whole so that it can be interpreted. For this reason, cohesion is an essential

part of the language system, where cohesion affects the meaning of a text (Halliday and Hassan, 1976: 4).

In this research, the researcher concerns on spoken text, especially speech. Speech is an act of speaking in public to express thoughts in the form of words shown to many people with a specific purpose. The goal of people giving a speech is to convey ideas, provide motivation, influence, educate, and provide a lot of information. The speech was delivered to convince the listener in argumentative language. It is also undeniable that speech can influence the listener to be willing to follow the will provided in the speech.

For this reason, the speech is delivered by figures who are influenced to provide essential understanding or information that the listener must understand. Researcher are interested in research speeches from public figures such as Bangtan Seoyeondan (BTS), a Boy Band from South Korea consisting of 7 members, is one of the stars K-POP is the most famous in Asia until now.

BTS is known as a boy group of seven members who write songs expressing their feelings, hopes, and dreams by inviting today's generation to continue to love themselves through their music. BTS has many fans known as ARMY in various countries and almost all over the world, especially in Indonesia. Their music is an essential topic in conveying social and social attitudes.

BTS often gets awards for their work both nationally and internationally. The most memorable thing is that BTS has become a special

messenger from the South Korean President for all their achievements during their career. Through the work and achievements BTS have gotten, which is considered an example of the results of their hard work so far, a motivation for the younger generation to achieve dreams.

In addition, Bangtan Boys (BTS) joined necessary parties to participate, one of which was on 24th September 2018 the BTS leader, known as RM or Kim Namjoon, spoke on behalf of the United Nations "Youth 2030" Group in the "Generation Unlimited" program in New York City. On 24th September 2020, each other member of BTS delivered a speech at UNICEF to participate in international campaigns with the hashtag #endviolence to fight violence against children and adolescents in the world. And on 21st September 2021, BTS delivered a speech again about the Sustainable Development Goals Moment (SDGs) at the 76th session of the United Nations General Assembly in New York.

And recently on 31st May 2022, BTS met with Joe Biden at the White House on Pennsylvania Avenue in the Federal Washington DC capital to attend discussions and speeches conducted at the Oval Office, which is the office of President Biden at the White House. The contents of the speech discussed related to the Anti-Asian Hate Crimes phenomenon that was rife in the United States and commemorating the Aanhpi celebration. The speech broadcast live on the official YouTube account of "The White House" has

now reached 3,073,559 viewers, which was broadcast live with a total of 334,000 likes on Youtube, making this news viral and welcomed by everyone.

The researcher chooses BTS' speeches as the data sources. There are four speeches to be analyzed, BTS gave three speeches at UNICEF with the different themes, namely: *"Youth 2030"*, *"Endviolence"*, and *"Sustainable Development Goals Moment (SDGs)"*. And the last at The White House about *"Anti- Asian Hate Crimes"*. These speeches are interesting since from these speeches we know how BTS members inspire young people love themselves, motivate them to live life, and teach them to tolerate each other. So that it greatly influences the mindset of millennials at this time.

From BTS' speeches, many listeners especially their fans called ARMY gave a positive responses, but there are some listeners who have difficulty and they do not understand the meaning of the speech. That it can be seen from some listeners' comments saying *"I don't understand a word but my heart keeps screaming respect, especially to Namjoon I'm so proud of him"*. *"No caption, no understanding, confused face wet eyes, curiosity to know what they are saying"*, and *"I don't know what they are talking about, but lets just be proud"*. So from these comments That can be seen that most of listeners do not focus on something that wants to be conveyed in language, especially when listening to speeches, most of those are just listening but not focused on the message to be given.

Besides that, some listeners also commented on the use of grammar in speech such as *"Basically according to Jin's logic, if you put "you know" after any sentence it becomes grammatical correct and sounds cool"*, *"Last 2 correction, lets take all one and "that" in term of sentence construction may slightly reflect different motives or meaning respectively (than what the speaker intended to)"*, and *"He nailed all the advanced words and sentences but couldn't pronounce "myself " and "moulds" properly. Damn boi does sound impressive"*.

So from the comment the researcher is interested to research grammatical cohesion, especially types of grammatical cohesion in the speech to make it easier for the listeners to understand the meaning of the information conveyed and reduce listeners' confusion in understanding the linkages of sentences or paragraphs in the speech text.

For this reason, the researcher intends to examine the speech delivered by world public figures such as BTS to analyze the types of grammatical cohesion based on the theory developed by M.A.K Halliday and Hasan, which is related to the use of cohesion which is divided into two, namely, grammatical cohesion and lexical cohesion, using qualitative descriptive methods.

In particular, the researcher focuses on grammatical cohesion (reference, ellipsis, substitution, and conjunction). It explores the relationship between languages, types of cohesion, and the cohesion used by BTS in their

speeches to give an understanding of the content of speech so that the public can believe and agree with their ideas.

Based on the phenomena, the researcher thinks that this topic can make the students get broad information about cohesion devices found in speech. So the listeners or students can create a good and systematic text, and to make easily understand what information is delivered in it. The reasearcher are interested in doing a research referring to analyze the cohesion entitled “A Discourse Analysis of Grammatical Cohesion in BTS’ Speeches”.

### **B. The Identification of the Problem**

The problems in this research are identified below:

1. The listeners find out difficulty to categorizing the types of grammatical cohesion in BTS’ speeches.
2. The listeners did not get the message of content without understanding the grammatical cohesion used in BTS’ speeches.

### **C. Scope and Limitation**

The scope of this research is focused on the discourse analysis. And the limitation of this research focusing on types of Grammatical Cohesion.

### **D. The Formulation of the Problem**

The problems in this research are formulated as the following:

1. What types of the grammatical cohesion appear in BTS' speeches?
2. How did the grammatical cohesion used in BTS’ speeches?



### **E. The Objective of the Research**

Based on the formulation of the problem, the objectives of this research are:

1. to identify types of grammatical cohesion that appears in the BTS' speeches.
2. to describe how BTS used grammatical cohesion in BTS' speeches.

### **F. The Significance of the Study**

This research is expected to give some theoretical and practical advantages as described below:

#### 1. Theoretically

The results of this study are expected to be useful as a reference and give more knowledge about discourse analysis especially on grammatical cohesion for other researchers who are interested in the same field.

#### 2. Practically

The results of this research are helpful for the following parties:

##### a. For the English teacher

This study can be used as inspiration and ideas, where the English teacher can explain the grammatical cohesion used in speech.

##### b. For the Students

This study will be provide some information for students about grammatical cohesion in the form of understanding meaning, differentiating kinds of the

grammatical cohesion, using grammatical cohesion in making speech, and communicating when making presentations.

c. For other Researchers

This study can be helpful as a reference for others researchers who are interested in this study and have a similar problem.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

In conducting research, a theory is needed to explain some of the concepts applied in research. Requirements must be made clearly to make it easier for the reader to avoid misunderstanding the reader. Then the researcher will explain several theories related to the research material to get clear points.

##### **1. Discourse Analysis**

Discourse analysis studies the relationship between language and the context of its use, from the type of written text and spoken data, from conversation to a highly institutionalized form of speech according to the language used (Schiffrin, D., Tannen, D., & Hamilton 2001: 1). And (Kreidler, 2008: 27), explains that a written discourse is a recording of a language that has been spoken or may come from a play, speech, or discourse that is present without being spoken before or still intended to be spoken. At the same time, oral discourse is a speech act that occurs in a particular place and during a specific period.

Nunan (2008) states that a discourse is able to detect sentence patterns in language, so the analysis of a discourse is an attempt to show the relationship between meaning and purpose through language. (Gee, 2014: 14),

says that discourse is a way of integrating language, actions, reactions, and judgments, which are used as symbols, tools, and objects to recognize social identities. Discourse analysis studies how text patterns are structured from spoken and written sentences to create coherent meaning so that it is easier to determine the genre of the text (Gee, 2013: 1).

Richards & Schmidt (2002: 174), defines discourse as the study of how sentences in spoken and written language form paragraphs, conversations, interviews, and speeches. This is in line with (Heracleous, 2006: 2), which states that discourse is a collection of texts, both spoken and written, that can be found in the social environment, as well as organizational contexts that are formed from structural, inter structural, and functional so that they are constructive according to the context.

Discourse can be made in written form such as novels, books, and encyclopedia series that develop a complete mandate contained in words, sentences, and paragraphs. In addition, discourse analysis may be characterized by examining the requirements of excellent conversation.

In the use of language, discourse consists of two elements, cohesion, and coherence. According to (Setiawan & Taiman, 2021: 61), that the use of coherence is intended to build a coherent and logical discourse structure to provide meaning, a series of sentences that are not interconnected between form and meaning is not considered discourse. Therefore, the linguistic unit is proposed as an indication of cohesion in a text. According to (Richards &

Schmidt, 2002), In written texts, coherence refers to the way the text is made according to the reader's logic, which is clearly arranged according to the ideas and concepts relevant to the content.

Reasonable discourse must maintain coherence between sentences, taking into account the structural relationships between sentences (Setiawan & Taiman, 2021). Discourse analysis is also defined by (Gee, 2012: 1), as a language study that discusses the sentence level and how to combine sentences to create a coherent meaning or meaning according to purpose.

Halliday and Hassan (1976: 4) states that semantic cohesion refers to the relationship of meaning in a text. Therefore, the reader will find it easier to understand the meaning and retrieve information in a text if the writer knows and understands the use of cohesion because the focus of discourse analysis is to discuss how language is produced by writers, which is used in communicating orally and in writing.

Based on the explanation above, it can be understood that discourse analysis is a branch of linguistics that aims to reveal the structure, components, and ideology and understand that discourse is a learning material in language and language translation. For this reason, the researcher intends to define the terms contained in a speech. Where speech refers to communication that expresses ideas and thoughts through vocal sounds that articulate these terms.

## 2. Cohesion

Halliday and Hasan are linguistic philosophers who developed many theories about cohesion. One of the theories they developed in the book *Cohesion in English* stated that cohesion is a semantic concept that emphasizes the relationship between meanings in a text. (Halliday and Hassan, 1976: 4) states that "cohesion refers to the relationship of meanings in the text." The text is interconnected between sentences formed from certain words so that they can convey meaning to the reader so that the reader will more easily understand the text.

Using cohesive devices to connect sentences together can be described to as cohesion, and readers will recognize the semantic connection a pause between sentences (Suwandi, 2016: 255). (Setiawan & Taiman, 2021) said that cohesion is stated if there is an interrelatedness between one sentence structure and another. Thus (Crossley et al., 2010: 984) argue that cohesion refers to the presence or absence of explicit cues in the text that makes the reader understand the relationship between ideas in the text, such as concepts between sentences that indicate that the same idea is referred to through out the sentence.

Cohesion occurs when an interpretation in a discourse depends on another. According to (Halliday and Hassan, 1976: 2), cohesion is defined as a set of linguistic means to create textures. Where the texture is a text property in English that is intact and can be interpreted, the sentences are not connected

if a text has no texture. For this reason, discourse cohesion is needed to provide a coherent textural sequence of sentences.

This is in line with the opinion (Howard, 2011: 213), which defines cohesion as grammar and a lexical device that can unite texts using conjunctions, pronouns, adverbs, or repetition. For this reason, cohesion refers to the connection between different text elements. The connection can be seen in the relationship between different sentences (Richards & Schmidt, 2002: 86)

The theory of (Halliday and Hassan, 1976), says that cohesion is one of the conditions that can determine whether a text is good or not. (Halliday and Hassan, 1976: 6), state that the concept of cohesion is a semantic one, which refers to the meaning that defines it in the text. Cohesion helps the reader or listener to understand some parts that are not clear in the text but are necessary for its interpretation.

Halliday and Hasan (1976) clarifies cohesion into two categorizations, namely grammatical cohesion, and lexical cohesion. Grammatical cohesion which is related to the grammatical structure in a text consists of: reference, substitutions, ellipsis, and conjunctions. Meanwhile, lexical cohesion related to words in the text consists of the repetition of words, synonyms, antonyms, and hyponyms.

### **3. Grammatical Cohesion**

Grammatical cohesion can be interpreted as a semantic relationship between clauses and sentences found in a text, in written discourse, or verbally, such as utterances in speech. Sentence structure can determine the presence of grammatical elements and how these elements can be related to each other in a sentence. Halliday and Hassan (1976: 28) states that grammatical cohesion refers to a linguistic structure that states that the highest structural unit in grammar is a sentence.

Izwaini & Al-Omar (2019: 127) states that cohesion refers to open sentences, which occur when sentences are linked together through linguistic and semantic cues. The theory of (Halliday, 1976), said grammatical cohesion refers to the combination of sentences that form grammatical aspects. Theoretically, they classify grammatical cohesion into four types: reference, substitutions, ellipsis, and conjunctions. From various experts, the author will only adopt the theory of Halliday and Hasan to explain the type of grammatical cohesion.

### **4. Types of Grammatical Cohesion**

There are four types of grammatical cohesion bonds in English related to text grammar, namely reference, ellipsis, substitutions, and conjunctions (Halliday and Hasan, 1976: 5). The four types have different uses. Where reference are used to refer to other words, the ellipsis is used to remove words that are not important so that the assumptions can be understood, substitution



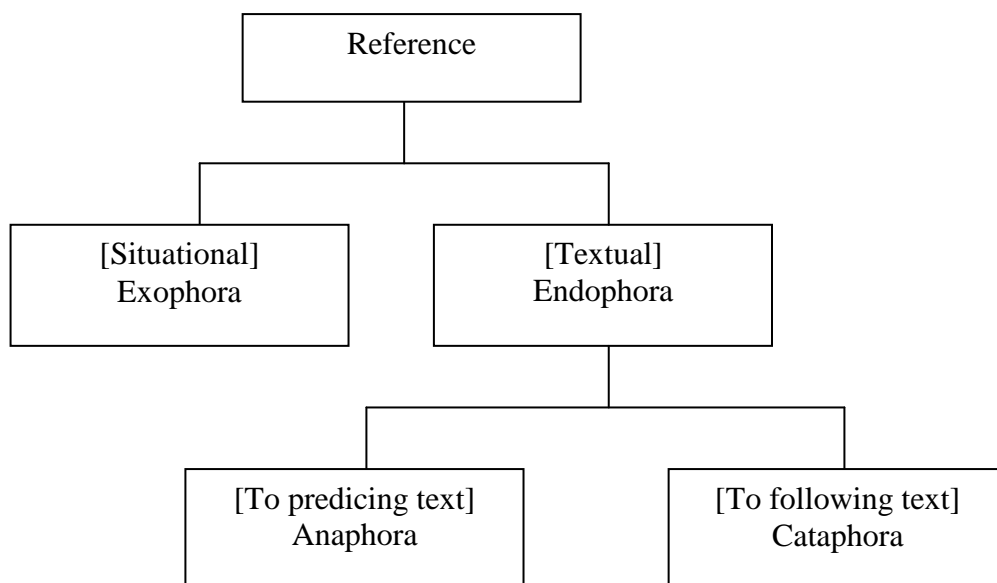
focuses on replacing words, and conjunctions focuses on connecting words that can connect phrases, clauses, or sentences. For this reason, the author will describe the types of grammatical cohesion more deeply.

#### **4.1 Reference**

As the first type of grammatical cohesion, the reference has the characteristic of becoming precise or definite. In another way, the reference offers a certain kind of cohesiveness associated with a clear and distinct meaning of material included in a clause or phrase (Halliday and Hasan, 1976). Reference is one type of grammatical cohesion that explains how the author introduces participants in the text, including people, places, objects, or things that will be discussed. (Halliday, 1976), said reference is the relationship between text elements and something else, meaning that in a text, there is a relationship between one element and another that the reader will interpret.

Reference in semantics is the relationship between words and the things, actions, events, and qualities they stand for (Richards & Schmidt, 2002: 450). In its broader sense, a reference would be the relationship between a word or phrase and an entity in the external world. Reference are divided into two, namely, exophoric reference, which focus on referring to information where the reader is asked to conclude the reference interpreted in the text by looking at the context of the situation. In comparison, endophoric reference refer to information retrieved in the text that can be seen in the text itself.

Halliday and Hasan refer to the Exophora or Exophoric reference. Then, they distinguish with Endohoric as general name for reference within the text. The endophoric reference type is considered to be central to cohesion theory. Endophoric reference are divided into three types: anaphoric, which focuses on the presupposition of something that has happened before. *Cataphoric* is a reference that refers forward to the information stated later in the text or instead refers to the presupposed element. Moreover, the euphoric is about the presupposed phrase.



**Figure 1.1 Reference**

*(Source: Halliday and Hasan "Cohesion in English")*

(Halliday, 1976: 51), said there are three main types of cohesive reference, namely personal reference, demonstrative reference, and comparative reference.

#### 4.1.1 Personal Reference

The personal reference indicates the person involved in a text by specifying the roles of each person. The term person within the personal reference involves personal meaning (individual), impersonal meaning (groups of individuals), and non-personal (objects). Meanwhile (Taboada, 2004: 161), personal reference includes personal pronouns (I, you, he, she, we...; me, him, her, us...), possessive determiners (my, your, his, her, our...) and possessive pronouns (mine, yours, his, hers, ours...). In other words, the personal reference may include personal pronouns, possessive determiners, as well as possessive pronouns.

**Table 1.1 Personal Reference**  
(Source: Halliday and Hasan "Cohesion in English")

<b>Person</b>	<b>Personal Pronoun</b>	<b>Possessive Adjective</b>	<b>Possessive Pronoun</b>
Speaker	I, Me	My	Mine
Addressee (s) with/without person (s)	You	Your	Yours
Speaker and other person (s)	We, Us	Our	Ours
Other Person (male)	He, Him	His	His
Other Person (Female)	She, Her	Her	Hers
Other Person (Object)	They, Them	Their	Theirs
Object of Passage text	It	Its	Its

### 4.1.2 Demonstrative Reference

Halliday and Hasan (1976) states that demonstrative reference is a reference by means of location, on, scale of proximity. Demonstrative reference expresses through determiners and adverbs. Demonstrative determiner includes this, these, that, those and the. Halliday and Hasan ..refer to location, or thing, typically some entity, person or objects that participating in the process; they occur as elements within a text”.

Taboada (2004: 161) said, demonstrative reference points to other items in the text by using adverbs and determiners (either as heads or as modifiers), such as this, these, that, those, here, there, and then.

**Table 1.2 Demonstrative Reference**

*(Source: Halliday and Hasan “Cohesion in English)*

<b>Proximity</b>	<b>Determiner (Singular/Plural)</b>	<b>Adverb</b>	<b>Determiner</b>
Near	This/These	Here (Now)	-
Far	That/Those	There, Then	-
Neutral	-	-	The

### 4.1.3 Comparative Reference

Comparative reference is indirect reference by means of identity or similarity to expressed through adjectives and adverbs and serves to compare items within a text (Halliday and Hasan, 1976: 37). Adjectives and adverbs are used to communicate comparative reference, which compares elements

within a text according to resemblance or identity. There are two types of comparative reference: broad general comparative and particular comparative.

**Table 1.3 Comparative Reference**

*(Source: Halliday and Hasan "Cohesion in English")*

Comparison	General	Identity	Same, equal, identical, identically
		Similarity	Such, similar, similarly, likewise
		Difference	Other different else, differently, otherwise, fewer, less, further, additional, so...as to.
	Particular	Numerative	Equally, quantifier e.g.: so many, as many. Comparative adjective/adverb e.g. Better, so...as, more, less, equally
		Epithet	Comparative adjective/adverb e.g. Equally good

## 4.2 Substitution

A replacement of one item with another with the same grammatical classification falls under the second category of grammatical cohesion is substitution. Substitution is the replacement of one item by another and ellipsis as the omission of an item. According to Halliday and Hasan, substitution maintains a text's coherence by avoiding repetition and fostering grammatical cohesion between words, sentences, and phrases rather than in the meaning.

The substitution is divided into three types because it can be used as a noun, a verb, or even a sentence. These types include nominal substitution,

verbal substitution, and clausal substitution (Halliday and Hasan, 1976). A substitute is a sort of counter which is used in the place of repetition of particular item. For example:

a. *My axe is too blunt. I must get the sharper **one**.*

b. *You think Joan already knows? – I think everybody **does**.*

“One” and “does” are substitutes; one substitute for axe and does substitute for knows, and it would be entirely possible to replace one by axe and does by know. Since substitution is a grammatical relation, a relation in the wording rather than in the meaning, the different types of substitution are defined grammatically rather than semantically. There are three types of substitution; Nominal, Verbal, and Clausal.

#### **4.2.1 Nominal Substitution**

Nominal substitution is substituting a thing with one that fits the nominal type. The single and plural forms of the substitution one/ones and same are frequently used to indicate it. The substitute one/ones always function as Head of nominal group and only for substitute an item which is Head of nominal group. For example:

*“I shoot the hippopotamus bullets made of platinum because if I use leaden **ones**,*

*His hide is sure to flatten,,em”.*

*“My pencil is broken I should use the another **one**”*

Here “Bullets” is head of nominal group “bullet made of platinum” and “ones” is head of the nominal group “leaden ones”. In the example above the second one, there is nominal use substitution. The word “**one**” is a substitution for *my pencil*.

#### 4.2.2 Verbal Substitution

In English, the verbal substitute is *do*. “*Do* operates as a Head of a verbal group. That is occupied by lexical verb; and its position is always final in the group”. For example:

A: .... the words did not come the same as they used to **do**.

B: I don“t know the meaning of *half* those long words, and what’s more, I don“t believe you do either!

The first **do** is substitutes for come (A), and the second **do** is substitutes for know *the meaning of half those long words* (B).

#### 4.2.3 Clausal Substitution

There is one further type of substitution in which is not presupposed by an element within the clauses but, an entire clause is always in the final position in the group. The elements of clausal substitution are so and not. For example:

A: Is there going to be an earthquake? – It says so.

„so“ presupposed the whole of the clause there going to be an earthquake and the contrastive environment is the provided by the „says“ which is outside it.

A: We should recognize the place when we come to it.

B: Yes, supposing not, then what we do.

„not“ substitutes for we do not recognize the place when we come to it.

There are three environments in which clausal substitution takes place; report, condition, and modality. The elements of reported clause are *so* or *not* without following verbs such as *wonder*, *order*, or *ask*. The elements of conditional clauses are *so* or *not* which following with *if* and also other form such as *assuming so*, *suppose not*. In each of these environments, it may take either of two form, positive or negative, the positive is expressed by *so*, the negative is expressed by *not*.

### 4.3 Ellipsis

Ellipsis is the omission of word or a part of the sentence. Halliday and Hasan concern on ellipsis and substitution are very close, because ellipsis is the replacement of elements within a text by nothing. On the other hand, ellipsis presented by Evelyn Hatch is Ellipsis can be thought of as a „zero“ tie, because the tie is not actually said.

For example:

*Joan brought some carnations and Catherine some sweet peas.* The structure of the second clause is only subject and complement. The second clause can be interpreted only as *Catherine brought* some sweet peas. The predicator „**brought**“ is presupposed to be supplied of the preceding clause. Actually, the normal clause is should be;

*Joan **brought** some carnations and Catherine **brought** some sweet peas.*



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

#### 4.3.1 Nominal Ellipsis

Nominal ellipsis means the omission of the nominal group or ellipsis within the nominal group. For example;

*These **students** are clever. Those are stupid.*

If the elliptical group is filling out, the sentence is should be;

*These **students** are clever. Those **students** are stupid.*

#### 4.3.2 Verbal Ellipsis

Verbal ellipsis means verbal ellipsis within the verbal group.

For example;

*Have you **been** swimming? –Yes, I have.*

The verbal group in the answer have (yes I have) instances of verbal ellipsis. It can be said that *Yes I have **been** swimming*. And there is no possibility of feeling out with any others items.

#### 4.3.3 Clausal Ellipsis

Clausal ellipsis means ellipsis within the clause. Clause in English is expressed by various speech functions, such as statement, question, response,

who 20 has two part of structure, consists of Modal Element and Proportional Element. For example;

*The Duke was ----- going to plant a row of poplars in the park*

**(modal element)                      (proportional element)**

What was the Duke going to do? – Plant a row of poplars in the park.

In the answer, the modal element is omitted; the subject and verbal group, the finite operator was. Therefore, there is operator ellipsis in the verbal group. If the clause is not omitted, it should be;

A: What was the Duke going to do?

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

#### **4.4 Conjunction**

Conjunction is a form or linguistic unit that serves as a connector, coupling, or connector between words by word, phrase by phrase, clause by clause, sentence by sentence, and so on. It indicates how the subsequent sentence or clause should be linked to the preceding or the following (part of the) sentence. “By using conjunction, we see the way of grammatical contribution to textually is systematically connected to what has gone before”.

In addition, the relationship in conjunction can be hypotactic (combine a main clause with subordinate clause or phrase) or paratactic (have two main clauses). Conjunction is rather different in nature from the other cohesive

relation. It is not simply anaphoric relation. Halliday and Hasan divided into four types of conjunction; Additive, Adversative, Causal, and Temporal.

#### **4.4.1 Additive Conjunction**

Additive conjunction contributes to give additional information without changing information in the previous phrase or clause. According to Halliday and Hasan the summary of the conjunctive relation of additive type with each example: *and; and also, and...too, nor; and...not, not...either, neither, or; or else, further (more), moreover, additionally, besides that, ad to this, and another thing, alternatively (internal), incidentally, by the way, likewise, similarly, in the same way, in (just) this way, conversely, that is, I mean, in other words, to put it another way, for instance, for example, this.*

#### **4.4.2 Adversative Conjunction**

The basic meaning of adversative conjunction is contrary to expectation. The expectation may be derived from the content of what is being said, or from communication process. These are the kinds of the adversative conjunction; *However, but, nevertheless, in fact, instead, yet, though, only, despite this, all the same, on the other hand, at the same time, against that, as matter of fact, to tell the truth, actually, in the point of the act, rather, on the contrary, at least, rather, I mean, in any case, anyhow, whichever, and however that may be.*

#### 4.4.3 Causal Conjunction

Causal conjunction emphasized on “result, reason, and purpose” and the simple form of causal relation is expressed by *so, thus, hence, therefore, consequently, accordingly, and number of expression such as a result (of that), in consequence (of that), because of that, for this purpose, to end this, for, because, in that case, in such event, otherwise, and with regard to this*. All these regularly take place in initial clause or sentence, and express causality.

#### 4.4.4 Temporal Conjunction

Temporal conjunction is the relationship of time sequence within the sentences. The simplest of temporal conjunction type is then. Beside of then, there are many kinds of sequential senses; *next, afterwards, after that/then, soon, subsequently, at the same time, earlier, previously, at once, there upon, on which, just before, soon, presently, later, after a time, formerly, next time, on another occasion; this time, on this occasion, the last time, on the previous occasion, next day, meanwhile, all this time, by this time, up till that time, until then, next moment, at this point, finally, at last, in the end, eventually, first...then, first...next, up to now, up to this point, from now, briefly, anyway and in short*.

## 5. Definition of Speech Text

Speech is a technique for communicating with an audiences, speech requires organizing just like a conversation does, expressing your ideas into words for an audience. Also speech becomes a venue for an orator to express their emotions.

Then Crystal (2008) states speech is the spoken medium or phonic component of language, and it serves as a means of language transmission. Speech science, often known as speech sciences or speech and hearing science, is teh study of all the elements involved in the creation, transmission, and reception of speech. The alternative interpretation comes from the linguistics perspective, where spoken language (performance) can be examined in terms of phonology, grammar, and semantics in addition to phonetics. Similar to this, the speech event is viewed as the fundamental building block for the analysis of spoken interaction.

So speech considered is a form of dliberate communication, a good speaker is the one who can inspire their audience. It indicates that motivation is more significant than age, sex, religion , and level of education, economic, and other, emotions when communicating. Some speeches relate to their experience and way of life. When a speaker is joyful, they speak contain positive values. In other shyness, and anger will indicate to speaker's feeling.

## 5.1 The Types of Speech

There are four types of speeches that most speakers utilize in delivering speech as follow:

### a. Extemporaneous Speech

That is a speech have to carefully prepared and practiced by the speaker before the actual speaking time. A speaker will utilize notes or an outline as a guide while they are delivering the speech.

### b. Impromptu Speech

That is a speech to delivered without notes or plan, and without any formal preparation. They are very spontaneously delivered.

### c. Manuscript Speech

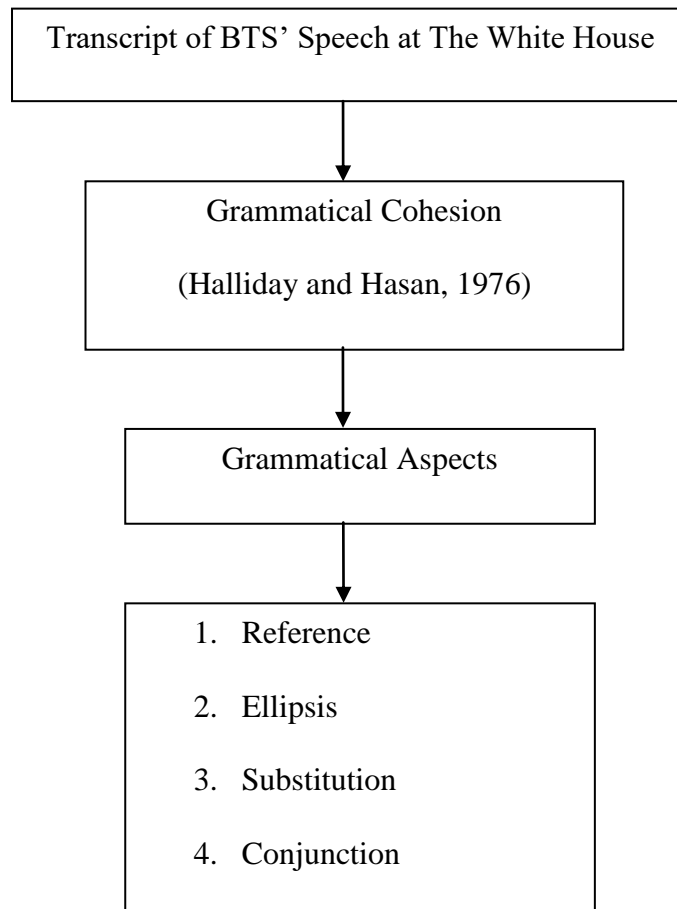
That is a speech to delivered with a script of the exact words to be used. If they have to give a speech, most of students prefer to have ever single word in front of them so they can basically “read” the speech to the audience. Manuscript also can express the emotions and feelings that you will understand well and state them simply from a personal point of view. The manuscript helps us to communicate and spread its cohesion.

### d. Memorized Speech

That is a speech to committed to memory. The speaker completely memorizes the text of a speech from memory without reliance on notes or an outline.

## B. Conceptual Framework

In this study, the researcher collected all of the data related to grammatical cohesion contained in BTS' speeches, especially the kinds of grammatical cohesion. Besides analyzing the types of grammatical cohesions, researcher also tried to describe how the types of Grammatical cohesion used by BTS in their speech. To explain how the relationship of the research variables as shown in the identification of the problems, below is the figure of conceptual framework of the research.



*Figure 1.2: Conceptual Framework*

### C. Previous Related Studies

This research is not the latest research, but there are similar previous researches that related to the research's topic about grammatical cohesion. Therefore, the researcher uses these researches as the developing of ideas. After looking at some similar theses in journals, the researcher found 5 theses which are researched by using cohesion theory. Here are some previous researches that related to grammatical cohesion.

The first was conducted by (Al-khalidy, 2018), who conducted her research in 2018 entitled *The Use of Conjunctions as Grammatical Cohesion in the Speeches of Her Majesty of Jordan* from *International Journal of Applied Linguistics & English Literature*. He used Halliday and Hasan's cohesion theory to find the types of Conjunctions in Her Majesty Queen Rania of Jordan' speeches in the years 2007, 2009, 2011. He found the dominant type of grammatical is additive conjunction consist of 290 data, followed by adversative conjunctions and then causal conjunctions and the least temporal conjunctions.

The second is (Lismayanti & Ningsih, 2019) found grammatical cohesion who conducted her research in 2019 has functions on Obama's speech entitled *An Analysis on Barack Obama's Speech Viewed from Grammatical Cohesion* from *Journal of English Educations and Linguistics*. There are three functions of grammatical cohesion found within the speech, they were reference and conjunction. From the analysis it can be said that



there are 9.662 data found on four speeches, where are the reference has 6.746 items and conjunction 2.816 items that mostly used the reference with percentage 70,55% while conjunction is was 29, 45%.

The third is (Asif, 2020), he had a research about *Lexical Functions and Cohesion in Imran Khan's Speech on 28 September 2019 at the United Nations General Assembly* from *International Transaction Journal of Engineering*, who conducted his research in 2020. The results of this research showed that most kinds of lexical cohesion dominan used is repetition, the second is synonym, the third is collocation, the fourth is general noun, and the lest dominant is superordinate.

The fourth is (Andre et al., 2022), he had a research about *The Analysis of Grammatical Cohesion Reference in Jack Ma Speech Text "Believe in Your Dreams"* from *Journal of English for Academic*, who conducted his research in 2022. This research used documantary to collecting the data. So, Andre had found 36 utterances consist of 30 personal reference and 6 demonstrative reference in the speech text.

And the last is (Mandarani Vidya, 2020), she had a research about *Grammatical and Lexical Cohesion Analysis of Trump's Speech Upon Soleimani Assassination* from *ejournal upbatam*, who conducted her research in 2020. The most frequence in this research is the reference with 65 pieces, as well synonym and repetition only 9 evidence for lexical cohesion. And the least 23 conjunction evidence grammatical section.

## CHAPTER III

### METHOD OF RESEARCH

#### A. Research Design

This research was conducted used descriptive qualitative research. It is called descriptive qualitative research because it only collects, classifies, and analyzes data so that the researcher concludes the overall data at the end of the study (Sugiyono, 2020).

The object of the research is BTS' speeches. In this study, the researcher categorizes grammatical cohesion used in speech, determines the dominant grammatical cohesion used in BTS speeches, and describes the implications of grammatical cohesion used in speech. In this case, the researcher wants to analyze the type of grammatical cohesion, which consists of reference, ellipsis, substitution, and conjunction.

#### B. Data and Source of Data

The data source is the subject that explains where the data can be found. The researcher chosen the four speeches entitled: "*Youth 2030*", "*Endviolence*", "*Suistainable Development Goals Moment (SDGs)*", and "*Anti-Asian Hate Crimes*".

The script of the speeches were taken from on the UNICEF website [www.unicef.org](http://www.unicef.org), and The White House official website

<https://www.whitehouse.gov>. It was chosen, because it was trusted website which provided the speech video completed by its script.

In addition, researcher collect data from the scripts of BTS' speeches. To further examine the use of grammatical cohesion, researcher used the theory of Halliday and Hasan (1976) using the book they had developed under the title Cohesion in English.

The data of this research was the grammatical cohesion appeared of the speech. There were 682 data. In script 1 are 6 types (54) grammatical cohesion is consist of 20 Personal Reference, 16 Demonstrative Reference, 4 Comparative Reference, 11 Additive Conjunction, 1 Temporal Conjunction, and 1 Verbal Substitution. In script 2 are 9 types (190) grammatical cohesion is consist of 99 Personal Reference, 40 Demonstrative Reference, 4 Comparative Reference, 35 Additive Conjunction, 10 Adversative Conjunction, 1 Causal Conjunction, 3 Temporal Conjunction, and 2 Nominal Substitution. In script 3 are 8 types (195) grammatical cohesion which consist of 103 Personal Reference, 52 Demonstrative Reference, 1 Comparative Reference, 22 Additive Conjunction, 13 Adversative Conjunction, 1 Causal Conjunction, 2 Temporal Conjunction, and 1 Verbal Substitution. And in script 4 are 8 types (243) grammatical cohesion which consist of 113 Personal Conjunction, 75 Demonstrative Reference, 5 Comparative Reference, 31 Additive Reference, 10 Adversative Conjunction, 4 Causal Conjunction, 3 Temporal Conjunction, and 1 Nominal Substitution.

### C. Technique of Data Collection

Researcher collected data from BTS' speeches. Researcher took the scripts of the speech by watching the videos on the YouTube, and reading on the website to identify the types of grammatical cohesion in each utterance contained in the speech. Furthermore, the researcher also examines how BTS used grammatical cohesion in their speeches.

In addition, the researcher used several steps in collecting data. Namely, the researcher made a list of words containing grammatical cohesion consisting of reference, ellipsis, substitutions, and conjunction used in speech. Furthermore, the researcher clarified grammatical cohesion based on the type of grammatical cohesion using the theory of Halliday and Hasan (1976). The researcher has the procedure carried out in analyzing the data as follows:

1. Reading the scripts BTS' speeches on the UNICEF website [www.unicef.org](http://www.unicef.org), and The White House official website <https://www.whitehouse.gov>.
2. Identify based on grammatical cohesion, which consists of reference, ellipsis, substitution, and conjunction.
3. Clarifying all marked data into grammatical cohesion from reference, ellipsis, substitution, and conjunction.
4. Interpret each utterance in the text to adjust the grammatical cohesion consisting of reference, ellipsis, substitution, and conjunction.

5. Identify the grammatical cohesion (reference, ellipsis, substitution and conjunction) is used in each BTS' speeches.

#### **D. Technique of Data Analysis**

Data were analyzed to answer research questions. Therefore the researcher determines whether the results answer the research questions using (Miles, and Huberman, 2014: 266) theory to analyze the data. Data analyze through the following procedures:

- a. Data Condensation

In this step the researcher prepared the data that were used to search the grammatical cohesion, which includes the script of BTS' speeches. The researcher has selected four speeches *entitled "Anti-Asian Hate Crimes", Youth 2030 Group in The "Generacion Unlimited" Program, "Enviolece", and "Suistainable Development Goals Moment (SDGs)"*.

- b. Data Display

The researcher displating the speech in the form of table to analyze the grammatical cohesion were categorized based on types of grammatical cohesion and the manner how BTS were implemented. The utterances from BTS' speeches that contain grammatical cohesion for conducting the types of grammatical cohesion (Reference, Substitution, Ellipsis, and Conjunction). The researcher bold text of the grammatical cohesion when BTS delivered their speech. Looking at the displays helped the researcher

to understand what was happening and to do something by either analyzed it further or took action based on that understanding.

c. Concluding Drawing

The researcher describe the data that has been found after categorizing the data to clarify the types of data from BTS' speeches. The data were reported and analyzed to address the problem of research. After processing the data , the researcher draws conclusions in the point of the data from the script based on the employed research questions. The result become an explanation of the problem of research.

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter describes the study's results, which includes findings and analysis. The finding is divided into two data descriptions and an analysis of the data based on the problem of the study, while the discussion section discusses the types of grammatical cohesion used in BTS' speeches, what the dominant types of grammatical cohesion, and the way BTS used grammatical cohesion.

#### A. The Findings

##### 1. Types of Grammatical Cohesion in BTS' Speeches

In this chapter, the researcher supplied the data from the scripts of BTS' speeches containing the types of grammatical cohesion, the researcher used the theory of Halliday and Hasan (1976). The conclusion of this investigation is represented by the data analysis.

Types of Cohesion	Members							
	RM	Jin	Jimin	J-Hope	JK	Suga	V	RM
PR	✓	✓	✓	✓	✓	✓	✓	✓
DR	✓	✓	✓	✓	✓	-	-	✓
CR	-	-	-	✓	✓	✓	-	-
AddC	✓	✓	✓	✓	✓	-	✓	✓
AC	-	-	-	-	-	-	-	-
CC	-	-	-	-	-	-	-	-
TC	-	-	-	-	✓	-	✓	-
VS	-	-	-	-	-	-	-	-
CS	-	-	-	-	-	-	-	-
NS	-	-	-	-	-	-	✓	-
NE	-	-	-	-	-	-	-	-

VE	-	-	-	-	-	-	-	-
CE	-	-	-	-	-	-	-	-

**Table 4.1 types of grammatical cohesion used by member of BTS' speech at The White House entitled *Anti-Asian Hate Crimes* on 31st May, 2022.**

Types of Cohesion	Utterances					
	1	2	3	4	5	6
PR	✓	✓	✓	✓	✓	✓
DR	✓	✓	✓	✓	✓	✓
CR	✓	-	-	-	-	✓
AddC	✓	✓	✓	✓	✓	✓
AC	-	-	-	✓	-	-
CC	-	-	-	✓	✓	-
TC	-	-	-	-	-	✓
VS	-	-	-	-	-	-
CS	-	-	-	-	-	-
NS	-	✓	-	-	-	✓
NE	-	-	-	-	-	-
VE	-	-	-	-	-	-
CE	-	-	-	-	-	-

**Table 4.2 Script RM' speech at the United Nations entitled "*Youth 2030*" Group in the "*Generation Unlimited*" program on 24th September, 2018.**

Types of Cohesion	Members						
	RM	Jimin	Suga	V	J-Hope	Jin	Jk
PR	✓	✓	✓	✓	✓	✓	✓
DR	✓	✓	✓	✓	✓	✓	✓
CR	✓	-	-	-	-	-	-
AddC	✓	✓	✓	✓	✓	✓	✓
AC	✓	-	✓	✓	✓	✓	✓
CC	-	-	-	✓	-	-	-
TC	-	✓	-	-	-	-	✓
VS	-	-	-	-	-	-	✓
NS	-	-	-	-	-	-	-
CS	-	-	-	-	-	-	-
NE	-	-	-	-	-	-	-



VE	-	-	-	-	-	-	-
CE	-	-	-	-	-	-	-

**Table 4.3 Script member of BTS’ speech at UNICEF with the hashtag “Endviolence” to fight violence against children and adolescents in the world on 24th September 2020.**

Members	Types of Cohesion											
	PR	DR	CR	AddC	AC	CC	TC	VS	NS	NE	VE	CE
RM	✓	✓	✓	✓	✓	✓	✓	-	✓	-	-	-
Jin	✓	✓	-	✓	✓	✓	-	-	-	-	-	-
Jimin	✓	✓	✓	✓	✓	✓	-	-	-	-	-	-
Jk	✓	✓	-	-	-	-	-	-	-	-	-	-
Suga	✓	✓		✓	✓	-	-	-	-	-	-	-
J-Hope	✓	✓	-	✓	✓	✓	-	-	-	-	-	-
V	✓	✓	-	✓	-	-	✓	-	-	-	-	-

**Table 4.4 Script member BTS’ speech at UNICEF entitled “Sustainable Development Goals Moment (SDGs)” on 21st September 2021.**

## 2. The Way BTS Used The Grammatical Cohesion

There were 9 types of grammatical cohesion found in BTS’ Speeches, they are Personal Reference (PR), Demonstrative Reference (DR), Comparative Reference (CR), Nominal Substitution (NS), Verbal Substitution (VS), Clausal Substitution (CS), Additive Conjunction (AddC), Adversative Conjunction (AdvC), Causal Conjunction (CC), and Temporal Conjunction (TC). To find out the way BTS used grammatical cohesion in their speeches, the researcher have analyzed the speeches can be presented as follows based on each members.

1) **BTS’ speech at The White House entitled *Anti-Asian Hate Crimes on 31st May, 2022.***

**RM**

*Thank you, Karine, for **your** kind words. Hi, **we**’re BTS, **and it** is a great honour to be invited to **the** White House today to discuss the important issues of anti-Asian hate crimes, Asian inclusion, **and** diversity.*

**Table 4. 1.1**  
**Grammatical in 1st Speech Part 1**

No	Types of Grammatical Cohesion	Data	$\Sigma$
1.	Personal Reference	Your	1
		We	1
		It	1
2.	Demonstrative Reference	The	1
3.	Additive Conjunction	And	1
<b>Total</b>			<b>5</b>

In this part, BTS used the most number of Personal Reference (RP), that is 3 words: they are *your*, *we*, and *it*. And *the* as the Demonstrative Reference (DR) while *and* as the Additive Conjunction (AddC). “**Your**” is possessive adjective refers to Karine that has been daid before by the speaker. “**We**” is personal pronoun which refers to the speaker (BTS) and “**It**” refers to gratitude for the previous greeting. Demonstrative Reference in this part is “**The**” as neutral demonstrative difinite article which is showing to identify

word White House, and the last “**And**” is expressed to be Additive Conjunction and as connector just for adding information.

### JIN

*Today is the last day of AANHPI Heritage Month. We are **here** today to join **the** White House to stand together with **the** AANHPI community **and** to commemorate **the** occasion.*

**Table 4.1.2**  
**Grammatical in 1st Speech Part 2**

No	Types of Grammatical Cohesion	Data	$\Sigma$
1.	Personal Reference	We	1
2.	Demonstrative Reference	Here	1
		The	3
3.	Additive Conjunction	And	1
<b>Total</b>			6

BTS used 1 Personal Reference (PR), that is “**We**” refers to the speaker (BTS), while 2 Demonstrative Reference (DR) they are **here**, and **the**. “**Here**” as adverb refers to White House and “**The**” as neutral demonstrative definite article which is showing to identify word White House, AANHPI and occasion. And the conjunction in this part is “**And**” as Additive Conjunction (AddC) to add the information to the next sentence that has already been said the speaker.

**JIMIN**

*We were shocked **and** devastated about **the** recent surge of hate crimes including Asian-American hate crimes. In **the** hopes of helping to put a stop to **this and** to support **the** cause **we'd** like to take **this** opportunity to voice ourselves once again.*

**Table 4. 1.3**  
**Grammatical in 1st Speech Part 3**

No	Types of Grammatical Cohesion	Data	$\Sigma$
1.	Personal Reference	We	2
2.	Demonstrative Reference	This	2
		The	3
3.	Additive Conjunction	And	1
<b>Total</b>			8

There are is only one Personal Reference (PR) in this part that is “**We**” refers to the speaker of speech is BTS, Demonstrative Reference (DR) appears in this part are *this*, and *the*. The word “**This**” refers to the Asian American Hate Crimes and opportunity while the word “**The**” is called neutral demonstrative represented by definite article. And the last is the conjunction “**And**” it is kind of Additive Conjunction (AddC) refers to connecting between two words or phrases.

## J-HOPE

*We're **here** today thanks to the ARMY, **our** fans worldwide, who have **different** nationalities **and** cultures **and** use **different** languages. **We** are truly and always grateful.*

**Table 4. 1.4**  
**Grammatical in 1st Speech Part 4**

No	Types of Grammatical Cohesion	Data	$\Sigma$
1.	Personal Reference	We Our	2 1
2.	Demonstrative Reference	Here	1
3.	Comparative Reference	Different	2
4.	Additive Conjunction	And	2
<b>Total</b>			8

In this part BTS used 2 Personal Reference (PR), they are *we* and *our*. “**We**” refers to the speaker of speech is BTS, and our refers to the BTS. Only 1 Demonstrative Reference (DR) in this part, that is “**Here**” refers to the place whwre BTS delivered their speech, namely at the White House. Comparative Reference (CR) appears in this part is different. The word “**Different**” in this part refers nationalities and languages. And the last “**And**” as Additive Cunjunction (AddC), it show add the data from frevious sentence to the next word that is cultures and use.

## JUNGKOOK

*We still feel surprised **that** music created by South Korean artists reaches **so** many people around **the** world, transcending languages **and** cultural*

barriers. *We* believe music is always an amazing **and** wonderful unifier of all things.

**Table 4. 1.5**  
**Grammatical in 1st Speech Part 5**

No	Types of Grammatical Cohesion	Data	$\Sigma$
1.	Personal Reference	We	2
2.	Demonstrative Reference	That The	1 1
3.	Additive Conjunction	And	2
4.	Temporal Conjunction	So	1
<b>Total</b>			7

Based on the table 1.5 above shows about grammatical cohesion in this paragraph is Personal Reference, Demonstrative Reference, Additive Conjunction, and Temporal Conjunction. There are only 1 item of Personal Reference (PR) that is *we*. The word “**We**” as Personal Reference which refers to the BTS. Demonstrative Reference (DR) consist that and the. The word “**That**” is kinds of singular form from those which refers to music, and “**The**” show for identifying words after themselves. There are 2 kinds of conjunction appear in this part. The first is “**And**” is kind of Additive Conjunction (AddC) which shows as connector between clauses, while “**So**” as a Temporal Conjunction which shows relation sequence of time.

## SUGA

*It's not wrong to be **different**. We think equality begins when we open up and embrace all of **our differences**.*

**Table 4. 1.6**  
**Grammatical in 1st Speech Part 6**

No	Types of Grammatical Cohesion	Data	$\Sigma$
1.	Personal Reference	It We Our	1 2 1
2.	Comparative Reference	Different	2
<b>Total</b>			<b>6</b>

Based on the table 1.6 above, it shows that grammatical cohesion in tis part consist Personal Reference, and Comparative Reference. There are 3 kinds of Personal Reference (PR) namely, *it, we, our*. “**it**” refers to the coup in the text and the word. The word “**We**” which refers to the speaker and other members of BTS. While “**Our**” refers to the speaker and audience members in the place. Comparative Reference (CR), “**Different**” which refers to diffrences in culture and languages that have mentioned by the speaker in the previous sentence.

## V

*Everyone has **their** own history. We hope today can be **one** step forward towards respecting **and** understanding each **and** everyone as a valuable person.*

**Table 4. 1.7**  
**Grammatical in 1st Speech Part 7**

No	Types of Grammatical Cohesion	Data	$\Sigma$
1.	Personal Reference	We	1
		Their	1
2.	Nominal Substitution	One	1
3.	Additive Conjunction	And	2
<b>Total</b>			6

On the table above, that grammatical cohesion consist Personal Reference, Nominal Substitution, and Additive Conjunction. There are 2 Personal Reference (PR) namely, *we*, *their*. “**We**” refers to the speaker and each other members (BTS), while “**Their**” as possessive adjective which refers to everyone in the world. Then “**One**” as Nominal Substitution (NS) substitutes their efforts to unite differences according to their speech about Anti Asian Hate Crimes. And the last is conjunction, in this part BTS onlu used 1 conjunction namely, and. “**And**” as Additive Conjunction (AddC) that describes the connecting between two words or phrases which in the paragraph.

## **RM**

*Lastly, we thank President Biden and the White House for giving us this important opportunity to speak about the important causes, and remind ourselves of what we can do as artists. Once again, thank you very much.*



**Table 4.1.8**  
**Grammatical in 1st Speech Part 8**

No	Types of Grammatical Cohesion	Data	$\Sigma$
1.	Personal Reference	We	2
		Us	1
2.	Demonstrative Reference	This	1
		The	2
3.	Additive Conjunction	And	2
<b>Total</b>			8

Based on the table above, BTS used that grammatical cohesion in this part are Personal Reference, Demonstrative Reference, and Additive Reference. There are 2 items Personal Reference that is *we*, *us*. The word “**We**” and “**Us**” refers to the speaker and each other member (BTS). While Demonstrative Reference (DR) consist this, the. “**This**” is kind of singular form from these which refers to important causes about Anti Asian Hate Crimes. While “**The**” is showing for identifying words after the. And the last is “**And**” as Additive Conjunction (AddC) which shows as the connector between clauses.

2) RM' speech at the United Nations entitled "Youth 2030" Group in the "Generation Unlimited" program on 24th September, 2018.

*UNICEF executive Director and all the excellencies and distinguished guests from all across the world. My name is Kim Namjoon also known as RM, the leader of the group BTS. It is an incredible honour to be invited to an occasion with such significance for today's young generation. Last November, BTS launched the love Myself Campaign with UNICEF, building on our belief that true love first begins with loving myself. We have been partnering with UNICEF's #ENDviolence programme to protect children and young people all over the world from violence, and our fans have become a major part of this campaign with their actions and with their enthusiasm.*

**Table 4.2.1**  
**Grammatical in 2nd Speech Part 1**

No	Types of Grammatical Cohesion	Data	$\Sigma$
1.	Personal Reference	My We It Our Their	1 1 1 2 2
2.	Demonstrative Reference	This That The	1 1 5
3.	Comparative Reference	Such	1
4.	Additive Conjunction	And	5
<b>Total</b>			20

Grammatical cohesion in this paragraph consist Personal Reference, Demonstrative Reference, Comparative Reference, and Additive Conjunction. There are 5 Personal Reference (PR) namely, *my*, *we*, *it*, *our*, and *their*. The word “**My**” as Possesive Adjective refers to the speaker (RM). While ”**We**” and “**Our**” as Personal Pronoun refers to the speaker and each other member (BTS). “**It**” refers to the invitation to the youth event. And “**Their**” as as Personal Pronoun which refers to BTS’ fans (ARMY).

“**This**” refers to the campaign, “**That**” which refers to Love Myself campaign. While “**The**” is called neutral demonstrative represented by definite article. The only one Comparative Reference (CR) that is “**Such**”. And the last the Additive Conjunction (AddC) in tis paragraph is “**And**” is expressed as connector just for adding information.

*We truly have **the** best fans in **the** world. I’d like to begin by talking about myself. I was born in Ilsan, a city near Seoul, South Korea. It is a really beautiful place with a lake, hills, **and** even an annual flower festival. I spent a very happy childhood **there**, **and** I was just an ordinary boy. I used to look up at **the** sky **and** wonder, **and** I used to dream **the** dreams of a boy. I used to imagine **that** I was a super hero who could save **the** world. In an intro to **the** **one** of **our** early albums, **there**’s a line **that** says, ‘**my** heart stopped when I was maybe nine or ten.’ Looking back, I think **that**’s when I began to worry about what other people thought of **me**, **and** started seeing myself through*

*their* eyes. *I* stopped looking up at *the* night skies, *the* stars. *I* stopped daydreaming. Instead, *I* just tried to jam myself into *the* molds *that* other people made. Soon, *I* began to shut out *my* own voice, *and* started to listen to *the* voices of others.

**Table 4.2.2**  
**Grammatical in 2nd Speech Part 2**

No	Types of Grammatical Cohesion	Data	$\Sigma$
1.	Personal Reference	I We It My Me Our Their	15 1 1 2 1 1 1
2.	Demonstrative Reference	That There The	4 2 8
3.	Nominal Substitution	One	1
3.	Additive Conjunction	And	6
<b>Total</b>			43

In this paragraph the grammatical cohesion consist are Personal Reference, Demonstrative Reference, Nominal Substitution, and Additive Conjunction. There are 7 kinds of Personal Reference (PR) *I*, *we*, *it*, *my*, *me*, *our*, and *their*. The word “**I**” , “**Me**” and “**My**” as the Personal Reference refers to the speaker (RM), the wor “**We**”and “**Our**” are showing to the speaker and each other member (BTS). While “**Their**” which refers to other people.

Demonstrative Reference (DR) has 3 items, they are that, there, and the. “**That**” refers to dreams and the albums. While “**There**” which refers to a place which has been mention before that is Ilsan, a city near Seoul, South Korea. And “**The**” are called neutral demonstrative represented by define article and they is show for identifying words after themselves.

The only one Nominal Substitution, that is “**One**” substitutes the albums, and the last “**And**” as Additive Conjunction (AddC) refers to adding information.

*No one called out **my** name, **and** **neither** did **I**. **My** heart stopped, **and** **my** eyes closed shut. **So**, like **this**, **I**, **We**, all lost **our** names. **We** became like ghosts. **But I** had **one** senosry, **and that** was music. **There** was a small voice inside of **me that** said, ‘wake up, man, **and** listen to yourself.’ **But it** took **me** along time to hear music calling **my** real name. Even after making decision to join **BTS**, **there** were a lot of hurdles. Some people may not believe, **but** most people thought **we** were hopeless. Sometimes **I** just wanted to quit. **But I** think **I** was very lucky **that I** didn’t give it all up. **And I**’m sure **that I**, **and we**, will keep stumbling **and** falling like **this**.*

**Table 4.2.3**  
**Grammatical in 2nd Speech Part 3**

No	Types of Grammatical Cohesion	Data	Σ
1.	Personal Reference	I	9
		We	3
		My	4

		Me	2
2.	Demonstrative Reference	This That There	2 4 2
3.	Additive Conjunction	Neither And	1 7
4.	Adversative Conjunction	But	4
5.	Temporal Conjunction	So	1
<b>Total</b>			39

The grammatical cohesion in this paragraph are consist Personal Reference, Demonstrative Reference, Nominal Reference, Additive Conjunction, Adversative Conjunction, and Causal Conjunction. There are 4 kinds of Personal Reference *I*, *we*, *my*, and *me*. The word “**I**”, “**My**”. And “**Me**” refers to the speaker (RM). While “**We**” which refers to BTS.

Demonstrative Reference (DR) consist *this*, *that*, *there*. “**This**” is kind of singular form from these which refers to dream to join BTS. “**That**” is kind of singular form from those refers to dreams and music. While “**There**” which refers to dream to join BTS.

In this paragraph has 3 kind of conjunction, Additive Conjunction consist 2 items neither, and. “**Neither**” which shows option of idea that has been stated by the speaker refers to the previous word is no one. While “**And**” which shows as connector between clauses.

“**But**” as Adversative Conjunction (AdC) which shows the contrast idea and last is “**So**” as Temporal Conjunction (TC) which shows relation sequenceof time.

*BTS has become artists performing in **those** hugestadiums **and** selling millions of albums right now, **but I** am still an ordinary 24-year-old guy. If **there's** anything **that I** achieved, **it** was only possible **that I** have **my** other BTS members right by my side, **and because of the love and support that our** ARMY fans all over **the** world make for **us**. **And** maybe **I** made a mistake yesterday, **but** yesterday's **me** is still **me**.*

**Table 4.2.4**  
**Grammatical in 2nd Speech Part 4**

No	Types of Grammatical Cohesion	Data	$\Sigma$
1.	Personal Reference	I It My Our Me Us	4 1 1 1 2 1
2.	Demonstrative Reference	That Those There	3 1 1
3.	Additive Conjunction	And	4
4.	Adversative Conjunction	But	2
5.	Causal Conjunction	Because	1
<b>Total</b>			22

In this paragraph shows that grammatical cohesion consist Personal Reference, Demonstrative Reference, Additive Conjunction, Adversative conjunction, and Causal Conjunction. There are 4 items of Personal Reference (PR) that are **I**, **my**, **our**, and **me**. “**I**”, “**My**”, and “**Me**” which refers to the speaker (RM). While “**Our**” refers to BTS’ fans (ARMY).

The Demonstrative Reference (DR) is that, those and there. “**That**” refers to BTS achievements. The word “**Those**” is plural of that, it refers to the hugestadiums. And “**There**” which refers to BTS achievement about their performing and albums.

And the last is conjunction, in this paragraph consist 3 kind of conjunction. The first is “**And**” as Additive Conjunction (AddC) shows to add the additional data and information in the text. The second is “**But**” as Adversative Conjunction (AC) as the contrast idea. And the last only one Causal Conjunction that is “**Because**” that shows the reason of the speaker.

*Today, I am who I am with all of my faults **and** mistakes. Tomorrow, I might be a tiny bit wiser, **and that** 'll be me too. **These** faults **and** mistakes are what I am, making up the brightest stars in **the** constellation of my life. I have come to love myself for who I am, for who I was, and for who I hope to become. I'd like to say **one** last thing. **After** releasing **our** Love Yourself albums **and** launching **the** 'Love Myself' campaign, **we** started to hear remarkable stories from **our** fans all over **the** world. How **our** message helped **them** overcome **their** hardship in life **and** start loving themselves. **Those** stories constantly remind us of **our** responsibility.*



**Table 4. 2.5**  
**Grammatical in 2nd Speech Part 5**

No	Types of Grammatical Cohesion	Data	$\Sigma$
1.	Personal Reference	I We My Our Them Their Me	9 1 2 4 1 1 1
2.	Demonstrative Reference	That Those These The	1 1 1 2
3.	Additive Conjunction	And	5
4.	Temporal Conjunction	After	1
<b>Total</b>			30

This paragraph shows that 4 grammatical cohesion, that are Personal Reference, Demonstrative Reference, Additive Reference, and Temporal Conjunction. There are 7 items Personal Reference in this paragraph they are *I, we, my, our, them, their, and me*. The word “**I**”, “**My**”, and “**Me**” refers to the speaker (RM). While “**We**” and “**Our**” refers to the speaker and each other member (BTS). And the word “**Them**” and “**Their**” refers to BTS’ fans (ARMY).

The Demonstrative Reference (DR) consist 4 items *that, those, these, and the*. The word “**That**”and “**These**” refers to faults and mistakes. While “**Those**” refers to the speaker stories. And the last the word “**The**” showing for identifying the campaign and the world.

Conjunction in this paragraph is consist 2 kind. “**And**” as Additive Conjunction (AddC) which shows as connector and coupler between sentences in paragraph. And the last is “**After**” as Temporal Conjunction (TC) shows sequences of time.

*So let's take all **one more** step. We have learned to love ourselves, **so now I** urge **you** to speak yourself. I'd like to ask all of **you**, What is **your** name? What excites **you and** makes **your** hear beat? Tell **me your** story. I want to hear **your** voice, **and I** want to hear **your** conviction. No matter who **you** are, where **you're** from, **your** skin colour, **your** gender identity, just speak yourself. Find **your** name **and** find **your** voice by speaking yourself. I'm Kim Namjoon, **and** also RM of BTS. I am an idol, **and I** am an artist from a small town in Korea. Like most people, I've made many and plenty mistakes in **my** life. I have **many** faults, **and I** have **many more** fears, **but I'm** going to embrace myself as hard as **I** can, **and I'm** starting to love myself gradually, just little by little. What is **your** name? Speak yourself. Thank you very much.”*

**Table 4.2.6**  
**Grammatical in 2nd Speech Part 6**

No	Types of Grammatical Cohesion	Data	$\Sigma$
1.	Personal Reference	I We Your My You	13 1 5 1 3

2.	Demonstrative Reference	Now	1
3.	Comparative Reference	More Many	2 1
4.	Nominal Substitution	One	1
5.	Additive Conjunction	And	7
6.	Temporal Conjunction	So	1
<b>Total</b>			36

In the paragraph above shows about grammatical cohesion are Personal Reference, Demonstrative Reference, Comparative Reference, Nominal Substitution, Causal Conjunction, and Additive Conjunction. Personal Reference in tis paragraph are I, we, your, and me. The word **“I”** and **“Me”** which referes to the speaker (RM). While **“We”** refers to BTS, and the word **“Your”** which referes to the audiences and the listeners.

The Demonstrative Refrence (DR) is **“Now”** the speaker useds now refers to the present time, and the next is **“More”** as Comparative Reference which refers to emphasizing of the speaker that he relizes about his fears. And **“Many”** refers to the faults.s

The only one of Nominal Conjunction (NC) is **“One”** that substitutes the word steps. The next is about conjunction, in this paragraph consist 2 kinds of conjunction. The first is **“So”** as Causal Conjunction (CC) which shows relation sequence of time. And the second is **“And”** as Additive Conjunction (AddC) which shows as connector between clause.

- 3) **BTS’ speech at UNICEF with the hashtag “Endviolence” to fight violence against children and adolescents in the world on 24th September 2020.**

### RM

*My name is RM, **the** leader of **the** group BTS. Two years ago **here**, **I** asked **your** name. **I** urged **you** to let **me** hear **your** voice. **And I** let myself be filled with imagination. As a boy from **the** small city of Ilsan in Korea, as a young man standing at **the** U.N. General Assembly, as a global citizen of **this** world, **I** imagined **the** limitless possibilities before all of **us**, **my** heart beating with excitement. **But** COVID-19 was beyond **my** imagination. **Our** world tour was canceled, all **our** plans went awry, **and I** became alone. **I** looked up **but** couldn't see **the** stars at night.*

**Table 4. 3.1**  
**Grammatical in 3rd Speech Part 1**

No	Types of Grammatical Cohesion	Data	$\Sigma$
1.	Personal Reference	I My You Your Me Our Us	6 3 1 1 1 2 1
2.	Demonstrative Reference	This Here The	1 1 6
3.	Adversative Conjunction	But	2
4.	Additive Conjunction	And	2

<b>Total</b>		27
--------------	--	----

In this paragraph the grammatical cohesion are consist into 4 kinds, those are Personal Reference, Demonstrative Reference, Adversative Reference, and Additive Reference. These are Personal reference (PR) are consist into 7 items, *I, my, me, you, your, our, and us*. The word “**I**”, “**My**”, “**Me**” refers to the speaker (RM) to delivered the speech. While “**You**” and “**Your**” which refers to the audiences who were at the event and the listeners who have listened to their speech before. And the word “**Our**” and “**Us**” at the speech refers to the speaker and each other member (BTS).

The Demonstrative Reference in this part are consist into 3 items, they are this, here, and the. “**This**” refers to the world, which “**Here**” shows the word of place, namely U.N General Assembly where BTS has delivered a speech 2 years ago as the speaker said before. And the word “**The**” refers to specific matters already clear or previously explained.

And the next is conjunction. In this part there is only 1 Adversative Conjunction (AC) that is “**But**” this word refers to amplifying sense that has a negative element. The word “**And**” as Additive Cojunction (AddC) there is to add information to the next sentence that has already been said by speaker.

### **JIMIN**

*I felt hopeless. Everything fell apart. I could only look outside **my** window, I could only go to **my** room. Yesterday, I was singing **and** dancing with fans*

around **the** world, **and now my** world had ahrunkk to a room. **And then, my** friends took **my** hand. **We** comfored each other **and** talked about what could do together.

**Table 4.3.2**  
**Grammatical in 3rd Speech Part 2**

No	Types of Grammatical Cohesion	Data	$\Sigma$
1.	Personal Reference	I We My	4 1 5
2.	Demonstrative Reference	Now The	1 1
3.	Additive Conjunction	And	4
4.	Temporal Conjunction	Then	1
<b>Total</b>			17

Based on the part above shows about grammatical cohesion, those are Personal Reference, Demonstrative Reference, Additive Conjunction, and Temporal Conjunction. There are 3 personal Reference (PR) **I**, **we**, and **my**. By using “**I**”and “**My**” refers to the speaker (Jimin), and “**We**” as Personal Pronoun refers to the speaker and each other member (BTS).

Demonstrative Reference (DR) that exists in this paragraph are **now** and **the**. The word “**Now**” refers to describe the time of the situations experienced by the speaker. And “**The**” is called neutral demonstrative represented by definite article. The is showing for identifying their fans (ARMY).

The first conjunction is “**And**”. It is kind of Additive Conjunction (AddC) that describes the connecting between two words or phrases which in the paragraph. And the last is “**Then**” as Temporal Conjunction (TC) shows the relationship of time sequence within the sentences in paragraph.

### SUGA

*Life became simple, maybe for **the** first time. **It** was a precious time, unwanted **but** welcome. **I**’m used to an entire world shrinking in an instant. When **I**’m on tour, **I** stand in bright lights **and** loud cheers, **but** at night back in **my** room becomes only a few paces wide. **The** room itself was small, **but** **my** world and **our** world reached far **and** wide. In **this** world we had **our** instruments, **our** phones **and** **our** fans.*

**Table 4.3.3**  
**Grammatical in 3th Speech Part 3**

No	Types of Grammatical Cohesion	Data	$\Sigma$
1.	Personal Reference	I	3
		It	1
		We	1
		My	2
		Our	4
2.	Demonstrative Reference	This	1
		The	2
3.	Adversative Conjunction	But	3
4.	Additive Conjunction	And	3
<b>Total</b>			20

The grammatical cohesion in this part consists of Personal Reference, Demonstrative Reference, Adversative Reference, and Additive Reference. There are 5 Personal Reference (PR) appear in this part *I, we, it, my, and our*. “**I**” and “**My**” which refers to the speaker (Suga) of the speech. The word “**It**” which refers to the time who describe the speaker memorized. Whereas “**We**” and “**Our**” refers to the speaker and each other member (BTS).

The Demonstrative Reference (DR) of this part consists of this, and the. The word “**This**” is kind of singular form from these which refers to world. And “**The**” as neutral demonstrative reference because all, the shows for identifying words after themselves.

There are 2 kinds of conjunction appear in this part but, and.”**But**” as Adversative Conjunction (AC) which shows the contrast ideas. While “**And**” as Additive Conjunction (AddC) which shows as connector between clauses.

## V

***But this time it felt different. It felt lonelier and smaller. Why? I thought for a long time. I thought maybe because it became harder to imagine. I was frustrated and depressed, but I took notes, wrote songs, and thought about who I was. I thought, “If I give up here, then I’m not the star of my life, this is what an awesome person would do”.***



**Table 4.3.4**  
**Grammatical in 3th Speech Part 4**

No	Types of Grammatical Cohesion	Data	$\Sigma$
1.	Personal Reference	I	8
		It	3
		My	1
2.	Demonstrative Reference	This	2
		Here	1
		The	1
3.	Adversative Conjunction	But	2
4.	Additive Conjunction	And	3
5.	Causal Conjunction	Because	1
<b>Total</b>			22

The grammatical cohesion in this part consist Personal Reference, Demonstrative Reference, Adversative Conjunction, Additive Conjunction, and Causal Conjunction. There are 3 Personal Refernce (PR) in this part *I*, *it* and *my*. “**I**” refers to the speaker (V). While “**My**” refers to the speaker (V) that He stated himself welcome every single person at the time. And “**It**” refers to the speaker; experience.

The Demonstrative Reference (DR) consist into 3 items *this*, *here*, and *the*. The word “**This**” which refers to the time and situation. While “**Here**” shows for identifying difficult experience for the speaker.

The conjunction in this part is but, and, because. “**But**” as Adversative Conjunction (AC) which is showing the contrast of his statement before. While “**And**” as Additive Conjunction (AddC) shows to connect two things

that are equal and not contradictory. And the last is “**Because**” as Causal Conjunction (CC) which refers to explain cause and effect that has a reason.

### **J-HOPE**

*I don't know who was first. We embraced all **these** emotions **and the** seven of us began to make music together. **This** is where **the** music came from, **and this** made us honest. **Our** lives are unperedicatable. We don't know all the answers. I knew where I wanted to go, **but** not how I could get **there**. All did to get **here** was trust ourselves, **and** do my best, **and** love what I do.*

**Table 4.3.5**  
**Grammatical in 3th Speech Part 5**

<b>No</b>	<b>Types of Grammatical Cohesion</b>	<b>Data</b>	<b>Σ</b>
1.	Personal Reference	I We My Our Us	5 2 1 1 2
2.	Demonstrative Reference	This These There Here The	2 1 1 1 2
3.	Adversative Conjunction	But	1
4.	Additive Conjunction	And	4
<b>Total</b>			23

In this part the grammatical cohesion consist Personal Reference, Demonstrative Reference, Adversative Conjunction, and Additive Conjunction. The Personal Reference (PR) consist into 5 items those are **I**, **we**, **my**, **our**, and **us**. "**I**" and "**My**" refers to the speaker (J-Hope) in the speech, while "**We**", "**Our**", and "**Us**" which refers to the speaker and each other member (BTS).

There are 5 kinds of Demonstrative Reference (DR) in this part This, these, there, here, and the. "**This**" is kind of singular form from these which refers to their career. While "**These**" is kind of plural form from this which refers to their struggle in creating music. The word "**There**" refers to success in overcoming previous adversity. "**Here**" shows for identifying his career success. And the last "**The**" shows for identifying words after themselves, the word of seven of us (BTS) and music.

And next is about conjunction, in this part BTS used 2 kinds of conjunction. The first is "**But**" as Adversative Conjunction (AC) which is showing the contrast of his statement before. And the second is "**And**" as Additive Conjunction (AddC) which shows to adding the next of sentence.

## **JIN**

*I found again **the** people **I** love. **The** other members, **my** family, **my** friends. Thinking about **the** future **and** trying hard are all important. **But** cherishing yourself, encouraging yourself **and** keeping yourself happy **the** most*

*important. In a world of uncertainly, we must cherish the importance of “me,” “you”, “us.” That’s the message of “Love Myself” we talked about for three years, It’s the message in the lyrics of our song Dynamite: “I’m diamond, you know I glow up”.*

**Table 4.3.6**  
**Grammatical in 3th Speech Part 6**

No	Types of Grammatical Cohesion	Data	$\Sigma$
1.	Personal Reference	I	4
		You	2
		We	2
		My	2
		Me	1
		Our	1
		Us	1
2.	Demonstrative Reference	That	1
		The	8
3.	Adversative Conjunction	But	1
4.	Additive Conjunction	And	2
<b>Total</b>			25

In this part the grammatical cohesion consist Personal Reference, Demonstrative Reference, Adversative Reference, and Additive Reference. Those are Personal Reference (PR) *I, you, we, my, me, our, and us.* "I", "My", and "Me" as Personal Reference refers to the speaker (Jin). While "You" which refers to the audiences and the listeners. And "We" and "Our" is shows to the speaker and each other member (BTS). And "Us" refers to the audiences and the listeners, where the speaker invites them to cherish themselves.

The Demonstrative Reference (DR) of this part is that and the. The word “**That**” is kinds of singular form from those which refers to the message “Love Myself”. While “**The**” is called neutral demonstrative represented by definite article.

The conjunction in this part consist “**But**” as Adversative Conjunction (AC) which is showing the contrast of his statement before. While “**And**” as Additive Conjunction (AddC) which shows to adding the next of sentence.

### **JUNGKOOK**

*One night **we** were working together. Namjoon said **he** couldn't see **the** stars any more, **but I** saw **my** face reflected in **the** window. **I** saw all of **our** faces. **Our** songs became **the** stories **we** wanted to tell each other. **We** live in uncertainly, **but** really, nothing's changed. If **there**'s something **I** can **do**, if **our** voices can give strength to people, **then that**'s what **we** want **and that**'s what **we** 'll keep on doing.*

**Table 4.3.7**  
**Grammatical in 3th Speech Part 7**

<b>No</b>	<b>Types of Grammatical Cohesion</b>	<b>Data</b>	<b>Σ</b>
1.	Personal Reference	I He My We Our	3 1 1 3 2
2.	Demonstrative Reference	That There The	2 1 3
3.	Verbal Substitution	Do	1
4.	Adversative Conjunction	But	2

5.	Additive Conjunction	And	1
6.	Temporal Conjunction	Then	1
<b>Total</b>			21

The grammatical cohesion in this part consist Personal Reference, Demonstrative Reference, Verbal Substitution, Adversative Conjunction, Additive Conjunction, and Temporal Conjunction. Those are Personal Reference (PR) *I, he, we, my, and our*. The word “**I**” and “**My**” refers to the speaker (Jungkook). While “**He**” which refers to the leader of BTS (RM) was delivered the speech before. The next “**We**” and “**Our**” refers to the speaker and each other member (BTS).

The Demonstrative Refernce (DR) in this part consist that, there, and the. “**That**” refers to their voices or their music voices can give strength to people. While “**There**” which serves to start or begin in a sentence, and next is “**The**” as neutral demonstrative reference because all, the show for identifying words after itself.

Substitution in this part is do. “**Do**” is kind of Verbal Substitution (VS) operates to substitute the word of changed of their career. There are 3 kinds of conjunction in this part are “**But**” as Adversative Conjunction (AC) shows the contrast idea of the speaker in this part. “**And**” as Additive Conjunction (AddC) is to add data from previous data to the next, “**Then**” as Temporal Conjunction (TC) which refers to relationship action to the next.

**RM**

*When I stars feeling lost, I remember my face in the window, like Jungkook said. I remember the words I spoke here two years ago. “Love Yourself, Speak Yourself.” Now more than ever, we must try to remember who we are, and face who we are. We must try to love ourselves, and imagine the future. BTS will be there with you. Our tomorrow may be dark, painful, difficult. We might stumble or fall down. A stars shine brightest when the nights is darkest. If the stars are hidden, we’ll let moonlight guide us. If ever the moon is dark, let our faces be the light that helps us find our way. Let’s Reimagine our world. We’re huddled together tired, but let’s dream again. Let’s dream about a future when our worlds can break out of our small rooms again. It might feel like it’s always night and we’ll always be alone, but the night is always darkest before the first light of dawn. All life goes on. Let’s live on.*

**Table 4. 3.8**  
**Grammatical in 3th Speech Part 8**

<b>No</b>	<b>Types of Grammatical Cohesion</b>	<b>Data</b>	<b>Σ</b>
1.	Personal Reference	I You It My We Our Us	4 1 2 1 6 5 2
2.	Demonstrative Reference	That There Here Now The	1 1 1 1 9

3.	Comparative Reference	More	1
4.	Adversative Conjunction	But	2
5.	Additive Conjunction	And	3
<b>Total</b>			40

In this part the grammatical cohesion consist Personal Reference, Demonstrative Reference, Verbal Substitution, Adversative Conjunction, Additive Conjunction, Temporal Conjunction. There are 7 items Personal Reference I, you, it, we, my, our, and us. **“I”** and **“My”** refers to the speaker (RM). While **“You”** which refers to the audiences and the listeners. **“It”** refers to their fall down to dream about a future. And **“We”** and **“Our”** which refers to the speaker and each other member (BTS). **“Us”** refers to the speaker and the listeners.

The Demonstrative Reference (DR) are that, there, here, now, and the. The word **“That”** refers to a moment had two years ago, the speaker was delivered speech about “Love Yourself”. While **“There”** refers to the speaker motivation to invite the listeners to try love theirselves, and imagine the future. **“Here”** refers to the word place, namely U.N where the speaker delivered a speech at the same place 2 years ago. While **“Now”** refers to condition of time. “The” shows for identifying words after themselves. And the next **“More”** as Comparative Reference (CR) refers to emhasizing ofthe speaker that he realize about imagine the future.



The conjunction in this part consist 2 items, those are “**But**” as Adversative Conjunctio (AC) shows the contrast idea of the speaker in this part. “**And**” as Additive Conjunction (AddC) is to add data from previous data to the next.

**4) BTS’ speech at UNICEF entitled “*Suistainable Development Goals Moment (SDGs)*” on 21st September 2021.**

**RM**

*Your excellency Abdullah Shahees president of the 76th United Nations General Assembly. Your excellency secretary General Antonio Gutierrez, your excellency president Moon Jae In **and** distinguished **the** leaders from around **the** world. **It** is an honour to be **here** today. **We**’re BTS appointed Special Presidential Envoys of **the** Republic of Korea. **We**’re **here** today to share **the** stories of **our** future generation. Before **we** came **here**, **we** asked young people in **their** teens **and** 20ies around **the** world about **their** past 2 year **and** **the** world **they** find themeselves in today. Jin will share some of **the** answers **we** received.*

**Table 4.4.1**  
**Grammatical in 4th Speech Part 1**

No	Types of Grammatical Cohesion	Data	$\Sigma$
1.	Personal Reference	We It They	5 1 1

		Their	2
		Our	1
2.	Demonstrative Reference	Here	3
		The	7
3.	Additive Conjunction	And	3
<b>Total</b>			23

In this part the grammatical cohesion consist Personal Reference, Demonstrative Reference, and Additive Reference. The Personal Reference are *we, they, it, their,* and *our*. The word “**We**” and “**Our**” refers to the speaker (RM) and the other member (BTS), “**They**” and “**Their**” which refers to young people in teen around the world. While “**It**” refers to feeling the speaker can give a speech of the 76th United Nations General Assembly.

The next grammatical cohesion is Demonstrative Reference (DR) are “**Here**” refers to the place where they are (United Nations General Assembly). While “**The**” showing for identifying words after. The conjunction of this part is “**And**” as Additive Conjunction (AddC) which shows as connector between sentences in paragraph.

### JIN

*Yes, should **we** take a look? **You** can feel **the** good vibes from just looking at **these**. **There** were times during **the** past 2 years, when **I** too felt bewildered **and** troubled, **but** still **here** we have people who cry out “Let’s live on, let’s make **the** best of **this** moment!”*

**Table 4.4.2**  
**Grammatical in 4th Speech Part 2**

No	Types of Grammatical Cohesion	Data	$\Sigma$
1.	Personal Reference	I	1
		You	1
		We	2
2.	Demonstrative Reference	There	1
		These	1
		This	1
		Here	1
		The	3
3.	Adversative Conjunction	But	1
3.	Additive Conjunction	And	1
<b>Total</b>			13

It shows the grammatical cohesion in this part consist Refernce, and conjunction. Personal Reference which exist in this part are *I*, *you*, and *we*. The word “**I**” refers to the speaker (Jin), “**You**” which refers to the audiences and the listeners. And “**We**” the first we refers to the audiences, and the second of we which refers to the speaker and the other member (BTS).

Demonstrative Reference (DR) in this part consist *there*, *these*, *here*, and *the*. “**There**” refers to the past time that is 2 years ago. While “**These**” shows the moment in the present time. And “**Here**” refers to to the place where they are. All “**The**” are called neutral demonstrative represented by definite article to show for identifying word after *the*.

Conjunction in this part consist but, and. “**But**” as Adversative Conjunction (AC) as the contrast idea of *when I too felt bewidered and*

*troubled with still here we have people who cry out. While “And” as Additive Conjunction (AddC).*

### **JIMIN**

*Because we can't stand still, when we're in **the** ideal time of **our** lives to take on new challenges. **It** wasn't as if **we** could blame anyone **and you** must have felt **the** frustration. **Here I**, **the** same as **I** was yesterday, **but the** world changed, like **we** were transported in a flash to a parallel world.*

**Table 4.4.3**  
**Grammatical in 4th Speech Part 3**

<b>No</b>	<b>Types of Grammatical Cohesion</b>	<b>Data</b>	<b>Σ</b>
1.	Personal Reference	I You We It Our	2 1 4 1 1
2.	Demonstrative Reference	Here The	1 4
3.	Adversative Conjunction	But	1
4.	Additive Conjunction	And	1
5.	Causal Conjunction	Because	1
<b>Total</b>			17

The grammatical cohesion in this part consist Reference, and conjunction. The Personal Reference (PR) are *I*, *you*, *we*, *it*, and *our*. The word “**I**” refers to the speaker (Jimin), while “**You**” refers to the audiences.

“**We**” and “**Our**” refers to the speaker and the other of member (BTS). And “**It**” which refers to new challenges in lives.

The second Reference are *here*, and *the* as the Demonstrative Reference (DR). The word “**Here**” refers to the place where the speaker delivered the speech. And “**The**” show for identifying word after *the*.

The conjunction in this part are *but*, *and*, *because*. “**But**” as Adversative Conjunction (AC) as contrast idea of the sentences. Next “**And**” as Addictive Conjunction (AddC) as to connector between the sentences of the paragraph. And the last “**Because**” as Causal Conjunction (CC) that shows the reason of the speaker.

## JUNGKOOK

*I was saddened to hear, **that** entrance **and** graduation ceremonies had to be canceled. **The** are moments in life **you** want to celebrate. **And** missing out on **them** must have been upsetting. **We** were heard broken when **our** long planned concert tour were canceled. **And** for a while **we** yearned for the moments, **we** wanted to make complete.*

**Table 4.4.4**  
**Grammatical in 4th Speech Part 4**

No	Types of Grammatical Cohesion	Data	Σ
1.	Personal Reference	I	1
		You	1
		We	3
		Them	1
		Our	1

2.	Demonstrative Reference	That The	1 1
3.	Additive Conjunction	And	2
<b>Total</b>			11

The grammatical in this part consist Reference, and Conjunction. The reference is twice in this part, the first is Personal Reference (PR) consist **I**, **you**, **we**, **them**, and **our**. “**I**” refers to the speaker (Jungkook). “**You**” refers to the audiences. Next the word “Them” which refers to *moments to celebrate (concert tour)*. “**We**” and “**Our**” refers to the speaker and the other member (BTS). The second Reference is Demonstrative Reference (DR) consist **that** and **the**. The word “**That**” shows to identifying the entrance was canceled. While “**The**” as neutral demonstrative reference because all, the show for identifying words *moments*.

And only one the conjunction in this part, that is “**And**” as Additive Conjunction (AddC), it is used to add information and as connector between phrases.

## SUGA

*Yes, **it** was a time for **us** to mourn. For **the** things **that** COVID took away from **us**. A time to discover how precious each **and** every moment **we** taken for granted were.*

**Table 4.4.5**  
**Grammatical in 4th Speech Part 5**

No	Types of Grammatical Cohesion	Data	$\Sigma$
1.	Personal Reference	It	1
		We	1
		Us	2
2.	Demonstrative Reference	The	1
3.	Additive Conjunction	That	1
		And	1
<b>Total</b>			7

In this part the grammatical cohesion consist Reference and Conjunction. Personal Reference in this part consist *it*, *we*, and *us*. “**It**” refers to *canceled concerts*. “**We**” refers to the speaker (Suga) and the other members (BTS). While “**Us**” which refers to the BTS and all the listeners around the world. And next Demonstrative Reference (DR) that are the. “**The**” refers to *the things*, to shows identifying the *bad moments because of Covid*.

And next is Additive Conjunction (AddC), those are “**That**” it adds the additional idea of previous sentence. While “**And**” have function to add the information to the next sentence that has already been said by the speaker.

### **JIMIN**

Suga, mention *the precious things were taken for granted* **and** *lost of people answered* **our** *question by sharing pictures of* **their** *precious moments*. **Many**

people showed how **they** share **their** moments with nature. **I** think during **these** 2 years **they** found dear **the** time **they** experienced **and** care for nature.

**Table 4.4.6**  
**Grammatical in 4th Speech Part 6**

No	Types of Grammatical Cohesion	Data	$\Sigma$
1.	Personal Reference	I They Their Our	1 3 2 1
2.	Demonstrative Reference	These The	1 2
3.	Comparative Reference	Many	1
4.	Additive Conjunction	And	2
<b>Total</b>			13

The grammatical cohesion in this part consist 2 kinds. Those are Reference and Conjunction. The reference consist 3 items, the first one is Personal Reference (PR) consist **I**, **they**, **their**, and **our**. The word “**I**” refers to the speaker (Jimin). While “**They**” and “**Their**” which refer to *young people they have asked before during the of Covid*. And “**Our**” refers to the speaker and the other members (BTS).

The second is Demonstrative Reference (DR) are these and the. “**These**” shows to identifying the word *2 years*. And “**The**” are called neutral demonstrative represented by definite article. Next the third is “**Many**” as Comparative Reference (CR) refers to the *people*.



The Additive Conjunction (AddC) is “**And**” shows to add the additional data and information in the text.

### **J-HOPE**

*Yes, **but** maybe **because** we feel an encroaching sense of dread **that** out time on **this** earth is limited, we just talked about **the** things we mourn **and** I shudder to think mourning for the earth. Everyone agrees **that** climate change is an important problem. **But** talking about what **the** best solution might be, **that**'s not easy. **It**'s a topic **that** though to make conclusions about, yes.*

**Table 4.4.7**  
**Grammatical in 4th Speech Part 7**

No	Types of Grammatical Cohesion	Data	$\Sigma$
1.	Personal Reference	I We It	1 3 1
2.	Demonstrative Reference	This The	1 2
3.	Adversative Conjunction	But	2
4.	Additive Conjunction	That And	4 1
5.	Causal Conjunction	Because	1
<b>Total</b>			16

The grammatical in this part consist Personal Reference, Demonstrative Reference, Adversative Conjunction, Additive Conjunction, and Causal Conjunction. The first one is about Personal Reference, those are *I*, *we*, and *it*. The word “**I**” refers to the speaker (J-Hope). While “**We**” refers

to the speaker and the other member (BTS). And **“It”** refers to *the best solution about the mourn things*.

The Demonstrative Reference are this, and the. **“This”** which refers to the word *earth*. While **“The”** show for identifying word after *the*. And there are 3 items of conjunction. The first one is **“But”** as Adversative Conjunction (AC) refers to contrary of expectation from previous sentence to the next.

The second is Adversative Conjunction (AC) consist **“That”** it adds the additional idea of previous sentence. And the third is **“Because”** as Causal Conjunction (CC) refers to the reason of speaker.

## RM

*It is a tough discussion. **But I** learned, while preparing for today **that there** are **many** young people who have an interest in environmental issues **and** choose **it** as a field of study. **The** future is unexplored territory **and that’s** were **we**, **more** than anyone, will spend **their** time. **So these** young people were searching for **the** answers to **the** questions of how **we** must live **their** future.*

**Table 4.4.8**  
**Grammatical in 4th Speech Part 8**

No	Types of Grammatical Cohesion	Data	Σ
1.	Personal Reference	I	1
		We	2
		It	2

		Their	2
2.	Demonstrative Reference	There That These The	1 1 1 3
3.	Comparative Reference	Many More	1 1
4.	Temporal Conjunction	So	1
5.	Adversative Conjunction	But	1
6.	Additive Conjunction	That And	1 2
<b>Total</b>			20

The grammatical cohesion in this part are Reference and Conjunction. There are 3 kinds of reference, the first one is Personal Reference consist **I**, **we**, **it**, and **their**. The word “**I**” refers to the speaker (RM). “**We**” which refers to the speaker and the other members (BTS). While “**It**” refers to *the best conclusions to changed the problem*. And “**Their**” refers to *young people*.

The second of reference is Demonstrative Reference (DR) consist 4 items, they are **there**, **that**, **these**, and **the**. “**There**” which refers to young people. While “**These**” refers to young people. “**The**” show for identifying word *future*.

While the third of reference is Comparative Reference (CR) consist many, **more**. The first is “**Many**” which refers to *young people*. The next is “**More**” refres to empharazing or the speaker that he relized about *their future*.

The next is conjunction, the conjunction in this part namely *so*, *but*, *that*, *and*. “**So**” is kind of Temporal Conjunction (CC) which shows relation sequence of time. While “**But**” as Adversative Conjunction (AC) which shows the contrast idea. And last is “**And**” as Additive Conjunction (AddC) as connector between clauses.

## V

*So I hope we just don't consider the future as grim darkness. We have people who are concerned for the world and searching for the answers. There's still many pages left in this story about us, and I thought we shouldn't talk like the ending's already been written.*

**Table 4.4.9**  
**Grammatical in 4th Speech Part 9**

No	Types of Grammatical Cohesion	Data	$\Sigma$
1.	Personal Reference	I	2
		We	3
		Us	1
2.	Demonstrative Reference	There	1
		This	1
		The	3
3.	Temporal Conjunction	So	1
4.	Additive Conjunction	That	1
		And	2
<b>Total</b>			14

The grammatical cohesion in this part consist Personal Reference, Demonstrative Reference, Temporal Reference, and Additive Reference.

There are 3 items of Personal Reference (PR) that is *I*, *we*, and *us*. The word “**I**” refers to the speaker (V). Whereas “**We**” refers to the speaker and all of the listeners. And last is “**Us**” which refers to the speaker and the other members (BTS).

Demonstrative Reference consist *there*, *this*, and *the*. The word “**There**” refers to identifying *the answer to their future*. “**This**” is kind of singular form from these which refers to their story. And “**The**” show for identifying words after themselves.

There are 2 kinds of conjunction appear in this part *so*, *that*, and *and*. “**So**” as Temporal Conjunction (TC) shows relation sequence of time. And “**That**” Additive Conjunction shows the contrary between the previous sentence to the next. While “**And**” as Additive Conjunction (AddC).

## JUNGKOOK

*Of course, sometimes **the** world seems stuck in place, even if **you**’re ready to go. Sometimes, **it** feels like **you**’ve lost **your** way.*

**Table 4.4.10**  
**Grammatical in 4th Speech Part 10**

No	Types of Grammatical Cohesion	Data	$\Sigma$
1.	Personal Reference	It You Your	1 2 1
2.	Demonstrative Reference	The	1
<b>Total</b>			5

In this part the grammatical cohesion consist Personal Refernce and Demonstrative Reference. There are 3 items of Personal Refernce (PR) appear in this part *it, you, and your*. “**It**” refers to the future. While “**You**” and “**Your**” which refers to the listeners.

And only one Demonstrative Reference (DR) in this part is “**The**” are called neutral demonstrative represented by definite article to shows for identifying word *the world*.

## RM

*There was a time when we felt the same way. They’ve lost their way at a time when they need the most diverse oppurtunities and must try new things. But I think it’s a stretch to say they’re lost just because their paths they tread can’t be seen by grown up eyes.*

**Table 4.4.11**  
**Grammatical in 4th Speech Part 11**

No	Types of Grammatical Cohesion	Data	$\Sigma$
1.	Personal Reference	I It We They Their	1 1 1 4 2
2.	Demonstrative Reference	There The	1 1
3.	Comparative Reference	Same	1
4.	Additive Conjunction	And	1
5.	Adversative Conjunction	But	1

6.	Causal Conjunction	Because	1
<b>Total</b>			15

The grammatical cohesion in this part consist Reference, and Conjunction. There are 3 kinds of Reference, the first one is Personal Reference consist ***I, it, we, they, and their.*** The word “**I**” refers to the speaker (RM). “**It**” which refers to *new things*. “**We**” refers to the speaker and all of the listeners. While “**They**” and “**Their**” refers to *young people*.

Demonstrative Reference consist there, and the. The word “**There**” shows to identifying *lost their way*. And “**The**” shows for identifying word *opportunities*. And the last is “**Same**” as Comparative Reference (CR) shows the same to identifying word *way*.

The conjunction in this part consist ***and, but, because.*** “**And**” as Additive Conjunction (AddC) which shows as connector between noun phrases. While “**But**” shows the contrast idea, and last “**Because**” as Clausal Conjunction (CC) shows to identifying the reason of the speaker.

## JIMIN

*Yes, take a look at **these** pictures. **Here we** have **many** who are trying hard to continue **their** friendships online in new ways, start learning new things, live healthier lives. **I’m** sorry, excuse me. **These** kids are trying to learn new things **and** trying to figure new things out. **But they** don’t look lost, **they** look like **they** are finding new courage **and** taking on new challenges.*

**Table 4.4.12**  
**Grammatical in 4th Speech Part 12**

No	Types of Grammatical Cohesion	Data	$\Sigma$
1.	Personal Reference	I	1
		We	1
		They	3
		Their	1
2.	Demonstrative Reference	These	2
		Here	1
3.	Comparative Reference	Many	1
4.	Additive Conjunction	And	2
5.	Adversative Conjunction	But	1
<b>Total</b>			13

The grammatical cohesion in this part consist Personal Reference, Demonstrative Reference, Comparative Reference, and Additive Conjunction. There are 3 items of Personal Reference (PR) are *I*, *we*, *they*, and *their*. The word “**I**” refers to the speaker (Jimin). “**We**” refers to the speaker and all of the listeners. While “**They**” and “**Their**” which refers to the kids at the pictures.

Demonstrative Reference (DR) consist *these*, and *here*. “**These**” is kinds of plural form from this refers to the picture and kids. And “**Here**” refers to the pictures. Additive Conjunction (AddC) consist “**And**” as the connector between phrases.



**JIN**

*I think **that's** why instead of **the** lost generation, a more appropriate name would be "**The Welcome Generation**". **Because** instead of fearing change, **this** generation says "**Welcome**" **and** keeps pushing ahead.*

**Table 4.4.13**  
**Grammatical in 4th Speech Part 13**

No	Types of Grammatical Cohesion	Data	$\Sigma$
1.	Personal Reference	I	1
2.	Demonstrative Reference	That This The	1 1 2
3.	Causal Conjunction	Because	1
4.	Additive Conjunction	And	1
<b>Total</b>			7

The grammatical cohesion in this part consist Reference and conjunction. Personal Reference (PR) are "**I**" refers to the the speaker (Jin). Next Demonstrative Reference (DR) consist *that, this, and the*. The word "**That**" refers to *learn new things*. "**This**" is kind of singular form from these refers to *generations*. And "**The**" showing for identifying words *Welcome Generation*. While "**Because**" as Clausal Conjunction (CC) that shows the reason of the speaker.

**RM**

*That's right, if **we** believe in possibilities **and** hope, even when **the** unexpected happens, **we** will not lose **our** ways, **but** discover new **ones**.*

**Table 4.14**  
**Grammatical in 4th Speech Part 14**

No	Types of Grammatical Cohesion	Data	$\Sigma$
1.	Personal Reference	We Our	2 1
2.	Demonstrative Reference	The	1
3.	Nominal Substitution	Ones	1
4.	Adversative Conjunction	But	1
<b>Total</b>			6

The grammatical in this part consist Reference, Substitution, and Conjunction. Personal Reference (PR) consist *we*, and *our*. “**We**” and “**Our**” refers to the speaker and all of the listeners.

Demonstrative Reference (DR) consist “**The**” are called neutral demonstrative represented by define article shows to identifying word unexpected.

The only one substitution in this part that is “**Ones**” as Nominal Substitution (NS) operates to substitute the word *ways*. And the last is “**But**” as Adversative Conjunction (AC) shows the contrast idea.

## SUGA

*There will be choices we make that may not be perfect. But that does not mean there will be nothing we can do. That's what I think.*

**Table 4.4.15**  
**Grammatical in 4th Speech Part 15**

No	Types of Grammatical Cohesion	Data	$\Sigma$
1.	Personal Reference	I We	1 2
2.	Demonstrative Reference	There	2
3.	Adversative Conjunction	But	1
4.	Additive Conjunction	That	2
<b>Total</b>			8

In this part the grammatical cohesion consists of 2 kinds of Reference and 2 kinds of Conjunction. The first reference is Personal Reference “**I**” refers to the speaker (Suga). While “**We**” which refers to the speaker and all of the listeners. And the second reference is Demonstrative Reference (DR) consists of *there*. The word “**There**” refers to choices.

The conjunction in this part consists of *but* and *that*. “**But**” as Adversative Conjunction (AC) shows the contrast of his statement before that does not mean there will be nothing we can do. While “**That**” as Additive Conjunction (AddC) shows the contrast between the previous sentence to the next.

**J-HOPE**

What is important are **the** choices **we** make, when **we**'re faced with change, right?. Some of **you** have heard **the** news **that** **we** are coming to **the** UN **and** a lot of **you** were wondering, whether **we** have been vaccinated. **And** **I**'ll take **this** opportunity to say yes, of course, all seven of **us** receives vaccination.

**Table 4.4.16**  
**Grammatical in 4th Speech Part 16**

No	Types of Grammatical Cohesion	Data	$\Sigma$
1.	Personal Reference	I We You Us	1 3 2 1
2.	Demonstrative Reference	This That The	1 1 3
3.	Additive Conjunction	And	2
<b>Total</b>			14

The grammatical cohesion in this part consist 2 kinds of reference, and the only one of conjunction. There are Personal Reference (PR) consist **I**, **we**, **you**, and **us**. The word “**I**” refers to the speaker (J-Hope). While “**We**” refers to the speaker and all of the listeners. “**You**” which refers to the listeners. And “**Us**” refers to the BTS.

The Demonstrative Reference (DR) consist 3 items, those are **this**, **that**, and **the**. “**This**” refers to identifying word *opportunity*. While “**That**” which refers to *news*. The next is conjunction “**And**” as Additive Conjunction (AddC) refers to the connector between phrases.

**RM**

*That* vaccination was a sort of ticket to meeting **our** fans waiting for **us** and being able to stand **here** before **you** today. Just like **we** said in **our** message today, **we** too are doing the things **we** are able do right now. Like **the** vaccinations, efforts are continuously on **their** way to keep **this** new reality going forward.

**Table 4.4.17**  
**Grammatical in 4th Speech Part 17**

No	Types of Grammatical Cohesion	Data	$\Sigma$
1.	Personal Reference	We You Their Our Us	3 1 1 2 1
2.	Demonstrative Reference	That This Here The	1 1 1 1
<b>Total</b>			12

The grammatical cohesion in this part consist Personal Reference and Demonstrative Reference. The Personal Reference are *we, you, their, our,* and *us*. The words of “**We**” and “**Us**” refers to the speaker (RM) and the other members (BTS). While “**You**” refers to the listeners. “**Their**” which refers to *vaccinations* and *efforts*. And “**Our**” refers to BTS shows to identifying the words *fans* and *message*.

Next the Demonstrative Reference (DR) consist *that, this, here,* and *the*. The word “**That**” refers to *vaccinations*. While “**This**” which refers to new reality shows to identifying the word *vaccinations*. And “**Here**” which refers to place shows the U.N.

V

*And I think the day we can meet again face to face is not far away, and until then I hope we can fill each of our days to the brim with positive energy.*

**Table 4.4.18**  
**Grammatical in 4th Speech Part 18**

No	Types of Grammatical Cohesion	Data	$\Sigma$
1.	Personal Reference	I We Our	2 1 1
2.	Demonstrative Reference	The	2
4.	Additive Conjunction	And	2
4.	Temporal Conjunction	Then	1
<b>Total</b>			9

The grammatical cohesion in this part consist refernce and conjunction. The first one is about Personal Reference are *I, we,* and *our*. The word “**I**” refers to the speaker (V). While “**We**” and “**Our**” which refers to the speaker and the listeners.

Demonstrative Reference (DR) is only “**The**” are called neutral demonstrative represented by definite article. Conjunction in this part consist

*and, then*. The word “**And**” as Additive Conjunction (AddC) which shows as connector between sentences in paragraph. While “**Then**” as Temporal Conjunction (TC) which refers to relationship of action to the next.

## RM

*We thought **the** world has stopped, **but it** continues to move forward. I believe **that** every choice **we** make is **the** beginning of change not **the** end. I hope **that** in **this** new world, **we** can all say to each other “Welcome”. **And** **now**, as **we** are looking forward to **this** future, our “Permission to Dance” is **our** message of welcome, **that** **we** want to share with everyone today.*

**Table 4.4.19**  
**Grammatical in 4th Speech Part 19**

No	Types of Grammatical Cohesion	Data	$\Sigma$
1.	Personal Reference	I We It Our	2 5 1 1
2.	Demonstrative Reference	That This The Now	3 2 3 1
3.	Adversative Conjunction	But	1
4.	Additive Conjunction	And	1
<b>Total</b>			20

In this part the grammatical cohesion consist reference and conjunction. There are 4 items of Personal Reference are *I, we, it, and our*.

The word “**I**” refers to the speaker (RM). “**We**” which refers to the speaker and all of the listeners. While “**It**” refers to the *world*. And “**Our**” which refers to BTS.

The Demonstrative Reference in this part consist *that, this, the*, and *now*. The word “**That**” refers to the world. “**This**” is kind of singular form from these which refers to future. And “**Now**” refers to the present time.

Conjunction in this part consist *but, and*. “**But**” as Adversative Conjunction (AC) shows the contrast of his statement before *it continues to move forward*. While “**And**” as Additive Conjunction (AddC) which is showing adding and as connector between phrases.

## **B. Discussion**

Previously the researcher have collecting the data, then the data were analyzed by identifying and classifying the grammatical cohesion in BTS’ speeches. And next the researcher needs to discuss then finding in order to classify the answer of the problem that existed in previous chapter. In this research, the researcher only focuses on BTS’ speeches.

Therefore there are two problems in this research. The first problem is what types of grammatical cohesion appear in the speeches. The findings of this research show that the 10 types of grammatical cohesion were used on BTS’ speeches. So the types of grammatical cohesion on BTS’ speeches are as follows:



1. Personal Reference (PR)

In this research BTS used mostly the Personal Reference (PR) of I, He, we, they, you, it, my, me, our, their, them, your, us. The word “I, My, Me” refers to the speaker. “We and our” refers to the BTS. “Their and them” refers to BTS and their fans. While “Us” refers to the speaker and the listeners.

2. Demonstrative Reference (DR)

In this research BTS used mostly the Demonstrative Reference (DR) of that, this, the, now, these, those, here, there. The word of “That and This” is kind of singular form from Those and These. While “Here and There” refers to the place. And word of “Now” refers to the present time.

3. Comparative Reference (CR)

In this research BTS used mostly the Comparative Reference (CR) of many, same, more, such, different. The types of comparative Reference to expresses through adjectives and adverbs and serve to compare items within text.

4. Additive Conjunction (AddC)

In this research BTS used mostly the Additive Conjunction (AddC) of and, that, neither. The types of Additive Conjunction contributes to give additional information without changing information in the previous phrase or clause.

5. Adversative Conjunction (AC)

In this research BTS used mostly the Adversative Conjunction (AC) of but. The word of “But” refers to amplifying sense that has a negative element.

6. Temporal Conjunction (TC)

In this research BTS used mostly the Temporal Conjunction (TC) of then, so, after. The types of Temporal Conjunction is the relationship of time sequence within the sentences.

7. Causal Conjunction (CC)

In this research BTS used mostly the Causal Conjunction (CC) of because. The word of “Because” which refers to explain cause and effect that has a reason.

8. Nominal Substitution (NS)

In this research BTS used mostly the Nominal Substitution (NS) of ones, one. The substitute one / ones always function as Head of nominal group and only for substitute an item which is Head of Nominal group.

9. Verbal Substitution (VS)

In this research BTS used mostly the Verbal Substitution (VS) of do. The word of “Do” operates as a Head of a verbal group.

So it can be seen that the way the grammatical cohesion BTS was mostly used Conjunction of *and* in almost each of the paragraph. Where conjunction serve to connect words, phrases, and clauses so as to form complex sentences, and avoid sentence confusion. *And* as Additive Conjunction (AddC) or compound conjunction, who the function to combine words with words, phrases, clauses into sentences that are equivalent with the addition or continuation of concepts or ideas. In this study, the researcher did not find ellipsis types in BTS speeches.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the analysis and discussions explained the previous chapter. So in this chapter presents the conclusions that can be concluded the grammatical cohesion in BTS' speeches who can be drawn to answer the research problems. The conclusions are presented as follows:

1. BTS used 9 types of grammatical cohesion in their speeches; they are (1) Personal Reference, (2) Demonstrative Reference, (3) Comparative Reference, (4) Additive Conjunction, (5) Adversative Conjunction, (6) Temporal Conjunction, (7) Causal Conjunction, (8) Nominal Substitution, and (9) Verbal Substitution.
2. The way BTS used the grammatical cohesion was mostly used Additive Conjunction of and.

#### B. Suggestion

Based on the conclusions above, the researcher would like to present the some suggestion for the teacher, students of English Department and for further researchers as follow:

1. For English Teachers can teaching by speech as the media, especially in discourse that discuss about grammatical cohesion. So the teachers should

be more creative to make the lesson learning process to be interesting and the students easily to understand the lesson.

2. For students of English Department, from this research the researcher hopes that students learn more to improve their ability about types of grammatical cohesion in order to get the understanding by using other object.
3. For the Further Researchers, it suggested that this research can be reference. So the next researchers can use other theories in their research.

## REFERENCES

- Afrianto, A. (2017). *Grammatical Cohesion in Students' Writing: a Case At Universitas Teknokrat Indonesia*. *Leksema: Jurnal Bahasa Dan Sastra*, 2(2), 99. <https://doi.org/10.22515/ljbs.v2i2.899>
- Afzal Muhammad. (2021). *International Bulletin an Analysis of Grammatical Cohesion Used in The English Essays of English Grammar and Composition for Intermediate level*. <http://ibll.com.pk/index.php/ibll/index>
- Al-khalidy, H. O. (2018). *The Use of Conjunctions as Grammatical Cohesion in the Speeches of Her Majesty Queen Rania of Jordan*. *International Journal of Applied Linguistics & English Literature*, 7(1996), 207–211. <https://doi.org/10.7575/aiac.ijalel.v.7n.5p.207>
- Andre, D., Rihi, C., Neil, I. G., & Wardhana, P. (2022). *The Analysis of Grammatical Cohesion Reference in Jack Ma Speech Text "Believe in Your Dream."* 3(2), 114. <https://ijolida.denpasarinstitute.com>
- Asif, M. (2020). *International Transaction Journal of Engineering , Management , & Applied Sciences & Technologies Lexical Functions and Cohesion in Imran Khan's Speech on 28 September 2019 at United Nations General Assembly 1 Introduction*. <https://doi.org/10.14456/ITJEMAST.2020.320>
- Basturkmen, H., & Randow, J. Von. (2014). Guiding the reader ( or not ) to recreate coherence: Observations on postgraduate student writing in an academic argumentative writing task. *Journal of English for Academic Purposes*, 16, 14–22. <https://doi.org/10.1016/j.jeap.2014.07.005>
- Crossley, S., Mcnamara, D., Crossley, S. A., & Mcnamara, D. S. (2010). Cohesion, Coherence, and Expert Evaluations of Writing Proficiency. *Proceedings of the Annual Meeting of the Cognitive Science Society*, 32, 984. <https://escholarship.org/uc/item/6n5908qx>
- Crystal, D. (2008). *A Dictionary of Linguistics and Phonetics* (6th ed.). Blackwell Publishing.
- Dashela, T., & Mustika, Y. (2021). An Analysis of Cohesion and Coherence in Written Text of Line Today about Wedding Kahiyang Ayu and Bobby Nasution. *SALEE: Study of Applied Linguistics and English Education*, 2(2), 194. <https://doi.org/10.35961/salee.v2i02.282>

- Dooley, Robert A, & S. H. L. (2000). *Analyzing Discourse: A Manual of Basic Concepts* (1st ed.). SIL International and University of North Dakota.
- Ekowati, A., Rahmat, A., & Murtadho, F. (2019). Gramatical Cohesion and Lectual Cohesion in Text Report on Student Observation Results. *JETL (Journal Of Education, Teaching and Learning)*, 4(1), 169. <https://doi.org/10.26737/jetl.v4i1.991>
- Gee, J. P. (2012). Gender and discourse analysis. In *The Routledge Handbook of Discourse Analysis*. Routledge. <https://doi.org/10.4324/9780203809068-14>
- Gee, J. P. (2014). *How to do Discourse Analysis*. Routledge Taylor & Francis Group. <https://doi.org/10.4324/9781315819662>
- Halliday, M. A. . & R. H. (1976). *Cohesion in English*. Longman Group Limited.
- Heracleous, L. (2006). *Discourse, Interpretation, Organization*. Cambridge University Press: New York
- Howard, J. & P. S. (2011). *An Introduction to The Nature and Function of Language*. Continuum International Publishing Group.
- Izwaini, S., & Al-Omar, H. (2019). The Translation of Substitution and Ellipsis in Arabic Subtitling. *Journal of Audiovisual Translation*, 2(1), 127. <https://doi.org/10.47476/jat.v2i1.14>
- Kreidler, C. W. (2008). *Introducing English Semantics*. Routledge: London.
- Lismayanti, D., & Ningsih, O. F. (2019). *An Analysis on Barack Obama's Speech Viewed from Grammatical Cohesion*. *Journal of English Educations and Linguistics*, 2(2), 15–30. <https://journals.unihaz.ac.id/index.php/edu-ling>
- Mandarani Vidya, and M. Z. F. (2020). *Grammatical and Lexical Cohesion Analysis of Trump's Speech Upon Soleimani Assassination*. *BASIS*, 7. <https://ejournal.upbatam.ac.id/index.php.basis>
- Michael, A. S. dkk. (2013). Cohesion in News Articles : A Discourse Analysis Approach. *International Journal of Applied Linguistics & English Literature*, 2(3), 130. <https://doi.org/10.7575/aiac.ijalel.v.2n.3p.129>
- Miles, Matthew B, A. M. H. & J. S. (2014). *Constricting Methodology for Qualitative Research*. LTD London.
- Moeliono, A. (2004). *Kamus Besar Bahasa Indonesia*. Balai Bahasa.

- Nunan, D. (2008). *Introducing Discourse Analysis*. Penguin English.
- Putri, R., Puteri, A., Asri, Y., & Agustina, A. (2019). *Grammatical Cohesion in The Headlines of The Singgalang Newspaper*. <https://doi.org/10.4108/eai.19-7-2019.2289522>
- Richards, J. C., & Schmidt, R. (2002). *Longman Dictionary of language teaching and applied linguistics*. Longman Pearson: London.
- Schiffrin, Deborah, Deborah Tannen, & H. E. H. (2001). The Handbook of Discourse Analysis. In *Second Language Learning and Teaching*. Blackwell Publishers Inc. [https://doi.org/10.1007/978-3-030-56711-8\\_3](https://doi.org/10.1007/978-3-030-56711-8_3)
- Setiawan, F., & Taiman, T. (2021). *Cohesion and Coherence in Written Texts of Health Medical Laboratory Students*. Indonesian EFL Journal, 7(1), 61. <https://doi.org/10.25134/ieflj.v7i1.3991>
- Suwandi. (2016). *Coherence and cohesion: An analysis of the final project abstracts of the undergraduate students of PGRI semarang*. Indonesian Journal of Applied Linguistics. <https://doi.org/10.17509/ijal.v5i2.1349>
- Taboada, M. T. (2004). *Building Coherence and Cohesion Task-oriented Dialogue in English and Spanish*. Jhon Benjamins Publishing Company.
- Trisnaningrum, Y., Alek, A., & Hidayat, D. N. (2019). Discourse Analysis of Grammatical Cohesion Devices in College Students' Academic Writing Essay. *IJEE (Indonesian Journal of English Education)*, 6(1), 79–90. <https://doi.org/10.15408/ijee.v6i1.12502>

#### APPENDIX



**Script member of BTS' speech at The White House entitled *Anti-Asian Hate Crimes* on 31st May, 2022.**

- RM : Thank you, Karine, for your kind words. Hi, we're BTS, and it is a great honour to be invited to the White House today to discuss the important issues of anti-Asian hate crimes, Asian inclusion, and diversity.
- Jin : Today is the last day of AANHPI Heritage Month. We are here today to join the White House to stand together with the AANHPI community and to commemorate the occasion.
- Jimin : We were shocked and devastated about the recent surge of hate crimes including Asian-American hate crimes. In the hopes of helping to put a stop to this and to support the cause we'd like to take this opportunity to voice ourselves once again.
- J-Hope : We're here today thanks to the ARMY, our fans worldwide, who have different nationalities and cultures and use different languages. We are truly and always grateful.
- Jungkook : We still feel surprised that music created by South Korean artists reaches so many people around the world, transcending languages and cultural barriers. We believe music is always an amazing and wonderful unifier of all things.
- SUGA : It's not wrong to be different. We think equality begins when we open up and embrace all of our differences.
- V : Everyone has their own history. We hope today can be one step forward towards respecting and understanding each and everyone as a valuable person.
- RM : Lastly, we thank President Biden and the White House for giving us this important opportunity to speak about the important causes, and remind ourselves of what we can do as artists. Once again, thank you very much.

Source: <https://youtu.be/fHFgJux7MzM>

**Script RM' speech at the United Nations entitled "*Youth 2030*" Group in the "*Generation Unlimited*" program on 24th September, 2018.**

“UNICEF executive Director and all the excellencies and distinguished guests from all across the world. My name is Kim Namjoon also known as RM, the leader of the group BTS. It is an incredible honour to be invited to an occasion with such significance for today’s young generation. Last November, BTS launched the love Myself Campaign with UNICEF, building on our belief that true love first begins with loving myself. We have been partnering with UNICEF’s #ENDviolence programme to protect children and young people all over the world from violence, and our fans have become a major part of this campaign with their actions and with their enthusiasm.

We truly have the best fans in the world. I’d like to begin by talking about myself. I was born in Ilsan, a city near Seoul, South Korea. It is a really beautiful place with a lake, hills, and even an annual flower festival. I spent a very happy childhood there, and I was just an ordinary boy. I used to look up at the sky and wonder, and I used to dream the dreams of a boy. I used to imagine that I was a super hero who could save the world. In an intro to the one of our early albums, there’s a line that says, ‘my heart stopped when I was maybe nine or ten.’ Looking back, I think that’s when I began to worry about what other people thought of me, and started seeing myself through their eyes. I stopped looking up at the night skies, the stars. I stopped daydreaming. Instead, I just tried to jam myself into the molds that other

people made. Soon, I began to shut out my own voice, and started to listen to the voices of others.

No one called out my name, and neither did I. My heart stopped, and my eyes closed shut. So, like this, I, We, all lost our names. We became like ghosts. But I had one sensory, and that was music. There was a small voice inside of me that said, 'wake up, man, and listen to yourself.' But it took me a long time to hear music calling my real name. Even after making a decision to join BTS, there were a lot of hurdles. Some people may not believe, but most people thought we were hopeless. Sometimes I just wanted to quit. But I think I was very lucky that I didn't give it all up. And I'm sure that I, and we, will keep stumbling and falling like this.

BTS has become artists performing in those huge stadiums and selling millions of albums right now, but I am still an ordinary 24-year-old guy. If there's anything that I achieved, it was only possible that I have my other BTS members right by my side, and because of the love and support that our ARMY fans all over the world make for us. And maybe I made a mistake yesterday, but yesterday's me is still me.

Today, I am who I am with all of my faults and mistakes. Tomorrow, I might be a tiny bit wiser, and that'll be me too. These faults and mistakes are what I am, making up the brightest stars in the constellation of my life. I have come to love myself for who I am, for who I was, and for who I hope to become. I'd like to say one last thing. After releasing our Love Yourself

albums and launching the ‘Love Myself’ campaign, we started to hear remarkable stories from our fans all over the world. How our message helped them overcome their hardship in life and start loving themselves. Those stories constantly remind us of our responsibility.

So let’s take all one more step. We have learned to love ourselves, so now I urge you to speak yourself. I’d like to ask all of you, What is your name? What excites you and makes your hear beat? Tell me your story. I want to hear your voice, and I want to hear your conviction. No matter who you are, where you’re from, your skin colour, your gender identity, just speak yourself. Find your name and find your voice by speaking yourself. I’m Kim Namjoon, and also RM of BTS. I am an idol, and I am an artist from a small town in Korea. Like most people, I’ve made many and plenty mistakes in my life. I have many faults, and I have many more fears, but I’m going to embrace myself as hard as I can, and I’m starting to love myself gradually, just little by little. What is your name? Speak yourself. Thank you very much.”

*Source:* <http://www.unicef.org/press-releases/we-have-learned-love-ourselves-so-now-i-urge-you-speak-yourself>

**Script member of BTS' speech at UNICEF with the hashtag  
"Endviolence" to fight violence against children and adolescents in the world  
on 24th September 2020.**

RM : My name is RM, the leader of the group BTS. Two years ago here, I asked your name. I urged you to let me hear your voice. And I let myself be filled withh imagination. As a boy from the small citi of Ilsan in Korea, as a young man standing at the U.N. General Assembly, as a global citizen of this world, I imagined the limitless possibilities before all of us, my heart beating with excitement. But COVID-19 was beyond my imagination. Our world tour was canceled, all our plans went awry, and I becam alone. I looked up bt couldn't see the stars at night.

JIMIN : I felt hopeless. Everything fell apart. I could only look outside my window, I could only go to my room. Yesterday, I was singing and dancing with fans around the world, and now my world had ahrunkk to a room. And then, my friends took my hand. We comfored each other and talked about what could do together.

SUGA : Life became simple, maybe for the first time. It was a precious time, unwanted but welcome. I'm used to an entire world shrinking in an instant. When I'm on tour, I stand in bright lights and loud cheers, but at night back in my room becomes only a few paces

wide. The room itself was small, but my world and our world reached far and wide. In this world we had our instruments, our phones and our fans.

V : But this time it felt different. It felt lonelier and smaller. Why? I thought for a long time. I thought maybe because it became harder to imagine. I was frustrated and depressed, but I took notes, wrote songs, and thought about who I was. I thought, “If I give up here, then I’m not the star of my life, this is what an awesome person would do.”

J-HOPE : I don’t know who was first. We embraced all these emotions and the seven of us began to make music together. This is where the music came from, and this made us honest. Our lives are unperedicatable. We don’t know all the answers. I knew where I wanted to go, but not how I could get there. All did to get here was trust ourselves, and do my best, and love what I do.

JIN : I found again the people I love. The other members, my family, my friends. Thinking about the future and trying hard are all important. But cherishing yourself,encouraging yourself and keeping yourself happy the most important. In a world of uncertainly, we must cherish the importance of “me,” “you.” “us.” That’s the message of “Love Myself” we talked about for three

years, It's the message in the lyrics of our song Dynamite: "I'M diamond, you know I glow up."

**JUNGKOOK** : One night we were working together. Namjoon said he couldn't see the stars any more, but I saw my face reflected in the window. I saw all of our faces. Our songs became the stories we wanted to tell each other. We live in uncertainty, but really, nothing's changed. If there's something I can do, if our voices can give strength to people, then that's what we want and that's what we'll keep on doing.

**RM** : When I start feeling lost, I remember my face in the window, like Jungkook said. I remember the words I spoke here two years ago. "Love Yourself, Speak Yourself." Now more than ever, we must try to remember who we are, and face who we are. We must try to love ourselves, and imagine the future. BTS will be there with you. Our tomorrow may be dark, painful, difficult. We might stumble or fall down. Stars shine brightest when the night is darkest. If the stars are hidden, we'll let moonlight guide us. If ever the moon is dark, let our faces be the light that helps us find our way. Let's reimagine our world. We're huddled together tired, but let's dream again. Let's dream about a future when our worlds can break out of our small rooms again. It might feel like it's always night and we'll

always be alone, but the night is always darkest before the first  
light of dawn. All life goes on. Let's live on.

*Source:* <http://www.unicef.org/lac/en/BTS-LoveMyself>



**Script member BTS' speech at UNICEF entitled "*Sustainable Development Goals Moment (SDGs)*" on 21st September 2021.**

RM : Your excellency Abdullah Shahees president of the 76th United Nations General Assembly. Your excellency secretary General Antonio Gutierrez your excellency president Moon Jae In and distinguished the leaders from around the world. It is an honour to be here today. We're BTS appointed Special Presidential Envoys of the Republic of Korea. We're here today to share the stories of our future generation. Before we came here, we asked young people in their teens and 20ies around the worla about their past 2 year and the world they find themselves in today. Jin will share some of the answers we received

JIN : Yes, should we take a look? You can feel the good vibes from just looking at these. There were times during the past 2 years, when I too felt bewidered and trobled, but still here we have people who cry out "Let's live on, let's make the best of this moment!."

JIMIN : Because we can't stand still, when we're in the ideal time of our lives to take on new challenges. It wasn't as if we could blame anyone and you must have felt the frustaration.

Here I', the same as I was yesterday, but the world changed, like we were transported in a flash to a parallel world.

JUNGKOOK : I was saddened to hear, that entrance and graduation ceremonies had to be canceled. These are moments in life you want to celebrate. And missing out on them must have been upsetting. We were heartbroken when our long planned concert tour was canceled. And for a while we yearned for the moments, we wanted to make complete.

SUGA : Yes, it was a time for us to mourn. For the things that COVID took away from us. A time to discover how precious each and every moment we taken for granted were.

JIMIN : Suga, mention the precious things were taken for granted and lost of people answered our question by sharing pictures of their precious moments. Many people showed how they share their moments with nature. I think during these 2 years they found dear the time they experienced and care for nature.

JHOPE : Yes, but maybe because we feel an encroaching sense of dread that our time on this earth is limited, we just talked about the things we mourn and I shudder to think mourning

for the earth. Everyone agrees that climate change is an important problem. But talking about what the best solution might be, that's not easy. It's a topic that's tough to make conclusions about, yes

RM : It is a tough discussion. But I learned, while preparing for today that there are many young people who have an interest in environmental issues and choose it as a field of study. The future is unexplored territory and that's where we, more than anyone, will spend their time. So these young people were searching for the answers to the questions of how we must live their future.

V : So I hope we just don't consider the future as grim darkness. We have people who are concerned for the world and searching for the answers. There's still many pages left in this story about us, and I thought we shouldn't talk like the ending's already been written.

JUNGKOOK : Of course, sometimes the world seems stuck in place, even if you're ready to go. Sometimes, it feels like you've lost your way.

RM : There was a time when we felt the same way. They've lost their way at a time when they need the most diverse opportunities and must try new things. But I think it's a

stretch to say they're lost just because their paths they tread can't be seen by grown up eyes.

JIMIN : Yes, take a look at these pictures. Here we have many who are trying hard to continue their friendships online in new ways, start learning new things, live healthier lives. I'm sorry, excuse me. These kids are trying to learn new things and trying to figure new things out. But they don't look lost, they look like they are finding new courage and taking on new challenges.

JIN : I think that's why instead of the lost generation, a more appropriate name would be "The Welcome Generation". Because instead of fearing change, this generation says "Welcome" and keeps pushing ahead.

RM : That's right, if we believe in possibilities and hope, even when the unexpected happens, we will not lose our ways, but discover new ones.

SUGA : There will be choices we make that may not be perfect. But that does not mean there will be nothing we can do. That's what I think.

JHOPE : What is important are the choices we make, when we're faced with change, right?. Some of you have heard the news that we are coming to the U.N and a lot of you were

wondering, whether we have been vaccinated. And I'll take this opportunity to say yes, of course, all seven of us receives vaccination.


RM : That vaccination was a sort of ticket to meeting our fans waiting for us and being able to stand here before you today. Just like we said in our message today, we too are doing the things we are able do right now. Like the vaccinations, efforts are continuously on their way to keep this new reality going forward.

V : And I think the day we can meet again face to face is not far away, and until then I hope we can fill each of our days to the brim with positive energy.

RM : We thought the world has stopped, but it continues to move forward. I believe that every choice we make is the beginning of change not the end. I hope that in this new world, we can all say to each other "Welcome". And now, as we are looking forward to this future, our "Permission to Dance" is our message of welcome, that we want to share with everyone today.


*Source:* <https://youtu.be/jzptPcPLCnA>


*Listeners comments about BTS' speech*


 Ahmad khan • 3 bln lalu ⋮  
**No captions no understanding, Confused face, Wet eyes, Smiling face, Curiosity to know what they are saying.....That's me 🤔**  
 👍 195    💬    📧

 adorable 태태 • 3 bln lalu ⋮  
**I dont understand a word but my heart keeps screaming **respect respect** especially to namjoon I'm so proud of him**  
 ♡  
 👍 116    💬    📧

 tatlim • 1 bln lalu ⋮  
**Let me edit it a bit**  
**"I don't know what they are taking about but lets just be proud"**

 Lizzy Lee • 2 bln lalu ⋮  
**He nailed all the advanced words and sentences but couldn't pronounce "myself" and "moulds" properly. Damn boi does sound impressive.**  
 👍    💬    📧

 Shruti Mukherjee • 4 bln lalu ⋮  
**Basically according to Jin's logic, if you put "you know" after any sentence it becomes gramatically correct and sounds cool**  
 👍 196    💬    📧

 one ib • 2 bln lalu ⋮  
**Last 2 corrections- "lets take all one " and "that" in terms of sentence construction it may slightly reflect different motive or meaning respectively (than what the speaker intended to )**  
 👍    💬    📧

## RESEARCHER'S CURRICULUM VINTAE



The author of the thesis entitled “A Discourse Analysis of Grammatical Cohesion in BTS’ Speeches” is Adea Tassya. Born on February 17, 2001 in Medan, Muslim. The author is the only one daughter of a father named Bambang Suroyo and mother Taing, who is the second child of 4 siblings. The author resides on Jl. Pancing 1 LK ix No 7 Pasar 3b Mabar Hilir, Kec. Medan Deli, Kab. Medan City, North Sumatera.

The author completed her education at Sekolah Dasar Swasta Pelita in 2006-2012, SMP Swasta Pelita in 2012-2015, and graduate from Senior High School in 2018 at SMA Dharmawangsa Medan.

In 2018 the author continued her studies at the Universitas Muhammadiyah Sumatera Utara faculty of Teacher and Education in English Program.



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form K-1

Kepada Yth : Bapak Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Adea Tassya  
NPM : 1802050029  
Pro. Studi : Pendidikan Bahasa Inggris  
IP : 3,65 IPK = 3,65

Persetujuan Ket/Sekret, Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	A Discourse Analisis of Grammatical Cohesion in BTS' Speech Entitled <i>Anti-Asian Hate Crimes</i>	
	The Effect of Podcast to Improve EFL Students' Listening Comprehension	
	EFL Students' Perception on The Video Project in Their Speaking Anxiety	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 02 Juni 2022  
Hormat Pemohon,

Adea Tassya

Keterangan :  
Dibuat Rangkap 3 :  
- Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Program Studi  
- Untuk Mahasiswa yang bersangkutan





**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
 Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**Form K-2**

Kepada : Yth. Bapak/ Ketua/Sekretaris  
 Program Studi Pendidikan Bahasa Inggris  
 FKIP UMSU

*Assalamu'alaikum Wr. Wb*

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Adea Tassya  
 NPM : 1802050029  
 Pro. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

A Discourse Analysis of Grammatical Cohesion in BTS' Speech Entitled *Anti-Asian Hate Crimes*

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

**Dr. Hj. Dewi Kesuma Nst, SS., M.Hum**

*[Handwritten Signature]*  
 2/6-2022

Sebagai Dosen Pembimbing Proposal/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 02 Juni 2022  
 Hormat Pemohon,

*[Handwritten Signature]*  
 Adea Tassya

Keterangan

- Dibuat rangkap 3 : - Asli untuk Dekan/Fakultas  
 - Duplikat untuk Ketua / Sekretaris Jurusan  
 - Triplikat Mahasiswa yang bersangkutan



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
Jl. Mukhtar Basri BA No. 3 Telp 6622400 Medan 20217 Form K3

Nomor : 1096 /IL.3.AU/UMSU-02/F/2022  
Lamp : ---  
Hal : Pengesahan Proyek Proposal  
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatuullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama Mahasiswa : Adea Tassya  
NPM : 1802050029  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : A Discourse Analysis of Grammatical Cohesion in BTS Speech Entitled *Anti-Asian Hate Crimes*

Dosen Pembimbing : Dr. Hj. Dewi Kesuma Nst, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa Perpanjangan tanggal : 3 Juni 2023

Wa'alaikumsalam Warahmatullahi Wabarakatuh.

Medan, 03 Dzulqaidah 1443 H  
03 Juni 2022 M



Dibuat rangkap 4 (empat)

1. Fakultas (Dekan)
  2. Ketua Program Studi
  3. Pembimbing
  4. Mahasiswa yang bersangkutan
- WAJIB MENGGUTI SEMINAR






**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
 Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan ini saya

Nama Mahasiswa : Adea Tassya  
 NPM : 1802050029  
 Pro. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
A Discourse Analisisi of Grammatical Cohesion in BTS' Speech Entiled <i>Anti-Asian Hate Crimes</i>	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh  
 Dosen Pembimbing

  
 Dr. Hj. Dewi Kesuma Nst, SS, M.Hum.

Medan, 02 Juni 2022  
 Hormat Pemohon

  
 Adea Tassya



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

**UMSU**  
Unggul, Cerdas, Terpercaya

Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umhu.ac.id> E-mail: [fkip@umhu.ac.id](mailto:fkip@umhu.ac.id)



**BERITA ACARA BIMBINGAN PROPOSAL**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama Lengkap : Adea Tassya  
N.P.M : 1802050029  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : A Discourse Analysis of Grammatical Cohesion in BTS' Speech  
Entitle *Anti-Asian Hate Crimes*

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
19 Sept 2021	- State exactly the background - check grammar - review identification of the problem - scope and limitation.	
23 Sept 2022	- Review the formulation and objective of the research - state data in chapter three - Technique of data analysis	
4 Oct 2022	- Revision complete	

Medan, 04 Oktober 2022

Diketahui oleh:  
Ketua Prodi

(Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing

(Dr. Hj. Dewi Kesuma Nst, SS., M.Hum)



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

### LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Adea Tassya

N.P.M : 1802050029

Program Studi : Pendidikan Bahasa Inggris

Judul Proposal : A Discourse Analysis of Grammatical Cohesion in BTS' Speech  
Entitle *Anti-Asian Hate Crimes*

Sudah layak diseminarkan.

Medan, 04 Oktober 2022

Disetujui oleh  
Pembimbing

Dr. Hj. Dewi Kesuma Nst, SS., M.Hum





MAJELIS PENDIDIKAN TINGGI  
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
 Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238  
 Website <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Kepada: Yth. Bapak Ketua/Sekretaris  
 Program Studi Pendidikan Bahasa Inggris  
 FKIP UMSU

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirrahmanirrahim  
 Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama : Adea Tassya  
 NPM : 1802050029  
 Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

A Discourse Analysis of Grammatical Cohesion in BTS' Speech  
 Entitled Anti-Asian Hate Crimes


Menjadi:

A Discourse Analysis of Grammatical Cohesion in BTS' Speeches

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Ibu saya ucapkan terima kasih.

Medan, Oktober 2022

Ketua Program Studi  
 Pendidikan Bahasa Inggris

  
Pirman Ginting, S.Pd., M.Hum

Hormat Pemohon

  
Adea Tassya

Diketahui Oleh :

Dosen Pembahas

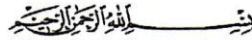
  
Rini Ekyati, S.S., M.A

Dosen Pembimbing

  
Dr. Hj. Dewi Kusuma Nst, M.Hum.



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



### LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Adea Tassya  
 N.P.M : 1802050029  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Proposal : A Discourse Analysis of Grammatical Cohesion in BTS' Speeches

Pada hari Kamis, tanggal 13, bulan Oktober, tahun 2022 sudah layak menjadi proposal skripsi.

Medan, Oktober 2022

Disetujui oleh:

Dosen Pembimbing

(Dr. Hj. Dewi Kesuma Nst, M.Hum)

Dosen Pembahas

(Rini Ekayati, S.S, M.A)

Diketahui oleh  
 Ketua Program Studi,

(Pirman Ginting, S.Pd., M.Hum)



**UMSU**  
Unggul | Cerdas | Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

UMSU Terakreditasi A Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 89/SK/BAN-PT/Akred/PT/III/2019  
Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003  
http://fkip.umsu.ac.id fkip@umsu.ac.id umsumedan um:umedan umsumedan umsumedan

Nomor : 2716 /II.3/UMSU-02/F/2022 Medan, 9 Rabiul Akhir 1444 H  
Lamp : --- 4 Nopember 2022 M  
Hal : Izin Riset

Kepada : Yth. Bapak/Ibu Kepala  
Perpustakaan UMSU  
Di  
Tempat.

Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : Adea Tassya  
N P M : 1802050029  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : A Discourse Analysis of Grammatical Cohesion in BTS'Speeches

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.



**Dra. Hj. Svamsuurnita, MPd.**  
NIDN : 0004066701

**\*\*Penting!**







**UMSU**

Unggul | Cerdas | Terpercaya  
 This is a good place to put a short description  
 of the logo and its meaning.

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**UPT. PERPUSTAKAAN**

Terakreditasi A Berdasarkan Keputusan Perpustakaan Nasional Republik Indonesia No. 009/591/SP/PT/08.2018

Pusat Administrasi : Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 66224567

☎ <http://perpustakaan.umsu.ac.id> ✉ [perpustakaan@umsu.ac.id](mailto:perpustakaan@umsu.ac.id) 🌐 [perpustakaan.umsu.ac.id](http://perpustakaan.umsu.ac.id)

**SURAT KETERANGAN**

Nomor : 003 /KET/IL.3-AU/UMSU-P/M/2023

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara  
 dengan ini menerangkan :

Nama : Adea Tassya  
 NIM : 1802050029  
 Univ./Fakultas : UMSU/Keguruan dan Ilmu Pendidikan  
 Jurusan/P.Studi : Pend. Bahasa Inggris

adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir / skripsi  
 dengan judul :

*"A Discourse Analysis of Grammatical Cohesion Of BTS' Speeches"*

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya

Medan, 23 Rajab 1444 H  
 14 Februari 2022 M

Kepala UPT Perpustakaan



Muhammad Arifin, S.Pd, M.Pd



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
 Fakultas : Keguruan dan Ilmu Pendidikan  
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
 Nama Lengkap : Adea Tassya  
 NPM : 1802050029  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : A Discourse Analysis of Grammatical Cohesion in BTS' Speeches

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
6 Jan 2023	- State clearly the source of publication of the article in the previous study	D.
	- State clearly the technique of data analysis towards the conducted research	
13 Jan 2023	- State the exact numbers of data of each script	D.
24 Jan 2023	- State the numbers of data	D.
31 Jan 2023	- Revision completed	D.

Medan, Januari 2023

Diketahui oleh:  
 Ketua Prodi

Pirman Ginting S.Pd., M.Hum.

Dosen Pembimbing

Dr. Hj. Dewi Kesuma Nst, M.Hum.



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622409 Ext. 22, 23, 39  
 Website: <http://www.umhu.ac.id> E-mail: [info@umhu.ac.id](mailto:info@umhu.ac.id)

**BERITA ACARA SEMINAR PROPOSAL**

Pada hari ini Kamis Tanggal 13 Bulan Oktober Tahun 2022 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Adea Tassya  
 N.P.M : 1802050029  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : A Discourse Analysis of Grammatical Cohesion in BTS' Speech Entitled Anti-Asian Hate Crimes

No	Masukan dan Saran
Bab I	Revisi : Formulation of the problems
Bab II	Revisi
Bab III	Revisi
Lainnya	
Kesimpulan	[ ] Disetujui [ ] Ditolak <input checked="" type="checkbox"/> Disetujui Dengan Adanya Perbaikan

Dosen Pembimbing

(Dr. Hj. Dewi Kusuma Nst, M.Hum.)

Dosen Pembahas

(Rini Ekayati, S.S., M.A.)

Panitia Pelaksana

Ketua

(Pirman Ginting, S.Pd., M.Hum.)

Sekretaris

(Rita Harisma, S.Pd., M.Hum.)

## A DISCOURSE ANALYSIS OF GRAMMATICAL COHESION IN BTS' SPEECHES

### ORIGINALITY REPORT

<b>28%</b>	<b>27%</b>	<b>4%</b>	<b>15%</b>
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

### PRIMARY SOURCES

<b>1</b>	<b>etd.iain-padangsidempuan.ac.id</b> Internet Source	<b>11%</b>
<b>2</b>	<b>repository.uinjkt.ac.id</b> Internet Source	<b>4%</b>
<b>3</b>	<b>repository.umsu.ac.id</b> Internet Source	<b>2%</b>
<b>4</b>	<b>etheses.uin-malang.ac.id</b> Internet Source	<b>1%</b>
<b>5</b>	<b>Submitted to iGroup</b> Student Paper	<b>1%</b>
<b>6</b>	<b>jurnalmahasiswa.umsu.ac.id</b> Internet Source	<b>1%</b>
<b>7</b>	<b>repository.universitasbumigora.ac.id</b> Internet Source	<b>1%</b>
<b>8</b>	<b>repositori.umsu.ac.id</b> Internet Source	<b>1%</b>
<b>9</b>	<b>www.coursehero.com</b> Internet Source	<b>1%</b>