

**COHESION ANALYSIS OF SOEKARNO'S SPEECH ENTITLED
ONLY A NATION WITH SELF RELIANCE CAN BECOME A
GREAT NATION**

THESIS

**Submitted in Partial Fulfillment of the Requirement for Degree of
Bachelor of Education in English Education**



by

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In the name of Allah, the beneficent the most merciful

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Finally, I realize that this thesis is far from being perfect. However, I have tried hard to do my best and give the best. I hope this little piece can help those who were involved in this study. I would gratefully welcome any suggestions for betterment of this final project.

Semarang, July 27th, 2018

Abdul Ghofar
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MOTTO

"Above all you have to love your mother. But next you have to love the poor people. You must love mankind"¹

¹ Cindy Adams. *Soekarno An Auto-Biography as Told to Cindy Adams*. (Jakarta: PT.Gunung Agung, 1966) p.98

ABSTRACT

Title : **Cohesion Analysis of Soekarno's Speech Entitled Only a Nation with Self Reliance Can Become a Great Nation**
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This study was conducted to describe and explain the types of cohesion in Soekarno's speech. This study found the dominant types of cohesion used in Soekarno's speech and also aimed to explain the pedagogical implications of the discourse analysis. The object of this study is Soekarno's speech entitled "Only a Nation with Self Reliance can become a Great Nation" published on May 20th 1962 by minister of information the republic of Indonesia. This study concerned on discourse analysis, mainly on cohesion analysis. Some theories related to the literature, discourse, cohesion, and speech were used in order to get the objective of this study. This study is a qualitative approach using descriptive method. In this study data obtained by using data collection techniques such as documentation. The procedure of collecting data included seeking, selecting, reading, and identifying the data. In analyzing, the data were collected by reading and segmenting them into paragraphs. The cohesion analysis were conducted to figure out the types of cohesion found in the speech text. The argumentation is also given to support the comparison between the theories and the analysis. The study found that there were two types of cohesion found in the Soekarno's speech, grammatical cohesion and lexical cohesion. The grammatical cohesion that used in speech consists of reference, substitution, ellipsis, and conjunction. Reference was found (793), substitution was found (18), ellipsis was found (52), and conjunction was found (239). The lexical cohesion that used in speech consists of reiteration and collocation. Reiteration was found (44) and collocation was found (25). From the result, it can be concluded that in Soekarno's speech uses grammatical cohesion typed reference.

Keywords : *cohesion analysis, discourse analysis, Soekarno's speech.*

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CHAPTER I

INTRODUCTION

This chapter discussed the background of the study, research questions, and objective of the study, significant of the research, previous research and research method. In research method discussed research design, source of data, focus of research, method of data collections and method of data analysis.

A. BACKGROUND OF STUDY

Language is a system of communication which consists of a set of sounds and written symbols which are used by the people of a particular country or region for talking or writing. According to Noam Chomsky, language is a set finite or infinite to sentences, each finite in length, and constructed out of a finite set of elements.¹ Linguistics is the scientific study of language. Linguistics is primarily concerned with the nature of language and communication.² There are broadly three aspects to the study, including language form, language meaning, and language use in discursive and communicative contexts.³

¹ Noam Chomsky. *Syntactic Structure*.(New York: Mouton De Gruyter, 2002) p.13

² Ferdinand De Saussure. *Course in General Linguistic*. (New York: Philosophical Library, 1959) Third Edition p.9

³ Markus Kracht. *Introduction to Linguistic*.(Los Angeles: University of California Los Angeles) p.2-3

In the Holy Qur'an, there are several verses related to the science of language. One of the verses is the Surah of Al Baqarah verse 31-32:⁴

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ
إِنْ كُنْتُمْ صَادِقِينَ (31)
قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا ۗ إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ (32)

And He taught Adam the names - all of them. Then He showed them to the angels and said, "Inform Me of the names of these, if you are truthful." They said, "Exalted are You; we have no knowledge except what You have taught us. Indeed, it is You who is the Knowing, the Wise.

Linguistic divided into some branches, there are phonetic, phonology, morphology, syntax, semantics, and pragmatics.⁵ Phonetic studied the production of sounds. Phonology studied the pattering of sounds. Morphology studied the structure of the word. Syntax studied the structure of sentence. Semantics studied the meaning and pragmatics studied language in context. Discourse analysis are the one of some branches of linguistics studies.

⁴ Al Qur'an and the Meaning. *Minister of Religion RI* (Bandung: CV Diponegoro, 2010)

⁵ Markus Kracht. *Introduction to Linguistic*. (Los Angeles: University of California Los Angeles) p.4

Discourse is a unified text that contains paragraph, sentences, phrases, and words that contain a holistic message.⁶ Kridalaksana explains that discourse is the most complete and highest grammatical aspect in the hierarchy of grammar.⁷ Alwi Hasan explains that discourse is a string of sentences that intertwined one preposition with another to form one unity.⁸ Discourse is usually presented through sentences that are form in a chronological order within a single meaning. The entirety of those sentences are interrelated, so one meaning could not be clear if the sentence containing different message from the previous sentence.⁹

Discourse divided into two parts which are written and spoken discourse. Written discourse is the way to convey message or information is through written proces and spoken is type of discourse that immediately spoken verbally.¹⁰ Due to the fact that language is created with the relation between meaning and form, the correlation within one discourse divided into two types. The relation with form is

⁶ Ida Rohmawati. Appraisal Devices Realizing Attitudes in Barack Obama's Inaugural Speech. (Semarang: *Journal Vision* Vol.5 No.1, 2016)

⁷ Kridalaksana Harimurti. *Kamus Linguistik*.(Jakarta: Gramedia Pustaka, 1993) p.75

⁸ Alwi Hasan. *Grammatical in Indonesian Language*.(Jakarta: Balai Pustaka, 2003) p.419

⁹ Eriyanto. *Analisis Wacana*.(Yogyakarta: LKiS Pelangi Aksara,2008) p.9

¹⁰ Mulyana. *Discourse Studies: Theory, Method, and Aplied in Discourse Analysis*.(Yogyakarta: Tiara Wacana, 2005) p.51

called cohesion and the relation with meaning or semantically relationship is called coherence.¹¹

The definition of discourse through a simple and short explanation is the complete linguistic element that is formed through the sequence of sentences which has continuity, cohesive, and coherence structure. The structure is also in accordance with the situational context. In other words, discourse is measurable units of language that could be created through the presences of a single paragraph, the paragraph is created through sequences of one sentences or more. Discourse is a form of a social practice, the practical usage that combines the real situation with the social structure institution's that occur.

Basically, text is used by people to enrich information and knowledge. Good and systematic text will lead the readers into better comprehension. From the above explanation, text is used in linguistics to refer any passage, spoken or written, of whatever length, that does form a unified whole.¹² When talking about text, it is divided into spoken and written. A spoken text is any meaningful spoken text. It can be a word, or a phrase, or a sentence, or a discourse. A written text is any meaningful written text. It can be a notice, or a direction,

¹¹ Sumarlam. *Discourse Analysis: Theory and Practice*.(Surakarta: Pustaka Cakra, 2003) p.23

¹² Suzanne Eggins. *An Introduction to Systemic Functional Linguistics*. (New York: Continuum International Publishing Group. 2004) p.24

or an advertisement, or a paragraph, or an essay, or an article, or a book, and etc.¹³

In this study, the writers concern on written text, especially speech text. The writers choose speech text because it is one of the written text that must be mastered students. The important aspect of a text, whether speech text or not is cohesion. It plays a great role in the creation of a text because it can provide continuity that exists between one part of a text and another.¹⁴ In many cases, many written texts; a reading passage, essay, or academic writing, are difficult to understand by public readers whereas they need information or news through those writing.¹⁵

The importance of studying cohesion, especially cohesive devices (grammatical and lexical) are to create a good and systematic text, and to make easily understand what information is delivered in it. It can also reduce confusion in understanding the texts because the students will know how sentences or paragraphs are related in reading materials of a speech text.

¹³ Sanggam Siahaan and Kisno Shinoda. *Generic Text Structure*. (Yogyakarta: Graha Ilmu, 2008) p.1

¹⁴ Hanita Masyitoh and Sayyidatul Fadlillah. Grammatical Cohesion Found in Recount Texts of "Pathway to English" X Grade Curriculum 2013 General Program by Erlangga. (Semarang: *Journal Vision Volume 6 Number 1 2017*)

¹⁵ Muhammad Zayyinul Muttaqin. Analysing Cohesion Device of Monologue Text in Students's Text Book for Eight Grade in Academic Year 2017/2018. (Semarang: *Journal Vision Volume 6 Number 2 2017*) P.64

This study used cohesion analysis on speech text. Speech text is one of some types of written discourse. The researcher analyzed of speeches from the first President of Republic of Indonesia, Mr. Soekarno. The speech entitled “Only a Nation with Self Reliance can Become a Great Nation”. This speech was delivered by Soekarno on May 20, 1962 in the celebration of National Reawakening Day at Negara Palace.

The researcher analyzed the types of cohesion contained in Soekarno’s speech entitled “Only a Nation with Self Reliance can Become a Great Nation”. The results of analysis calculated based on the types of cohesion: grammatical cohesion and lexical cohesion. This research entitled “Cohesion Analysis of Soekarno’s Speech Entitled Only a Nation with Self Reliance can Become a Great Nation”.

B. QUESTION OF RESEARCH

Based on the background of study, the researcher had questions of research are as follow:

1. How are the cohesion analysis of Soekarno’s speech entitled “Only a Nation with Self Reliance can Become a Great Nation”?
2. What types of cohesion analysis are the dominant in Soekarno’s “Only a Nation with Self Reliance can Become a Great Nation”?

C. OBJECTIVE OF RESEARCH

Based on the question research, the researcher had objectives of research are as follow:

1. To explain types of cohesion in Soekarno's speech "Only a Nation with Self Reliance can Become a Great Nation"
2. To explain the dominant types of cohesion in Soekarno's speech "Only a Nation with Self Reliance can Become a Great Nation"

D. RESEARCH SIGNIFICANCE

This research is expected to give advantages directly or indirectly. The advantages are as follow:

1. It can enrich the linguistic theory, especially cohesion analysis theory in discourse analysis studies.
2. It can present the dominant types of cohesion in Soekarno's speech "Only a Nation with Self Reliance can Become a Great Nation".
3. It can give brief explanation of the cohesion types in the textbook as learning materials, and the benefit that can be gained related to English teaching and learning process.
4. It can be used as reference for other researcher that will take similar research in cohesion analysis.

E. PREVIOUS RESEARCH

The researcher described some words which are relevant to this research to make this thesis arrangement easier:

1. The thesis research from Saiful Bahri entitled **Speech Act Found in Soekarno's Speech "Ganyang Malaysia"**.¹⁶

Saiful Bahri (105110100111097) was the student from Department of Languages and Literatures Faculty of Cultural Studies Brawijaya University. Saiful's research analyzed the components of speech acts covering the locutionary, illocutionary acts, and how those acts are realized in the speech "Ganyang Malaysia" based on Levinson's theory (1983), Yule's theory (1996), and Langacker's theory (1972) in the speech of "Ganyang Malaysia" which is uttered by Soekarno. The research found the two speech acts classification, locutionary and types of illocutionary which are declarations, representatives, directives, expressives, commissives, and types of sentence which are declarative and imperative are used in the speech "Ganyang Malaysia". The illocutionary acts is frequently occurred in the speech "Ganyang Malaysia" is directive because the speaker tries to request the listeners to do something.

The similarity of my research with Saiful's research in the same types of speech text analysis. Other similarity is on the

¹⁶ Saiful Bahri (105110100111097). *Speech Act Found in Soekarno's Speech "Ganyang Malaysia"*. (Malang: Brawijaya University, 2014)

subject research which analyzed Soekarno's speech. The difference of research found on the type of discourse analysis. Saiful's research used speech act analysis based on Michael Foucault's theory and my research used cohesion analysis based on Michael Halliday's theory. Another difference aspect is the titles of the observed speech.

2. The journal from Martina Mulyani and Vina Nurviyani entitled **The Analysis of Soekarno's Speech on Nation Foundation: Demistifying the Ideology of Pancasila use Foucauldian Methods.**¹⁷

Martina's research aimed to demystify Soekarno's speech that marked the birth of the five basic principles of Pancasila. Considering the speech is a kind of discourse in general, Foucauldian method used to analyzed it. The analysis covered the context, surface of text, rhetorical means, and the ideological statemnt lying in the speech. The result of analysis revealed that through of Pancasila, Soekarno wanted to spread the main spirit of "Gotong Royong" which can be viewed as spirit to work together with everyone. Soekarno believed that justice, equality, and fairness can be attained through the principles of socio-nationalism, socio-democarcy, and belief in God.

¹⁷ Martina and Vina. The Analysis of Soekarno's Speech on Nation Foundation: Demistifying the Ideology of Pancasila used Foucauldian Methods.(*International Journal ASSEHR: Atlantis Press, 2014*) vol.82

The similarity between my research with Martina and Vina's research on the same Soekarno's speech analysis. The difference of research founded on the types of speech analysis, method, and object of research. Marina and Vina's research used Michael Foucault's theory, while my research used Halliday and Hassan's theory.

3. The research from Andi Mulyani Kone entitled **Metaphor in Ir. Soekarno's Speech.**¹⁸

The research describes about metaphors used in the speech of Soekarno from 1965 to 1967 assessed using Critical Discourse Analysis (CDA) approach to the model Teun Van Dijk and supported by Norman Fairclough. Andi's research found the structure of discourse in Soekarno's speech, especially about the metaphor. Andi's research uses data from the speech in a book of speeches entitled *Ir. Soekarno :Unfinished Revolution*" (Budi Setiono and Bonnie Triana) 1965-1967. The source of data studied in the form of a written text. Set of Soekarno's speech taken 30 text to speech as the sample. Andi's research uses data in the form of metaphor, consisting nominative, predictive, and sentence metaphors. Use of metaphor in Soekarno's speech clarified the meaning of the words or phrases used by Soekarno when addressing the people of Indonesia.

¹⁸ Andi Mulyani Kone. *Metaphors in Soekarno's Speech.*(*International Journal Researcher World*, 2016) Vol. VII

My research has similarities with Andi's research on the object of research that examines the speech of Soekarno. Andi's research focuses on the metaphors used in Soekarno's speech from 1965-1967. Andi's research used Critical Discourse Analysis based on Van Dijk and Fairclough's theory. While my research examined Soekarno's speech using cohesion analysis based on Halliday and Hassan's theory.

F. RESEARCH METHOD

This research is a qualitative research using descriptive method. Qualitative research is the study that produces analytical procedures that do not use statistical analysis or other quantification methods.¹⁹ Moleong asserts that qualitative research is a study that intends to understand the phenomenon of what is experienced by research subjects such as behavior, perception, motivation, action, holisticality, and by way of description in the form of words and language on natural, special context, and by utilizing various natural methods.²⁰

Meanwhile, descriptive method is a method that attempts to provide a systematic, factual, and accurate description of the data,

¹⁹ Strauss and Corbin. *Dasar-dasar Penelitian Kualitatif*.(Yogyakarta: Pustaka Pelajar, 2009) p.4

²⁰ Lexy J. Moleong. *Qualitative Research Methods*.(Bandung: Remaja Rosda Karya, 2014) p.6

properties and relationships of the phenomena studied.²¹ In this chapter, the researcher presents the research design, source of data, data collection, and method of data analysis.

1. Research Design

The researcher uses qualitative research with descriptive method. The data in qualitative research rather than quantitative because it is displayed in the form of strings of words.²² It depends on the researcher analysis the data. This research aimed to analyzing types of cohesion in Soekarno's speech entitled "Only a Nation with Self Reliance can Become a Great Nation" based on Halliday and Hassan's theory.

2. Source of Data

This research took a source settlement consisting primary data source and secondary data source as follows:

- a. The primary data source is a Soekarno's speech entitled "Only a Nation with Self Reliance can Become a Great Nation". The speech publisher by Department of Information Republic of Indonesia on 1962.
- b. The secondary data sources included books, journals, magazines, newspapers, and other documents related to the research.

²¹ John W. Creswell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approach*.(California: Sage Publication, 2009) p.136

²² Lexy J. Moleong. *Qualitative Research Methods*.(Bandung: Remaja Rosda Karya, 2014) p.11

3. Focus of Research

This research focused on cohesion analysis and its types in each clause or sentence contained in the speech “Only a Nation with Self Reliance can Become a Great Nation”.

4. Method of Data Collection

In this study data obtained by using data collection techniques such as documentation. This activity is a way to collect and study data including notes, transcripts, books, newspapers, magazines, inscriptions, minutes of agenda meetings, and other documents.²³

5. Method of Data Analysis

Here are the steps which is carried out regarding to the process of analyzing the qualitative data. Firstly, presenting the speech text as primary data source. Then, stating and analyzing clauses or sentences based on types of cohesion analysis system proposed by Halliday and Hassan. Afterwards, Split the text into several paragraphs. Each of these paragraphs express and examine to determine the cohesion types.

²³ Suharsimi Arikunto. *Prosedur Penelitian: Suatu Pendekatan Praktek*.(Jakarta: PT Rineka Cipta, 2010) p. 274

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discussed the review of related literature includes discourse analysis, cohesion analysis, and speech. In discourse analysis section discussed about definition and theories. In cohesion analysis section discussed the two types of cohesion analysis; grammatical and lexical cohesion. In speech section discussed the definition, generic structure and types of speech.

A. DISCOURSE ANALYSIS

Discourse analysis is the study of language in use, Discourse analysis is also sometimes defined as the study language above the level of a sentence, the way of sentence combine to create meaning, coherence, and accomplish purposes.²⁴ It is the study of meanings we give language and the actions we carry out when use the language in specific context. Discourse analysis in social sciences in often strongly influenced by Michael Foucault.²⁵ Discourse is explained as the combination of text and context.²⁶ It is not just the

²⁴James Paul Gee and Michael Handford (ed). *The Routledge Handbook of Discourse Analysis*.(London: Routledge Group,2012) p.1

²⁵ Norman Fairclough. *Analysing Discourse: Textual Analysis for Social Research*.(London: Routledge Group, 2003) p.2-3

²⁶ Forough Rahimi and Mohammad Javad. Critical Discourse Analysis: Scrutinizing Ideologically Driven Discourses. (*International Journal of Humanities and Social Science* Vol. 1 No.16, 2011) p.107

study of language, but the way to looking at language that focuses on how people use the discourse in real life to do things like joke and argue.²⁷ Discourse is the most comprehensive unit of language that is being expressed verbally such as speech, lecture, sermons, and dialogues. While if it is written form it will be in the form of novels, books, letters, and written document.²⁸

The term of discourse analysis is very ambiguous. I will use it in this book to refer mainly to the linguistic analysis of naturally occurring connected speech or written discourse. Roughly speaking, it refers to attempts to study the organisation of language above the sentence or above the clause, and therefore to study larger linguistic units, such as conversational exchanges or written texts. It follows that discourse analysis is also concerned with language use in social contexts, and in particular with interaction or dialogue between speakers.²⁹

Analysis of texts which aims to be significant in social scientific terms has to connect with theoretical questions. On the other hand, no real understanding of the social effects of discourse is possible without looking closely at what happens when people talk or write.³⁰ Discourse analysis as oscillating between a focus on specific texts and focus on the order of discourse, the relatively durable social structuring of language which is itself one elements of

²⁷ Rodney H. Jones. *Discourse Analysis: Resource Book for Students*.(London: Routledge Publishing, 2007) p.2

²⁸ Laura Alba Juez. *Perspective on Discourse Analysis: Theory and Practice*.(Cambridge: Cambridge Scholar Publishing, 2009) p.5-9

²⁹ Michael Stubbs. *Discourse Analysis: The Sociolinguistic Analysis of Natural Language*.(Oxford: Basil Blackwell, 1983) p.1

³⁰ T. Van Dijk (ed).*Discourse Studies: a Multidisciplinary Introduction*.(London: Sage Publishing, 1997) p.34

the relatively durable structuring and networking of social practices.³¹ Norman Fairclough concluded that text analysis is an essential part of discourse analysis, but discourse is not merely the linguistic analysis of texts.

According to the different levels of Systemic Functional Language (SFL), discourse analysis divided into six levels. The levels of SFL are ideology, context of culture, context of situation, discourse, lexico-grammar, and phonology or graphology.³² Halliday and Hassan divided discourse into five levels as follow: context, language, discourse, grammar and phonology.³³

B. COHESION ANALYSIS

The concept of cohesion cannot be separated from the concept of text. Text can be spoken or written that does form a unified whole. The different between text and non-text lies on the texture, and this texture is constructed by the cohesive relations between linguistic features.³⁴ Cohesion is semantic concept,

³¹ Pikir Wisnu Wijayanto. Appraisal System on The Jakarta Post Opinion

“A Human Rights Memorial: Jokowi and The Sorcerer’s Stone”. (Semarang: *Journal Vision Volume 5 Number 1*, 2015) p.170

³² John Walsh. *Meaning as Choice Course*.(Adelaide: Adelaide University, 2014) p.3

³³ Halliday and Hassan. *Language, Context, and Text: Aspect of Language in a Social-semiotic Perspective*.(Oxford: Oxford University Pers, 1989) p.83

³⁴ Beaugrand and Dressler. *Introduction to Text Linguistic*.(London: Longman Group Limited, 1981) P.10

referring to relations of meaning that exist within the text and occurring where the interpretation of some elements in the discourse which is dependent on that of another.³⁵ Cohesion can be defined as the set of resources for constructing relations in discourse which transcend grammatical structure.³⁶

Ideational		Interpersonal	Textual		
Experiential	Logical		Structural		Non-structural
By rank: Clause: Transitivity Verbal: Tense Nominal: Ephithet Adverbial: Circumstance	All rank: Paratactic , Hypotactic relation (condition, addition, report)	By rank: Clause: Mood, Modality Verbal: Person Nominal: Attitude Adverbial: Comment	By rank: Clause: Theme Verbal: Voice Nominal: Deixis Adverbial: Conjunction	Cross rank: Information Unit: Information, distribution, information focus	Cohesion: References, Substitution, Conjunction, Ellipsis, Lexical Cohesion

Table 2.1: Place of cohesion in descriptive English³⁷

Cohesion is simply one aspect of texture which has to be understood with respect to interaction of identification, negotiation,

³⁵ Daviq Rizal. *Discourse Analysis*. (Semarang: Walisongo Press) p.96

³⁶ Angelina Subrayan Michael. Cohesion in News Articles: A Discourse Analysis Approach. (Australia: *International Journal of Applied Linguistics & English Literature* Vol. 2 No. 3, 2013) p.130

³⁷ Halliday and Hassan. *Cohesion in English*. (London: Longman Group Limited, 1976) p.29

conjunction, and ideation each other. It have lexico-grammatical and phonological systems through which they are realized.³⁸ Halliday and Hassan divided cohesion into two parts: grammatical and lexical cohesion.³⁹ Grammatical cohesion is the way that grammatical features are attached together across sentence boundaries such as reference, substitution, ellipsis, and conjunction. While lexical cohesion is the way that aspect of vocabulary link part of texts together such as reiteration and collocation.⁴⁰

General Type		Grammatical Zone	Lexical Zone
Transition between message		Conjunction (unit: clause)	
Statuses of elements	In meaning	Reference (unit: nominal: adverbial)	Lexical Cohesion (Synonymy, Hiponimy)
	In wording	Ellipsis & Substitution (unit: clause: nominal: adverbial)	(Repetition: Collocation)

Table 2.2: Types of cohesion

³⁸ J.R. Martin. *Hand Book of Discourse Analysis*.(Oxford: Blackwell Publisher, 2001) p.35

³⁹ Halliday and Hassan. *Cohesion in English*.(London: Longman Group Limited, 1976) p.4

⁴⁰ Halliday and Hassan. *Cohesion in English*.(London: Longman Group Limited, 1976) p.5

1. Grammatical Cohesion

Grammatical cohesion is constructed by grammatical structures each component the each other.⁴¹ Halliday and Hassan classify grammatical cohesion into four major classes: Reference, Substitution, Ellipsis, and Conjunction.⁴²

Reference is the act of using language to refer to entities in the context, an act in which a speaker uses linguistic form to enable the hearer to identify something.⁴³ Reference refers to resources for referring to a participants or circumstantial element whose identity is recoverable.⁴⁴ The Reference function is to retrieve presupposed information in text and must be identified able for it to be considered as cohesive. In written text, reference indicates how the writer introduces participants and keeps track on them throughout the text. There are three main types of references: Personal, Demonstrative, and Comparative Reference.

⁴¹ Sanna Kaisa Transkanen. *Collaboration Towards Coherence: Lexical Cohesion in English Discourse*.(Amsterdam: John Benjamin Publishing, 2006) p.15

⁴² Halliday and Hassan. *Cohesion in English*.(London: Longman Group Limited, 1976) p.33

⁴³ Joan Cutting. *Pragmatic and Discourse: A resource book for students*.(London: Routledge Group, 2002) p.7

⁴⁴ Deborah Tannen, Deborah Schiffrin, and Heidi E. Hamilton (ed). *The Handbook of Discourse Analysis*.(New York: John Wiley & Sons, Inc., 2015) Second Edition p.62

Personal reference is reference by means of function in the speech situation through the category of person. The category of personal reference includes three classes: personal pronouns, possessive determiner, and possessive pronoun.⁴⁵ Personal reference keeps track of function through the speech situation using noun pronouns. In personal reference, there are some elements that used like *he, him, his, she, her, hers, it, its, they, them, theirs, their.*⁴⁶

Demonstrative reference is the identification of *the* distance as the scale of where the referred item located. Demonstrative reference keeps track of information through location using proximity references.⁴⁷ Halliday and Hassan divided demonstrative reference into two classes: specific and non specific demonstrative. The elements that used in demonstrative reference are *this/these, here, that/those, there* for specific and *It* and *The* for non-specific demonstrative reference.

Comparative reference keeps track of identity and similarity through indirect references using adjectives. Halliday and Hassan divided comparative reference into two classes: general class (identity, similiarity, difference) and particular

⁴⁵ Daviq Rizal. *Discourse Analysis*.(Semarang: Walisongo Press) p.97

⁴⁶ Hala El Saj. Discourse Analysis: Personal Pronouns in Oprah Winfrey Hosting Queen Rania of Jordan.(*International Journal of Social Science and Humanity, Vol. 2 No.6 2012*)

⁴⁷ M.A.K. Halliday. *Introduction to Functional Grammar*.(Abingdon: Routledge Group, 2014 Fourth Edition) p.295-296

class.⁴⁸ Comparative reference divided into three types there are numerative, epithet, and adjunct. Numerative signaled by *same, equal, identical, similarity, additional, other, difference* (General class) and *more, fewer, less, further, so, as + numeral* (Particular class). Adjunct signaled by *identically, as, so, likewise, similarity, otherwise, else, differently* (General class) and *better, so, as, more less + adverb* (Particular class) and epithet signaled by *such*.

General comparison is a comparison that is simplified in terms of likeness and unlikeness. It is without respect to any particular property, two things may be the same, similar or different. Meanwhile particular comparison means comparison in respect to quantity or quality.

Substitution is relation between linguistic items or as replacement one item by another. Substitution is a sort of counter which is used in place of the repetition particular item.⁴⁹ Substitution holds the texts together and avoids repetition; the noun phrase being substituted is usually in the text.⁵⁰ In English, substitution may function as noun, verb, or clause. Halliday and

⁴⁸ Akram Korani. A Survey of the Cohesive Ties Reference and Lexical Cohesion in History Books of the Second and Third Grades in Guidance School in Iran.(ICLLIC: *Procedia for Social and Behavioral Sciences* Vol. 47, 2012) p.242

⁴⁹ M.A.K. Halliday. *Introduction to Functional Grammar*.(Abingdon: Routledge Group, 2014 Fourth Edition) p.295

⁵⁰ Joan Cutting. *Pragmatic and Discourse: A resource book for students*.(London: Routledge Group, 2002) p.11

Hassan divided into three types of substitution: Nominal, Verbal, and Clausal.⁵¹

The elements of nominal substitution are *one, ones, and same*. The substitution one or ones always function as head of a nominal group and can substitute only for an item which is itself head of nominal group. The element of verbal substitution in English is *do*.⁵² This operates as the head of verbal group in the place that is occupied by lexical verb. It is always in the final position in the group. The elements of clausal substitution are *so* and *not*. There are three situation in clausal substitution take place: report, condition, and modality.⁵³ The elements of reported clauses are *so* or *not* without following verbs such as *wonder, order* or *ask*. The elements of conditional clauses are *so* or *not* which is following with *if* and also other form such as *assuming so, suppose not*.

Modality clause is the speaker assessment of the probabilities inherent in the situation as in the example above. These may be expressed either *by* modal forms of the verb *will, would, can, could, may, must, should*, or by modal adverbs such as *perhaps, possibly, probably, certainly, surely*.The latter are

⁵¹ Halliday and Hassan. *Cohesion in English*.(London: Longman Group Limited, 1976) p.88

⁵² Halliday and Hassan. *Cohesion in English*.(London: Longman Group Limited, 1976) p.133

⁵³ Halliday and Hassan. *Cohesion in English*.(London: Longman Group Limited, 1976) p.134

frequently followed by a clausal substitute with the proviso already noted, that those expressing certainty do not accept substitution in the positive, though they do in the negative.

The essential characteristic of ellipsis is something that is present in the selection of underlying option that omitted in the structure. According to Halliday and Hassan, ellipsis can be regarded as substitution by zero.⁵⁴ Just like substitution, ellipsis avoids repetition and depends on the hearer or reader's being able to retrieve the missing words from surrounding co-text.⁵⁵ Ellipsis divided into three types: nominal, verbal, and clausal.

Nominal ellipsis means the ellipsis within the nominal group or the common noun that may omitted and the function of head taken on by one of other elements.⁵⁶ Halliday and Hassan divided nominal into three classes: deictic, numeral, and epithet. The deictic is normally a determiner, the numerative ellipsis is a numeral or other quantifier, the epithet is an adjective and the classifier is a noun.

In deictic class, there are three types of deictic: specific deictic, non-specific deictic, and post deictic. The specific deictic are *demonstrative*, *possessive*, and *the*. The demonstratives are

⁵⁴ Halliday and Hassan. *Cohesion in English*.(London: Longman Group Limited, 1976) p.143

⁵⁵ Joan Cutting. *Pragmatic and Discourse: A resource book for students*.(London: Routledge Group, 2002) p.12

⁵⁶ Halliday and Hassan. *Cohesion in English*.(London: Longman Group Limited, 1976) p.158

this, that, that, these, those and *which*. Possessives include both noun (*Smith's, My Father's*) pronoun (*my, your*) and the special form when functioning as head *mine, ours, yours, his, hers, theirs, whose, and its*. The non-specific deictic are *each, every, any, either, no, neither, etc.* While post-deictic signaled by words like *other, same, different, identical, usual, regular, certain, odd, famous, well-known, obvious, and typical*.

Numeral in nominal ellipsis is expressed by numerals or other quantifying words which form three subcategories: ordinals, cardinals, and indefinite quantifier. The ordinal numerals are *first, next, last, second, third, fourth, etc.* The cardinal numerals are also frequent in ellipsis that signaled by *the usual three* or *the same three*. The indefinite quantifiers items are *much, many, most, few, several, a little, lots, a bit, hundreds, etc.*

Epithet function is typically fulfilled by an adjective that is superlative and comparative form. Superlative adjective precedes other epithet and is usually accompanied by *The* or a possessive deictic. While comparative adjective inherently presupposing by reference.⁵⁷

An elliptical verbal group presupposes one or more words from a previous verbal group. It is defined as a verbal group whose structure does not fully express in systematic

⁵⁷ Michaela Mahlberg. Corpus linguistic theory and its application in English language teaching. (*International Journal of Corpus Linguistics* Vol.11 No.3, 2006) p.370

feature. Verbal ellipsis divided into two classes: lexical and operator. Lexical ellipsis is the type of ellipsis in which the lexical verb is missing from the verbal group. All the modal operator (*can, could, will, would*, etc) are alike in that one of them can function as a lexical verb. In operator ellipsis, the subject is always omitted from the clause.⁵⁸

Clausal ellipsis is the expression of the various speech function, such as statement, question, response, and so on. Clausal has two part structure consisting modal element and propositional element. Halliday and Hassan say that the principle of clausal ellipsis is general to all types of questions.⁵⁹

Clausal ellipsis divided into four categories: modal, propositional, question, and WH ellipsis. Modal ellipsis consists of the *subject + finite* element in the verbal group. Propositional ellipsis consists of the residu, the reminder of verbal group, and any complements or adjuncts. Question ellipsis use for *questioning* and answering. WH ellipsis elements are *what, who, when, where, why, and how*.⁶⁰

⁵⁸ Halliday and Hassan. *Cohesion in English*.(London: Longman Group Limited, 1976) p.175

⁵⁹ Asabe Sadiya Mohammed. Conjunction as Cohesive Devices in the Writings of English as Second Language Learners.(ICLLIC: *Procedia for Social and Behavioral Sciences* Vol. 208 , 2014) p.77

⁶⁰ Halliday and Hassan. *Cohesion in English*.(London: Longman Group Limited, 1976) p.210

Conjunction elements are cohesive in themselves and indirectly by virtue of their specific meaning. Conjunctive express certain meaning which *presupposed* the presence of other components in the discourse.⁶¹ Halliday and Hassan adopt a scheme of conjunction into three categories: elaboration, extension, and enhancement.⁶²

Elaboration means one clause that expands another by elaborating on it by restating in other words, specifying in greater detail, commenting, or exemplifying. There are two categories of elaboration: apposition and clarification.⁶³ Apposition means a word or phrase which explains other preceding phrase or clause. While *clarification* is elaborated element that is reinstated, summarized, made more precise in some other way clarified for the purpose of discourse.

Extension means one clause expands another by extending beyond it by adding new elements, giving an exception to it or offering an *alternative*.⁶⁴ Extension divided into three types: additive, adversative, and variation. Additive link by adding to the presupposed item including *and, also, moreover, in*

⁶¹ Halliday and Hassan. *Cohesion in English*.(London: Longman Group Limited, 1976) p.236

⁶² M.A.K. Halliday. *Introduction to Functional Grammar*.(Abingdon: Routledge Group, 2014 Fourth Edition) p.303

⁶³ Halliday and Hassan. *Cohesion in English*.(London: Longman Group Limited, 1976) p.240

⁶⁴ M.A.K. Halliday. *Introduction to Functional Grammar*.(Abingdon: Routledge Group, 2014 Fourth Edition) p.197

addition, and *nor*. Adversative is acts to indicate contrary to expectation and signaled by *but*, *yet*, *on the other hand*, *however*. Variation signaled by *instead*, *on contrary*, *apart from that*, *except*, and *alternatively*.

Enhancement means one clause expands another by embellishing around it by qualifying it with some circumstantial feature of time, place, cause or condition.⁶⁵ The various types of enhancement are spatio-temporal, manner, causal-conditional, and matter. Spatio-temporal signaled by methaphorical space. Temporal signaled by *then*, *next*, *afterwards*, *just then*, *before that*, *in the end*, *at once*, *soon*, *next time*, *next day*, *meanwhile*, *at this moment*, *etc*. Manner signaled by *likewise*, *similarity*, *in different way*. Matter signaled by *here*, *there*, *as to that*, *in that respect*, *elsewhere*.

Finally, it should be noted that the use of grammatical cohesion varies from genre to genre. It is much less likely to occur in texts which strive to be completely unambiguous such as legal texts or some kinds of instruction texts.

2. Lexical Cohesion

Lexical cohesion comes about through the selection of items that are related in some way to those that have gone

⁶⁵ M.A.K. Halliday. *Introduction to Functional Grammar*.(Abingdon: Routledge Group, 2014 Fourth Edition) p.197

before.⁶⁶ Halliday and Hassan divided types of lexical cohesion into reiteration and collocation.⁶⁷

Reiteration is a form of lexical cohesion which involves the repetition of lexical item, at one end of scale. Halliday and Hassan divided reiteration into four types: repetition, superordinate, synonym, and general word. Repetition is the most direct form of lexical cohesion is repetition of lexical item.⁶⁸ Repetition is the most commons form of all lexical cohesion which is simply repeated words or word-phrase threading through the text.⁶⁹ Superordinate is term for words that refer to the upper class itself. Synonym is used to mean sameness of meaning. While general word corresponded to major classes of lexical items, are very commonly used with cohesive force.⁷⁰

Collocation is lexical cohesion which depends upon their tendency to co-occur in text. Collocation is a way in which some

⁶⁶ Kharisma Puspita Sari. Students's Mastery of Semantic Field; a Semantic Research at Non English Department.(Semarang: *Journal Vision Volume 4 Number 2*, 2014) p.308

⁶⁷ Halliday and Hassan. *Cohesion in English*.(London: Longman Group Limited, 1976) p.288

⁶⁸ M.A.K. Halliday. *Introduction to Functional Grammar*.(Abingdon: Routledge Group, 2014 Fourth Edition) p.310

⁶⁹ Joan Cutting. *Pragmatic and Discourse: A resource book for students*.(London: Routledge Group, 2002) p.13

⁷⁰ Halliday and Hassan. *Cohesion in English*.(London: Longman Group Limited, 1976) p.80

words are often used together and sound natural together.⁷¹ Collocation also refers to restrictions on how words may be used together such as which verbs an noun can be used together, and which prepositions and verbs can be used together.

Just as same with grammatical cohesion, it should be noted that lexical cohesion varies from genre to genre. Synonyms and superordinate are unsuitable for some types of text such as technical or scientific ones where key words cannot be substituted for other more general terms without precise meaning being lost.

C. SPEECH

Speech is a public speaking activity.⁷² Public speaking commonly understood as face to face speaking between individuals and audience for the purpose of communication. It is closely allied to presenting, although the later is more often associated with commercial activity.⁷³ Speeches divided into the following

⁷¹ John Mark and Alison Wooder. *Natural English Collocation*.(London: Black Publisher Limited, 2007) p.1

⁷² Tammera Stoke Rice (ed). *Fundamental of Public Speaking*.(Canyons: College of Canyons, 2017) p.4

⁷³ Peter Matjasic. *Best Practice Guide Public Speaking*. (Young European Federalist) p.2

categories: informative speech, persuasive speech, and special occasions speech.⁷⁴

The purpose of giving speech are to entertain, to share information, to convince logical argument, persuasive, and to persuade the audience to take action logical and emotional argument.⁷⁵ A speech have four main categories: construction of public speaking, integral mode of oral presentation, verbal language, and non verbal language.⁷⁶

In delivering speech, there are four methods that can be used: Manuscript method, Memorized method, Extemporaneous method, and Impromptu method.⁷⁷ In manuscript method, the speaker written out word for word and the speech is delivered from a podium. In memorized method, the speaker memorize every word of the speech which is prepared previously. In extemporaneous method, the speaker delivered speech used an outline to keep ideas. While in impromptu method, the speaker delivered speech spontaneously without outline and preparation.

⁷⁴ Ricky Teig. *Speech Writing and Types of Speeches*.(Florida: *IFAS Extension*, 2011) p.2

⁷⁵ Denis R. Campion. *Communications Guide*.(Illinois: University of Illinois Extension, 2003) p.1

⁷⁶ Tomas Petek. *Criteria for Public Speaking Planning*.(Ljubljana: University of Ljubljana) p.382-389

⁷⁷ Arina Nikitina. *Succesfull Public Speaking*.(Amsterdam: The Dutch Academic Network, 2011) P.18-22

CHAPTER III

BIOGRAPHY OF SOEKARNO

This chapter discusses the biography of Sukarno includes educational background, political biography, and the end of the life of Sukarno. Soekarno was the first President of Indonesia that famous for his speeches. One of Sukarno's famous speeches entitled "Only a Nation with Self Reliance can Become a Great Nation" that delivered on the National Awakening Day of 1962 is a speech examined in this thesis.

A. BRIEF HISTORY OF SOEKARNO

President Soekarno's birth name is actually Koesno Sosrodihardjo, he was born in Surabaya, East Java, on June 6, 1901. If the views of its history, was Indonesia's first President Soekarno, who served in the 1945-1966 period, he also plays an important role for independence of Indonesia from Dutch colonialism.⁷⁸ In addition, Soekarno also a digger Pancasila as he who first sparked the concept of the Indonesian state and he himself also is named Pancasila. He is also a Proclaimer of Indonesian Independence (along with Mohammad Hatta) which occurred on August 17, 1945.⁷⁹

⁷⁸ Cindy Adams. *Soekarno An Auto-Biography as Told to Cindy Adams*. (Jakarta: PT.Gunung Agung, 1966) p.1-2

⁷⁹ Soekarno. *Di Bawah Bendera Revolusi*. (Jakarta: Bung Karno Foundation, 2005) p.3 Vol.2

1. Educational Biography of Soekarno

Soekarno was born with a father named Raden Soekemi Sosrodihardjo and his mother Ida Ayu Nyoman Rai. The two met when Raden Soekemi who was an elementary school teacher was placed on Natives in Singaraja, Bali. Nyoman Rai is a descendant of a noble Hindu Bali and while Raden Soekemi themselves Muslim.⁸⁰ They already have a daughter named Sukarmini before Soekarno was born. When small Soekarno lived with his grandfather, Prince Hardjokromo in Tulung Agung, East Java.⁸¹

The first time he went to school at Great Tulung Agung until he moved to Mojokerto, following her parents who were assigned in the city. In Mojokerto, her father Soekarno to enter Eerste inlandse School, the school where he worked. Then in June 1911 Soekarno moved to Europeesche Lagere School (ELS) to make it easier to be accepted in Hoogere Burger School (HBS).⁸² In 1915, Soekarno had completed his education at ELS and managed to continue to HBS in Surabaya, East Java. It can be accepted at HBS for the help of a friend of his father who named HOS

⁸⁰ Cindy Adams. *Soekarno An Auto-Biography as Told to Cindy Adams*. (Jakarta: PT.Gunung Agung, 1966) p.1-2

⁸¹ Andi Setiadi. *The Man Who Change The World: Jimmy Carter, Jawaharlal Nehru, Soekarno*.(Yogyakarta: Ircisod, 2014) p.238

⁸² Cindy Adams. *Soekarno An Auto-Biography as Told to Cindy Adams*. (Jakarta: PT.Gunung Agung, 1966) p.10-12

Tjokroaminoto. Tjokroaminoto even gave shelter to Soekarno in the dormitory residence.⁸³

In Surabaya, Soekarno many met with SI leaders, led Tjokroaminoto organization at the time, such as Alimin, Musso, Dharsono, Haji Agus Salim, and Abdul Muis. Soekarno then active in youth organizations Dharmo Tri Koro formed as an organization of Budi Utomo. Name of the organization then he change to Jong Java (Java Youth) in 1918. In addition, Soekarno also writes in the daily "Oetoesan Indies" led by Tjokroaminoto.⁸⁴

After graduated from HBS in Juli 1921, Soekarno continued to Technische Hoogeschool (now ITB) in Bandung majoring in civil engineering in 1921, two months after he left college, but in 1922 signed back and graduated in 1926.⁸⁵ Soekarno passed the test engineer on May 25, 1926 and on the 6th Anniversary of TH Bandung on July 3, 1926 he graduated with eighteen other engineers. Prof. Jacob Clay, chairman of the faculty at the time stated "Especially important events for us because there are 3 of them engineers Javanese people". When in Bandung, Soekarno lived at the residence Haji Sanusi who is a member of the

⁸³ Andi Setiadi. *The Man Who Change The World: Jimmy Carter, Jawaharlal Nehru, Soekarno.*(Yogyakarta: Ircisod, 2014) p.240

⁸⁴ Cindy Adams. *Soekarno An Auto-Biography as Told to Cindy Adams.* (Jakarta: PT.Gunung Agung, 1966) p.27

⁸⁵ M.C. Rickflefs. *Sejarah Indonesia Modern 1200-2004.*(Jakarta: Serambi Pustaka, 2008) p.376

SI and sidekick Tjokroaminoto.⁸⁶ There he interacted with Ki Hajar Dewantara, Cipto Mangunkusumo, and Dr. Douwes Dekker, who was then the leader of the National Indische Partij organization.⁸⁷

2. Political Biography of Soekarno

Soekarno for the first time became famous when he became a member of Jong Java Surabaya branch in 1915. For those organizations that Soekarno nature of Central Java and just think culture be a challenge. In the annual plenary meeting held Soekarno Surabaya branch of Jong Java tumultuous session with a speech using the Java language (rough). A month later he sparked a fierce debate by suggesting that Java Jong newspaper published in Malay only, and not in Dutch.⁸⁸

In 1926, Soekarno founded the Algemene Studie Club in London which is the result of inspiration from Dr. Indonesische Study Club. Atopic Dermatitis. This organization became the forerunner of the National Party of Indonesia was established in 1927.⁸⁹ Soekarno's PNI activity in causing arrested Netherlands on December 29, 1929 in Yogyakarta and the next day moved to

⁸⁶ Cindy Adams. *Soekarno An Auto-Biography as Told to Cindy Adams*. (Jakarta: PT.Gunung Agung, 1966) p.55

⁸⁷ Andi Setiadi. *The Man Who Change The World: Jimmy Carter, Jawaharlal Nehru, Soekarno*.(Yogyakarta: Ircisod, 2014) p.244

⁸⁸ Cindy Adams. *Soekarno An Auto-Biography as Told to Cindy Adams*. (Jakarta: PT.Gunung Agung, 1966) p.90-91

⁸⁹ M.C. Rickfefs. *Sejarah Indonesia Modern 1200-2004*.(Jakarta: Serambi Pustaka, 2008) p.377

London, was sent to prison for Banceuy. In 1930 he moved to Sukamiskin and in that year he raised a phenomenal pledoi Indonesia Sues (plea), to be released again on December 31, 1931.⁹⁰

In July 1932, Soekarno joined the Party of Indonesia (Partindo), which is a fraction of the PNI.⁹¹ Soekarno was re-arrested in August 1933, and was exiled to Flores. Here, Soekarno almost forgotten by the national figures. But his spirit still burning as implied in every letter to a teacher named Ahmad Hasan Islamic Union. In 1938 until 1942 Soekarno was exiled to Bengkulu province. Soekarno new free returns during the Japanese occupation in 1942.⁹²

At the beginning of the Japanese colonial period (1942-1945), the Japanese government had not noticed the movement of Indonesian figures mainly to "secure" its presence in Indonesia. It looks at the Movement 3A with characters and Mr. Shimizu. Shamsuddin is less popular.⁹³ But ultimately, the Japanese occupation government attention and at the same time utilizing Indonesian figures such as Soekarno, Mohammad Hatta, and other

⁹⁰ Soekarno. *Indonesia Menggugat*. (Yogyakarta: PUSTEP UGM, 2004) p.83

⁹¹ M.C. Rickflefs. *Sejarah Indonesia Modern 1200-2004*.(Jakarta: Serambi Pustaka, 2008) p.388

⁹² Cindy Adams. *Soekarno An Auto-Biography as Told to Cindy Adams*. (Jakarta: PT.Gunung Agung, 1966) p.73-80

⁹³ M.C. Rickflefs. *Sejarah Indonesia Modern 1200-2004*.(Jakarta: Serambi Pustaka, 2008) p.411

organizations within each agency and institution to attract the hearts of the Indonesian population. Mentioned in various organizations such as Hokokai Java, Central People's Power (Putera), BPUPKI and PPKI.⁹⁴ And finally national leaders to work together with the government to reach the Japanese occupation of Indonesia's independence, even though some are doing underground movement like Sutan Syahrir and Amir Sjarifoeddin because they think Japan is a dangerous fascist.⁹⁵

Soekarno with national figures begin to prepare themselves before the proclamation of independence of the Republic of Indonesia. After hearing Investigation Agency Business BPUPKI Preparation of Indonesian Independence, Small Committee consisting of eight people (official), Small Committee consisting of nine committee (which produces the Jakarta Charter) and the Preparatory Committee for Indonesian Independence PPKI, Soekarno-Hatta Indonesia State founded based on Pancasila and the 1945 Constitution.⁹⁶

After seeing Marshal Terauchi in Dalat, Vietnam, Rengasdengklok events happened on the date August 16, 1945; Soekarno and Mohammad Hatta were persuaded by the youth to go

⁹⁴ Cindy Adams. *Soekarno An Auto-Biography as Told to Cindy Adams*. (Jakarta: PT.Gunung Agung, 1966) p.151

⁹⁵ Andi Setiadi. *The Man Who Change The World: Jimmy Carter, Jawaharlal Nehru, Soekarno*.(Yogyakarta: Ircisod, 2014) p.250

⁹⁶ Andi Setiadi. *The Man Who Change The World: Jimmy Carter, Jawaharlal Nehru, Soekarno*.(Yogyakarta: Ircisod, 2014) p.260

away to boarding troops Map Rengasdengklok Defenders of the Homeland. Youth leaders who persuaded among others Soekarni, Wikana, Singgih and Chairul Saleh. The youths demanded that Soekarno and Hatta proclaimed Indonesian independence immediately, because in Indonesia happened vacuum of power.⁹⁷ This is because the Japanese had surrendered and Allied troops had not arrived. But Soekarno, Hatta and the figure declined on the grounds waiting for clarity about the Japanese surrender.⁹⁸

Another reason is that developing the right moment to Soekarno establish the independence of the Republic of Indonesia which is chosen on August 17, 1945 when it coincided with Ramadan, the Muslim holy month which is believed to be the first month of the revelation of the Muslims to the Prophet Muhammad, Al Qur'an. On 18 August 1945, Soekarno and Mohammad Hatta PPKI be appointed by the President and Vice President of the Republic of Indonesia. On August 29, 1945 on the appointment of a president and vice-president confirmed by KNIP.⁹⁹

Position of President Soekarno in 1945 is the position of the President as head of government and head of state (presidential/single executive). During the revolution, the system of

⁹⁷ M.C. Rickflefs. *Sejarah Indonesia Modern 1200-2004*.(Jakarta: Serambi Pustaka, 2008) p.426

⁹⁸ Cindy Adams. *Soekarno An Auto-Biography as Told to Cindy Adams*. (Jakarta: PT.Gunung Agung, 1966) p.145

⁹⁹ Andi Setiadi. *The Man Who Change The World: Jimmy Carter, Jawaharlal Nehru, Soekarno*.(Yogyakarta: Ircisod, 2014) p.263

government changed to double executive. President Soekarno as head of state and Syahrir as Prime Minister/Head of Government.¹⁰⁰ It happened because of the vice president's edict no. X, and the government announcement in November 1945 of a political party. It is taken to the Republic of Indonesia is considered a more democratic country.¹⁰¹

President Soekarno also provides many ideas in the international world. Concern over the fate of the peoples of Asia and Africa, still not independent, yet have the right to self-determination, causing the president Soekarno, in 1955, took the initiative to hold the Asian-African Conference in Bandung, which produced Dasa Sila. Known as the Bandung Asian-African Capital.¹⁰² Inequality and conflict due to a "time bomb" that left the western countries are still concerned that branded imperialism and colonialism, inequality and fears of the emergence of a nuclear war that changed civilization, injustice international agencies in conflict resolution is also a concern. With President Joseph Broz Tito (Yugoslavia), Gamal Abdel Nasser (Egypt), Mohammad Ali Jinnah (Pakistan), U Nu, (Burma) and Jawaharlal Nehru (India), he held

¹⁰⁰ M.C. Rickflefs. *Sejarah Indonesia Modern 1200-2004*.(Jakarta: Serambi Pustaka, 2008) p.439

¹⁰¹ Soekarno. *Di Bawah Bendera Revolusi*. (Jakarta: Bung Karno Foundation, 2005) p.13 vol.2

¹⁰² M.C. Rickflefs. *Sejarah Indonesia Modern 1200-2004*.(Jakarta: Serambi Pustaka, 2008) p.492

Asian-African Conference that led to the Non-Aligned Movement.¹⁰³

3. End of Life Biography of Soekarno

Soekarno health has begun to decline since August 1965. Previously, he was declared suffering from kidney problems and had undergone treatment in Vienna, Austria in 1961 and 1964. He still survive for 5 years before finally died on Sunday, June 21, 1970 at Army Hospital Gatot Subroto, Jakarta with status as political prisoners. Although Soekarno had requested that he be buried in the Palace Slate, Bogor, but the government of President Soeharto choose Blitar, East Java, as the burial place of Soekarno.¹⁰⁴

B. HISTORICAL CONTEXT OF SOEKARNO'S SPEECH

After the people of Indonesia proclaimed independence on August 17, 1945, the Dutch are still trying to control the territory of Indonesia. This was marked by the return of Dutch and British troops to the Indonesian territory in mid-September 1945.¹⁰⁵ Throughout October, British and Dutch troops had arrived in Medan, Padang, Palembang, Semarang and Surabaya. Their arrival brought a mission

¹⁰³ Soekarno. *Di Bawah Bendera Revolusi*. (Jakarta: Bung Karno Foundation, 2005) p.223-224 vol.2

¹⁰⁴ Andi Setiadi. *The Man Who Change The World: Jimmy Carter, Jawaharlal Nehru, Soekarno*.(Yogyakarta: Ircisod, 2014) p.270

¹⁰⁵ M.C. Rickfefs. *Sejarah Indonesia Modern 1200-2004*.(Jakarta: Serambi Pustaka, 2008) p.434-435

to free European captives held by the Japanese. But there is a hidden mission to colonize the territory of Indonesia which was previously controlled by the Dutch.¹⁰⁶ The troops who came to Indonesia were led by Lt. Gen. Philip Christison and Lieutenant General Hubertus J. Van Mook.

The arrival of British and Dutch army into Indonesia further heightened tensions in Java and Sumatra. There were several battles between Indonesian troops against the combined British and Dutch forces such as in Surabaya and Semarang. In October 1945, the leader of Nahdlatul Ulama' issued a jihad call to defend Indonesia's independence. The call for the war to defend the nation has made the resistance of the Indonesian people larger and stronger, especially in the area of East Java which is the basis of the largest Islamic organization.¹⁰⁷ The battle of 10 November 1945 in Surabaya became a proof that Indonesia was very difficult to defeat by British and Dutch troops.¹⁰⁸

1. West Irian Conflict

Due to the strong resistance of the Indonesian people during the colonization effort during 1945-1949, the Dutch then moved troops to Eastern Indonesia such as Sulawesi, Maluku and

¹⁰⁶ Soekarno. *Di Bawah Bendera Revolusi*. (Jakarta: Bung Karno Foundation, 2005) p.9-10 vol.2

¹⁰⁷ Andi Setiadi. *The Man Who Change The World: Jimmy Carter, Jawaharlal Nehru, Soekarno*.(Yogyakarta: Ircisod, 2014) p.275

¹⁰⁸ M.C. Ricklefs. *Sejarah Indonesia Modern 1200-2004*.(Jakarta: Serambi Pustaka, 2008) p.438-439

West Irian. According to the Netherlands, the territory of East Indonesia which has abundant natural resources is very profitable for the Dutch. As for other reasons, Indonesia is easier to defeat than Sumatra or Java. The Netherlands considers Nationalism and the spirit of independence not possessed by the people in Eastern Indonesia because of distance and differences in social background.¹⁰⁹

In fact, the Indonesian people's resistance to the Dutch was not only done through war. The Indonesian government led by President Soekarno also made other efforts in the form of diplomacy through the United Nations (United Nations). In addition to this, the Government of Indonesia and the Government of the Netherlands had several times entered into agreements, including Linggarjati Agreement, Renville Agreement, and Round Table Conference (KMB).¹¹⁰ However, the Agreements are often betrayed by the Dutch and most of the contents harm Indonesia. The main problem that never finished is about the territory of Indonesia, especially the problem of West Irian (Papua). Even until the momentum of recognition of the sovereignty of the Republic of Indonesia by the Dutch on 27

¹⁰⁹ Soekarno. *Di Bawah Bendera Revolusi*. (Jakarta: Bung Karno Foundation, 2005) p.15-17 vol.2

¹¹⁰ M.C. Rickfles. *Sejarah Indonesia Modern 1200-2004*.(Jakarta: Serambi Pustaka, 2008) p.466

December 1949, the problem of West Irian was postponed its completion.¹¹¹

The West Irian problem was then slightly forgotten by the Indonesian Government facing internal conflicts in the period 1948-1960. In that period, there was some rebellion by groups who were dissatisfied with the government and then wanted to establish their own state. Some of these rebel groups include: Madiun rebellion by the PKI, DI/TII Rebellion, and PRRI/Permesta Rebellion in Sumatra and Sulawesi.¹¹² All the attention of the government of the Republic of Indonesia is focused on overcoming the insurgencies for the stability of the newly established state. The economic crisis is also another problem that the Indonesian government must solve as the responsibility of the welfare of the Indonesian people.¹¹³

In 1961, the West Irian issue again arose because the Dutch foreign minister filed a resolution for West Irian (Papua) in the General Assembly United Nations session. The purpose of Mr. Lunins is separating the territory of West Irian from the territory of the Republic of Indonesia by establishing the State of Papua on the basis of the right of self-determination rights. For

¹¹¹ Soekarno. *Di Bawah Bendera Revolusi*. (Jakarta: Bung Karno Foundation, 2005) p.140-145 vol.2

¹¹² M.C. Rickfles. *Sejarah Indonesia Modern 1200-2004*.(Jakarta: Serambi Pustaka, 2008) p.508-530

¹¹³ Soekarno. *Di Bawah Bendera Revolusi*. (Jakarta: Bung Karno Foundation, 2005) p.174-180 vol.2

the Indonesian government, the Dutch effort to bring the West Irian problem to the International meeting became a serious problem that needed to be responded quickly.¹¹⁴ President Soekarno sent Mr. Soebandrio as the foreign minister to the United Nations (UN) hearing to prevent the establishment of the Papuan state. For Soekarno, West Irian territory has ties with other regions of Indonesia from Sabang to Merauke. So the Dutch attempt to seize West Irian must be thwarted.¹¹⁵

In addition to making diplomatic efforts at the United Nations (UN) forum, Soekarno also mobilized the army and people to support the liberation of West Irian.¹¹⁶ On 19 December 1961 during the anniversary of the Dutch attack on Yogyakarta, Soekarno issued TRIKORA (Three People's Command), which contained three commands: Thwarting the formation of a puppet state of Papua, Raising the Flag of Indonesia in West Irian territory, and mobilizing the people for combat. Soekarno had a target to seize the territory of West Irian before January 1, 1963 through the manner of confrontation and war.¹¹⁷

¹¹⁴ Soekarno. *Di Bawah Bendera Revolusi*. (Jakarta: Bung Karno Foundation, 2005) p.499 vol.2

¹¹⁵ M.C. Rickfles. *Sejarah Indonesia Modern 1200-2004*.(Jakarta: Serambi Pustaka, 2008) p.530-531

¹¹⁶ M.C. Rickfles. *Sejarah Indonesia Modern 1200-2004*.(Jakarta: Serambi Pustaka, 2008) p.531

¹¹⁷ Soekarno. *Di Bawah Bendera Revolusi*. (Jakarta: Bung Karno Foundation, 2005) p.500-501 vol.2

After his speech on December 19, 1961 in Yogyakarta, Soekarno then sent troops to the West Irian region to begin the plan to seize West Irian from the Netherlands.¹¹⁸ While traveling to the regions of Indonesia, Soekarno always delivered a speech on the importance of the effort to liberate West Irian from the Dutch. According to Soekarno, the liberation of West Irian is a proof that the Indonesian nation has principles, character, nationalism, and Patriotism. The struggle for West Irian liberation is the basis of the nation and character building of Indonesia.¹¹⁹

2. Historical background of Soekarno's Speech

On the anniversary of National Awakening Day on May 20, 1962, Soekarno delivered a speech to thousands of people entitled "Only a Nation with Self Reliance Can Become a Great Nation". The speech was delivered at the State Palace and is still related to the West Irian dispute between the Indonesian government and the Netherlands. Through this speech, Soekarno criticized the Dutch government as a colonial state and called on the Indonesian people to fight together to free West Irian (Papua).

Through the speech, first, Soekarno invites all the people of Indonesia to recall the moment of national awakening day as

¹¹⁸ M.C. Rickflefs. *Sejarah Indonesia Modern 1200-2004*. (Jakarta: Serambi Pustaka, 2008) p.540

¹¹⁹ Soekarno. *Di Bawah Bendera Revolusi*. (Jakarta: Bung Karno Foundation, 2005) p.520 vol.2

the beginning of the movement to achieve Indonesia's independence. The establishment of the Boedi Oetomo organization on May 20, 1908 has been the driving force behind the spirit of patriotism and nationalism throughout Indonesia. After Indonesia's national revival in 1908, resistance to Dutch colonialism took place throughout Indonesia. So when the territory of West Irian wants to be controlled by the Dutch, the people of Indonesia must resist the colonial efforts.

Secondly, Soekarno criticized the Dutch as a nation that did not understand their own history. This is evidenced by the continued independence of Dutch hero Williem Van Oranje. Because of not understanding history, the Dutch actually become a nation that oppresses and always interfere with other nations including Indonesia. According to Soekarno, Prince Williem Van Oranje is a figure to be cherished by all nations in the world because of the spirit of liberation.

Thirdly, Soekarno wants to convey a message to the people of Indonesia that the struggle of Asian and African countries to achieve independence is not the work of one character. The independence of countries like India, Egypt, and the Philippines was achieved because of the "social conscience of men". The movement of the Indonesian people during the period 1908-1962 was a word movement that Soekarno believed through the movement would bring victory for Indonesia. The movement

to build a Unitarian State which is free and independent, with a territory from Sabang to Merauke, is not made by one leader, but was made by the entire people of Indonesia.

Fourthly, Soekarno called on all Indonesians to fight for the liberation of West Irian from the Netherlands. If the Dutch want to invite the war, then Indonesia should be ready to fight it. He reminded the people of Indonesia about the struggle for Indonesian independence filled with the sacrifices of the fighters. The sacrifice is based on the love of the nation and the country that must be continued by future generations. Soekarno wanted to invite the people of Indonesia to participate in Mandala's operation so that the target of raising the red and white flag could be realized before January 1, 1963.

CHAPTER IV

COHESION ANALYSIS OF SOEKARNO'S SPEECH

This chapter discussed the types of cohesion contained in the text of Sukarno's speech entitled "Only a Nation with Self Reliance can become a Great Nation". This chapter presents examples and analysis of the use of grammatical cohesion and lexical cohesion contained in the text of the speech entitled "Only a Nation with Self Reliance can become a Great Nation". In the end of this chapter discussed pedagogical implication and the contribution of this study for English education.

A. GRAMMATICAL COHESION ANALYSIS

Cohesion is a meaning that refers to the relationship of meaning in a discourse. The relationship takes place in certain grammatical and lexical strata. Grammatical cohesion in the "Only a Nation with Self Reliance can become a Great Nation" speech includes reference, substitution, ellipsis, and conjunction.

1. Reference

Reference is an act of directing or indicating something by using some linguistic elements. Reference is a systemic relation. The reference is no way constrained to match the grammatical class of the item it refers to. Reference is a

particular type of cohesion and its criteria is the specific nature of the information that is signaled for retrieval.

Here are examples and discourse analysis of using grammatical cohesion in the form of reference:

- (1) *A few moments ago I have awarded medals of merit and honour to some widows of heroes and to heroes who all have had wonder great merits in discharging **their** patriotic duties in defending the republic of Indonesia.* (Line 4-6)
- (2) *When I led the supreme advisory Council's session some days ago, it was true that at the moment I instructed Mr. Muhammad Yamin. In **his** capacity of minister for special Affairs/ Minister of Information, to arrange in the centre and in the regions.* (line 11-13)
- (3) *When I led the supreme advisory Council's session some days ago, **it** was true that at the moment I instructed Mr. Muhammad Yamin.* (line 11-12)
- (4) *And I am touched that I have planned **these** medals of merit and honour, at this moment that entire Indonesian Nation is commemorating the Nation Reawakening day.* (line 7-8)
- (5) *Insulinde as has been said by Mr. Conrad Theodore van Deventer'? There was **another** Dutchman, profesor Mr. P. J. Veth, who in his great work.* (line 31-32)

In example (1), the sentence contains personal reference showed by word "their". It refers to "widows of heroes and to

heroes”. Example (2) also categorized as personal reference showed by word “his”. It refers to “Muhammad Yamin”. In example (1) and (2) are personal reference type possessive determiners. Example (3) the sentence contains demonstrative reference showed by word “it”. The word “it” refers to “the supreme advisory Council’s session”.

While in example (4) is categorized as demonstrative reference, showed by word “these”. These explain that the medals more than one and “these” classed as specific demonstrative. The last example (5) contains comparative reference showed by the word “another”. It explains the two Dutchman; Mr. Conrad Theodor and Profesor P.J. Veth. The result of speech analysis in reference types as follow:

No .	Types of Reference	Data	Unit	Σ
1.	Personal Reference	Their I You, his it we us him its	37 135 2 7 29 104 12 1 7	36 5

		They	6	
		He	5	
		You	2	
		Them	2	
		Our	16	
2.	Demonstrative reference	The	289	36 4
		These	4	
		This	51	
		That	16	
		those	4	
3.	Clausal reference	More	54	64
		Other	6	
		Such	2	
		As Soft As	1	
		As Strong As	1	
Total Reference				79
				3

Table 4.1 Reference in Soekarno's speech

2. Substitution

Substitution is a type of cohesion that maintains relations on the lexicogrammatical level of a sentence or a sentence in a text. It is performed by using a substitute that is a sort of counter employed in place of the repetition of a particular item. The

substitute has the same structural function as that for which it substitutes.

No.	Types of Substitution	Data	Unit	Σ
1	Clausal Substitution	If	16	18
		Will	1	
		Order	1	
2	Nominal Substitution	-	-	0
3	Verbal Substitution	-	-	0
Total Substitution				18

Table 4.2 Substitution in Soekarno's speech

Here are examples and discourse analysis of using grammatical cohesion in the form of Substitution:

(6) *The Dutch always say: 'hey Sukarno is **the trouble maker**'.*

It is he who always makes trouble, makes nuisance, and makes chaos. Why is it that the Dutch say so? (line 54-55)

(7) *Based upon this conviction that I said to **prefer a peaceful way rather than the use of armed force**, while saying so. (line 94-95)*

(8) *...but don't forget, that only **a nation who stands on its own strength can become a great nation**. Even more so (line 158-159)*

Example (6), (7), and (8) contains substitution typed clausal substitution. It showed by the word “so”. The word “so” substitute previous clause. “so” in example (6) substitute “the trouble maker”, in example (7) substitute “to prefer a peaceful way rather than the use of armed force”, and in example (8) “so” substitute “a nation who stands on its own strength can become a great nation”. Based on my analysis in Soekarno’s speech entitled “Only a Nation with Self Reliance can Become a Great Nation” there is neither nominal substitution and verbal substitution.

3. Ellipsis

Ellipsis may be explained as ‘something left unsaid’, and ‘unsaid’ implies ‘but understood nevertheless’. In certain contexts it is possible to leave out a word or phrase rather than repeating it. This device is called ellipsis. Ellipsis and substitution are very similar to each other.

Here are examples and discourse analysis of using grammatical cohesion in the form of ellipsis:

(9) *On the 20th of May 1908, we have founded what we called the National Movement for **the first** time.* (line 219-220)

(10) *This given me strength, and therefore, I invite you again for so **many** times this evening, let us march on.* (line 191-192)

- (11) *...I am not only bowing my head while asking to God Almighty that He will give **the best** place to all our heroes....*
(line 232-233)
- (12) *The spirit of the tiger in the hearts of the Indonesian Nation is dead, as the result of the **hundreds** of years of imperialism.* (line 35-36)
- (13) ***Why** is it that the Dutch say so? Because the Dutch do not understand history.* (line 55-56)
- (14) ***What** was the result of the discussions between Luns and Dean Rusk, my dear brothers and sisters? A statement was issued.* (line 113-114)

Example (9), (10) and (12) contains nominal ellipsis typed numeral signaled by the word “the first”, “many” “and “hundreds”. “The first” is ordinal numeral ellipsis, while “many” and “hundreds” are indefinite numeral ellipsis. In example (11), there is nominal ellipsis showed by the word “the best”. “The best” is superlative form of epithet nominal ellipsis. While example (13) and (14) are clausal ellipsis showed by the word “why” and “what”. “Why” and “what” are WH ellipsis elements and must be position as question. Here are the result of ellipsis analysis:

No	Types of Ellipsis	Data	Unit	Σ
1.	Nominal Ellipsis	Few which council's every Hundreds my Certain The Second Much The First Several Clearer Strongest The best	1 12 1 7 2 15 1 2 2 4 1 1 1 1	51
2.	Clausal Ellipsis	Why	1	1
3.	Verbal Ellipsis	-	-	0
Total Ellipsis				52

Table 4.3 Ellipsis in Soekarno's speech

4. Conjunction

Conjunctions are resources for making transition in the unfolding of text. Conjunctive relations specify the way in which

what follows in a text is linked to what has gone before, based on their specific meanings.

Here are examples and discourse analysis of using grammatical cohesion in the form of conjunction:

- (15) *If the Indonesian Nation reawakening, **that is** the manifestation of the ‘Social Conscience of Men’.* (line 76-77)
- (16) *that the British could properly say **for instance** that Gandhi was a trouble make* (line 66-67)
- (17) *I know the commemoration at **thus** Negara Palace, is observed by the entire people of Indonesia from Sabang to Merauke.* (line 15-16)
- (18) *Based upon this conviction that I said to prefer a peaceful way **rather** than the use of armed force* (line 94-95)
- (19) *Because of that I say, water which comes out of this spring, every atom coming from this source though it has left the spring while going to the sea, **in fact** remains faithful to its spring.*(line 214-216)
- (20) *At the time we had already vaguely defined that the Indonesian Nation shall become a great **and** free Nation.* (line 220-221)
- (21) ***On the other hand** we, the Indonesia Nation see in prince Willem van Oranje one of freedom ,fighter.*(line 46-47) conj.
Extension adversative

- (22) *And I am touched that I have planned these medals of merit and honour, **at this moment** that entire Indonesian Nation is commemorating the Nation Reawakening day.* (line 6-7)
- (23) *Therefore, we who are **here**, behind the Mandala frontline, come let us unite ourselves as strong as possible, be prepared to participate in the liberation of West Irian.* (line 238-239)

Example (15), (16) and (17) are elaboration conjunction showed by the word “that is”, “for instance”, and “thus”. All of three examples are kinds of elaboration namely apposition. Apposition means a word or phrase which explains other preceding phrase or clauses. Example (15) is expository apposition, example (16) and (17) are exemplifying apposition.

While example (18) and (19) are elaboration conjunction typed clarification showed by the word “rather” and “in fact”. Clarification is elaborated element that is reinstated, summarized, made more precise in some other way clarified for the purpose of discourse. The example (18) include in corrective clarification and example (19) include in verifactive clarification.

In example (20) and (21) contain extension conjunction. It showed by the word “and” and “on the other hand”. Example (20) is extension conjunction typed additive, because “and” included in presupposed item. While example (21) is extension

conjunction typed adversative, because indicate contrary to expectation.

In example (22) and (23) contain enhancement conjunction showed by the word “at this moment” and “here” because those word expands another with circumstantial time and place. Example (22) include in spatio-temporal enhancement and example (23) include in matter enhancement. Here are the result of conjunction analysis based on the speech:

No .	Types of Conjunction	Data	Unit	Σ
1.	Extension	Why – And - Also But - On The Other Hand – Contrary - Yet	1 – 57 - 8 18 1 1 - 1	86
2.	Enhancement	At this moment In the- In - Though Therefore - there On - At At The Time Now - So	1 15 - 39 - 4 9 - 5 32 - 5 3 1 - 7 3 - 2 3 - 2 1	132

		Before - Here Now - Then Despite		
3.	Elaboration	Or	10	21
		Especially	2	
		For Instance	2	
		That is	1	
		In Fact	3	
		Rather	1	
		Thus	1	
		In short	1	
Total Ellipsis				239

Table 4.4 Conjunction in Soekarno's speech

B. LEXICAL COHESION ANALYSIS

Lexical Cohesion comes about through the selection of items that are related in some way to those that have gone before. Lexical cohesion in the "Only a Nation with Self Reliance can become a Great Nation" speech includes Reiteration and Collocation.

1. Reiteration

Reiteration represents the repetition of a lexical item, or the occurrence of a synonym of some kind in the context of reference; this is why reiteration is considered to be a type of lexical cohesion which is formed of a lexical item at one end of

the scale, a repeated word at the other end of the scale and a synonym. Reiteration consists of repetition, synonym, superordinate, and general word.

Here are examples and discourse analysis of using lexical cohesion in the form of reiteration in repetition category:

(24) *Come let's go ahead to **the sea**. **The sea** of the implementation of the message of the people's offerings.*
(line 227-228)

(25) *Because we left this source and stream to **the sea**. But yet I say, come let us go ahead towards **sea**.* (line 200-201)

(26) *And now we have gathered in Djakarta, in the Negara Palace, to hold **this commemoration**. And I know **the commemoration** at thus Negara Palace, is observed by the entire people of Indonesia from Sabang to Merauke.*
(Paragraph 3)

(27) *A **peculiarity**, though a wonderful **peculiarity**.*
(Paragraph 4)

(28) *Mr. P. J. Veth said, that **the tiger** in him was killed. The spirit of **the tiger** in the hearts of the Indonesian Nation is dead, as the result of the hundreds of years of imperialism.*
(Paragraph 6)

(29) *It is not **more than proper** that we be glad. It is not **more than proper** that we thank God Almighty.* (Paragraph 7)

(30)on the 20th of May 1908 has reawaken; that we commemorate the 20th of May 1908 as the day of the reawakening..... (Paragraph 7)

Example (24) and (25) are types of reiteration showed by the word “the sea” that repeated in next sentence. Example (24) until (30) include in reiteration typed repetition. Repetition is the direct form of lexical cohesion is repetition of lexical item. Here are the result of speech analysis:

Repetition	Pa r	Repetition	Pa r
The sea (2)	29	Movement of History	10
Sea	27	Jose Rizal Y Mercado	12
Commemoration	3	Nation Reawakened (3)	13
Peculiarity	4	this conviction	14
The tiger	6	Negotiation	15
Proper	7	Statement	17
Willem Van Oranje	8	territory under our authority	18
Military forces	21	God Almighty	25
No mendicancy	22	Clearer	22
The Dutch	9	Gradually	22
Total Repetition			Σ 23

Table 4.5 Repetition in Soekarno's speech

Here are *examples* and discourse analysis of using lexical cohesion in the form of reiteration in synonym category:

- (31)*glorifying Willem van Oranje, their **hero** of freedom. On the other hand we, the Indonesia Nation see in Prince Willem van Oranje one of freedom **fighter**.* (line 46-48)
- (32) *Because of that I ask to make notes, to be noted by all **diplomats** present here, especially to be noted by H. E. the **ambassador** of the United State of America.* (line 104-105)
- (33) *Therefore, we who are here, behind the **Mandala** frontline, come let us unite ourselves as strong as possible, be prepared to participate in the liberation of **West Irian**.* (line 238-239)
- (34) *The tiger of Indonesia now **has arisen**. P. J. Veth said, that the Indonesian Tiger is dead, since we have been colonised by the Dutch for more than 300 years. On 20th of May 1908, the Indonesian Tiger **has awakening**.* (line 171-173)

The *example* (31) until (34) are reiteration typed synonym. In example (31) until (34) there are some words with same meaning. The result of speech analysis based of synonym aspect as follow:

No	Word	Par	Synonym	Par
1	Freedom	8,9,11,20, 29	Independence	10,12,20,2 6,27
2	Hero	1,8,31	Fighter	8,31
3	Liberated	15	Freed	15
4	Negotiations	15,17,18	Diplomacy	14
5	Discuss	17,18	Talk	17,18
6	Strength	20,22,23,2 5,27	Power	20,21,22
7	Aids	21	Help	21,22,27
8	Countries	21,23	States	17,18
9	World	13,27	Earth	8,29
10	Support	21	Assist	20,23,32
Total Synonym				10

Table 4.6 Synonym in Soekarno's speech

Here *are* examples and discourse analysis of using lexical cohesion in the form of reiteration in superordinate category:

(35) *The red and white flag will officially fly in the entire territory of West Irian, from the Radja Ampat isles to Merauke.* (line 243-244)

(36) *There was another Dutchman, profesor Mr. P. J. Veth, who in his great work wrote...* (line 32)

The example (35) and (36) contains reiteration typed superordinate. Superordinate is term for words that refer to upper class itself. In example (35) “West Irian” superordinate of “Radja Ampat and Merauke”, while in example (36) the word “Dutchman” is superordinate of “Profesor P.J. Veth”. Here are the result of speech analysis based on superordinate as follow:

No.	Word	Par	Superordinate	Par
1	West Irian	9,14	Merauke, Raja Ampat	27,32
2	Indonesia	1,3,6	Djakarta, Djambi,	21,3
3	Indonesian	2,5,6. .	Yamin, Soebandrio	3,20
4	Asia	21	Philippines, India	11,12
5	Dutchman	6	Luns, Deventer, Veth,	17,5,6
6.	American	16,19	Elsswood Bunker	16
7	The Center	3	The Region	3
Total Superordinate				7

Table 4.7 Superordinate in Soekarno’s speech

Here are examples and discourse analysis using of lexical cohesion in the form of reiteration in general word category:

(37) *But there is one thing I want to tell you. When Subandrio was in **Moscow**, the **Soviet Government**...* (line 137-138)

(38) ***The colonial government**, stated in one of his writings: **The wonder has come**. I therefore asked, if this is really the*

*reawakening of insulinde which has been made a sleep for hundreds of year by **the Dutch** ... (line 23-26)*

The example (32) and (33) are reiteration typed general word. General word is corresponded to major classis of lexical items, very commonly used with cohesive force. The example (32) and (33) contains general word such as; *Moscow and Soviet Government. The Dutch and The colonial government.*

No	Word	Par	General Word	Par
1	Moscow	20	Soviet Government	20
2	Mandala	31,32	West Irian	9,14,15,
3	The Dutch	1-5,..	Colonial Government	5
4	The Center	3	Djakarta	3
Total General Word				4

Table 4.8 General Word in Soekarno's speech

2. Collocation

Collocation is an expression consisting of two or more words that correspond to some conventional way of saying things. A sequence of words or terms that co-occur more often than would be expected by chance. In other words, two or more words that often go together.

Here are examples and discourse analysis of using lexical cohesion in the form of collocation:

- (39) *is it no more than proper that the moment of the reawakening of this **sleeping beauty**...*(line 26-27)
- (40) *There was another Dutchman, profesor Mr. P. J. Veth, who in his **great work** wrote, that due to the consequences of Dutch colonialism in Indonesia.* (line 32-33)
- (41) *The Dutch always say: 'hey Sukarno is **the trouble maker**'.*(line 54)
- (42) ***God Almighty** has given me his protection. Please keep this in mind.* (line 180-181)
- (43) *Come let's go ahead. **Go ahead!** Also in the struggle for the liberation if West Irian, we go ahead, despite of whatever obstacles.* (line 229-230)
- (44) *Come **let's go** ahead to the sea, sea of the implementation of the message of the people's offerings.* (line 227-228)

The example (34) until (39) are types of collocation because the word used together and sounds natural. Here are the result of collocation as follow:

No	Collocation	Composition	Par	Σ
1	Sleeping Beauty	Noun + Noun	5	3
2	Great Work	Adjective + Noun	6	1
3	Trouble Maker	Noun + Noun	9,10,11,12	6

4	God Almighty	Noun + Adjective	7,24, 25, 31	10
5	Let's Go	Verb + Verb	29	1
6	Go Ahead	Verb + adverb	30, 31	4
Total Collocation				25

Table 4.9 Collocation in Soekarno's speech

Based on the analysis of the text of Soekarno's speech there were several words and clauses of the type of personal references that were repeated like "I", and "We". The repetition was carried out by Soekarno to emphasize the main actor from the contents of his speech. "I" is a representation of Soekarno as President and Deputy of the Indonesian Government who wants to invite the Indonesian people to unite to fight the Dutch. "We" can be interpreted as a merger between the government and the people of Indonesia who must jointly try to free West Irian. Soekarno also repeated many words "West Irian" because the word was at the core of the whole discussion of the speech. The problem of West Irian, which had been delayed for decades, was immediately resolved by Soekarno. Then the National Awakening Day momentum in 1962 was made by Soekarno as an effort to invite the Indonesian people to unite to reclaim West Irian.

From the results of the analysis of Soekarno's speech, it can be seen that the speech was of a special occasion speech.¹²⁰ Because there was a special purpose Soekarno delivered the speech, which was an invitation to unite and fight to liberate West Irian. The speech was delivered by Soekarno using the manuscript method because Soekarno used text speech.¹²¹

Soekarno's speech entitled "Only a Nation with Self Reliance can become a Great Nation" dominated by grammatical cohesion. While lexical cohesion was found under 25 percent. This is because the type of written discourse such as speech text is dominated by grammatical cohesion. Lexical cohesion will be found in written discourse in the form of literary works such as novels and short stories. This is because literary works use non-formal languages and many use metaphors. On the contrary, written discourse in the form of scientific works will be dominated by grammatical cohesion. This is due to the use of formal language in scientific papers so that very little lexical cohesion is found.

¹²⁰ Ricky Teig. *Speech Writing and Types of Speeches*.(Florida: *Journal IFAS Extension*, 2011) p.2

¹²¹ Arina Nikitina. *Succesfull Public Speaking*.(Amsterdam: The Dutch Academic Network, 2011) p.18

C. PEDAGOGICAL IMPLICATION

Cohesion analysis is part of the discourse analysis developed by linguists in 1970-1980. Discourse analysis examines different types of discourse such as novels, short stories, and speech texts. Discourse analysis in the learning activities can be used to facilitate the teaching of language materials.

The language material that can be taught with discourse analysis approach is the ability to compose. The learning of writing skills is related to the activities of sharpen feelings, reasoning, imagination, and sensitivity to society, culture, and environment. This learning can equip students with creative experience in creating essays. In short, in the application of the DA model students can be directly faced with various types of discourse.

Learning skill learning model that can be used is DA model. With this model learning activities are not again ceasing on grammatical and vocabulary theories; in this model allows for the development of contextual learning situations and conditions, actual, and in accordance with the desired socio-cultural background. This model is one of the strategies in teaching and learning process. In the DA model implementation, teachers can prepare three stages: (1) exploration stage, (2) the interpretation stage, and (3) the creating stage.

D. CONTRIBUTION DISCOURSE ANALYSIS FOR ENGLISH STUDIES

Discourse analysis in the perspective of language study has its own peculiarities alone. Discourse analysis however is part of various forms of study against the language. Language studies have been conducted by linguists from different perspectives. Discourse analysis as part of a language study focuses on the study of internal discourse broad and detailed meaning.

Discourse analysis see language as something intact, not just in the form of language that appears to be born. Discourse analysts are very concerned the role of context and situation. Discourse analysis is the study of various language functions which is accompanied by context. This is certainly related to the search for meaning is present in a discourse as a form of language that must be viewed as something intact.

The neglect of outside factors of discourse, which is actually still part of discourse, will certainly reduce or obscure the meaning of a discourse. From the other side, discourse analysis still requires the study of language with grammatical on the formal properties of language. Discourse analysts can't ignore syntax and semantics. This matter hinting that discourse analysis as a language study still requires form and another way of study.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter discussed the result of study includes conclusions and suggestions. Conclusions section contained the answer of research question includes types of cohesion analysis in Soekarno's speech. In the last section of this chapter discussed suggestion for the next researcher.

A. CONCLUSIONS

Based on the results of the cohesion analysis of Soekarno's speech text entitled "Only a Nation with Self Reliance can become a Great Nation" it can be concluded:

1. The grammatical cohesion used in the speech entitled "Only a Nation with Self Reliance can become a Great Nation" are references, substitutions, ellipsis, and conjunction. There are not nominal substitution, verbal substitution, and verbal ellipsis in speech. There are reference (793), substitution (18), ellipsis (52), and conjunction (239). The lexical cohesion used in speech entitled "Only a Nation with Self Reliance can become a Great Nation" are reiteration (repetition, superordinate, synonym, and general word) and collocation. There are repetition (23), superordinate (7), synonym (10), general word (4), and collocation (25).

2. The dominant types cohesion in used in the speech entitled "Only a Nation with Self Reliance can become a Great Nation" are reference with (729) and divided into three classes; personal reference (365), demonstrative reference (364), and comparative reference (64).

B. SUGGESTIONS

Based on the above conclusions are suggested some things as follows:

1. The author of the speech should be more attention to the language aspect that is on the use of grammatical cohesion and lexical cohesion to improve the level of legibility. With the discovery of a type of grammatical cohesion and uneven lexical cohesion indicates that the language aspect of the speech texts is still not good.
2. Researchers in the English field should be able to explore and reveal problems in the field of discourse analysis. Many aspects of that discourse can be researched in addition to using cohesion analysis on speech discourse.

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APPENDIX I

SPEECH OF HIS EXCELLENCY PRESIDENT SUKARNO AT THE COMMEMORATION OF NATIONAL REAWAKING DAY, AT NEGARA PALACE ON 20TH MAY 1962

Dear Brother and Sisters,

A few moments ago I have awarded medals of merit and honour to some widows of heroes and to heroes who all have had wonder great merits in discharging their patriotic duties in defending the republic of Indonesia.

And I am touched that I have planned these medals of merit and honour, at this moment that entire Indonesian Nation is commemorating the Nation Reawakening day. All of you are aware, that 54 years ago, exactly on the way have stated our will to liberate our Fatherland again which had been colonized by the Dutch for more than 300 years.

When I led the supreme advisory Council's session some days ago, it was true that at the moment I instructed Mr. Muhammad Yamin. In his capacity of minister for special Affairs/ Minister of Information, to arrange in the centre and in the regions. As well the commemoration of this historic day, and now we have gathered in Djakarta, in the Negara Palace, to hold this commemoration and I know the commemoration at thus Negara Palace, is observed by the entire people of Indonesia from Sabang to Merauke.

Earlier the Vice Chairman of the Gotong Rojong House of representative H.E Mr. Subarnia said, that the Dutch in their statement called the birth of Budi Utomo in year 1908 a miracle, ‘a peculiarity, though a wonderful peculiarity’.

With this expression the Dutch showed their incomprehension of the will of history. As has been said by Mr. Subamia, it was indeed true that shortly after the Budi Utomo was founded in the year 1908, Mr. Conrad Theodore Van Deventer, one of the vanguards of what was called ‘the ethical course’ of the colonial government, stated in one of his writings: ‘Het wonder is geschied’. ‘insulinde, de schone slaapster, is ontwaakt’. (The wonder has come. Insulinde the sleeping beauty has awoken). I therefore asked, if this is really the reawakening of insulinde which has been made a sleep for hundreds of year by the Dutch, by the cudgel of Dutch imperialist, is it no more than proper that the moment of the reawakening of this sleeping beauty insulinde, be commemorated every year? To the Dutch who are possibility ridiculing us now, that we commemorate the Nation Reawakening day I asked: ‘is it no more than proper than proper that we, the Indonesian Nation commemorate the day of the reawakening of the sleeping beauty insulinde as has been said by Mr. Conrad Theodore van Deventer’?

Dear Brother and Sisters,

There was another Dutchman, profesor Mr. P. J. Veth, who in his great work wrote, that due to the consequences of Dutch colonialism in

Indonesia, the spirit of the tiger living in the hearts of the Indonesian Nation in former times, has entirely been killed. Mr. P. J. Veth said, that the tiger in him was killed (De tijger in hem is gedood). The spirit of the tiger in the hearts of the Indonesian Nation is dead, as the result of the hundreds of years of imperialism.

I therefore again ask Dutch or whose over ridicule us that on this day we are commemorating the Nation reawakening day, is it not more than proper that we be glad, is it not more than proper that we thank God Almighty, that the spirit of the tiger which according to the expression of Mr. P. J. Veth has already been killed in our hearts, on the 20th of May 1908 has reawaken; that we commemorate the 20th of May 1908 as the day of the reawakening, the coming into life again of the tiger of the Indonesia ? I ask the Dutch who are always ridiculing us is it not proper for a Nation who is indeed a great Nation to commemorate the reawakening of its patriotic spirit?

I express my surprise to the Dutch because I lately saw on the part of the Dutch, that they are no more commemorating and glorifying Willem van Oranje, their hero of freedom. On the other hand we, the Indonesia Nation see in prince Willem van Oranje one of freedom fighter, who should properly, be gloried, honoured not only by the Dutch people themselves but also by the Indonesia Nation because we ought to honour every hero on this earth.

This is sign that the Dutch lately do not understand anymore the spirit of freedom, that they are not glorifying anymore the spirit of freedom, because of that, we are not surprised, that the Dutch lately on the contrary very strenuously retain West Irian within their claws. I know, as I have said the other day at Semarang, that the Dutch hate me very much, the person Sukarno that the Dutch always say: 'hey Sukarno is the trouble maker'. It is he who always makes trouble, makes nuisance, and makes chaos. Why is it that the Dutch say so? Because the Dutch do not understand history. Because the Dutch do not understand, that all the activities of the Indonesian Nation, especially those activities in regard to the achievement of the full freedom of their fatherland from Sabang to Marauke are not made by one leader but emerge from the hearts of the entire Indonesian Nation.

I ask, if the Dutch say that, I, Sukarno, is the trouble maker, is it nice and is it proper if I say, 'that Prince Willem van Oranje is a trouble maker'? Was the independence movement in Egypt, the United Arab Republic, was the movement of history which emerged from the hearts of the Egypt at the time, now the United Arab Republic, was the movement of history which emerged from the hearts of the Egypt Nation.

I also ask: 'was the freedom movement in India the sole result of the work of the Krishna of Mahatma Gandhi only, or Jawaharlal Nehru only, so that the British could properly say for instance that Gandhi was a trouble maker, that Jawaharlal Nehru was trouble maker? No! The

movement of India was not made by Gandhi, not made by Jawaharlal Nehru.

And I also ask the United State of America, is it true if people say for instance, that the independence of the Philippines was the result of the trouble maker Jose Rizal Y Mercado, or Aguinaldo. No! That movement was not made by Aguinaldo or Joe Rizal Y Mercado, but it was the movement of history.

Therefore, our movement to build a Unitarian State which is free and independent, with a territory from Sabang to Marauke, is not made by one leader, but was made by the entire people of Indonesia. When I installed Ambassador Armunanto, I said: 'this was in fact the outbreak of the 'Social Conscience of Men'. If the Indonesian Nation reawakening, that is the manifestation of the 'Social Conscience of Men'. If the Egyptian Nation reawakened, that is manifestation of the 'Social Conscience of Men'. If the Indian Nation reawakened, that is the outbreak of the 'Social Conscience of Men'. If the Vietnamese Nation reawakened, it is the outbreak of the Social Conscience of Men. If the Korean Nation reawakened, that is the outbreak of the Social Conscience of Men. If the Cuban Nation reawakened, it is the outbreak of the Social Conscience of Men if in this world a big revolution explodes, a 'Revolution of Mankind' I said, that is the outbreak of the Social Conscience of Men.

Therefore, because our movement, - and I use the word movement, to describe all our activities since 1908 up till now- all the activities of the Indonesian Nation is the outbreak of the 'Social Conscience of Men', I always say: it is for certain that it will gain the victory. I always say, that not for a second we doubt or suspect, that we shall not obtain the goal we are aiming at. The message of the people's sufferings, is the outburst of the Social Conscience of Men.

Dear Brother and Sisters,

All of us have not only pledged, resolved to include in this very year, West Irian within the territory of our Republic we so much love, but even more than that, we are convinced I say, truly convinced, that God willing West Irian shall be included, within the territory of the Republic in this very year. And it is on the basis of this conviction that we execute the Tri-Command. Based upon this conviction that we pursue our diplomacy. Based upon this conviction that I said to prefer a peaceful way rather than the use of armed force, while saying so, I said: if a peaceful way can be achieved, we shall use the peaceful way, but if it cannot be achieved by peaceful ways, we shall liberate West Irian by all means.

I do not know whether it was, yesterday, or the day before yesterday, I said that we do not want mendicancy for peaceful way. We do not want mendicancy for negotiations, though we prefer that West Irian can be liberated through peaceful means, that West Irian can be

freed though negotiations, negotiations as I have repeatedly said, negotiations only on the basis of the transfer of West Irian within the territory under the authority of the republic. Not negotiations 'ins blaue hincin' I said.

Because of that I ask to make notes, to be noted by all diplomats present here, especially to be noted by H. E. the ambassador of the United State of America to make notes? Because Mr. Ellsworth Bunker is an American citizen. Mr. Ellsworth Bunker has made a proposal, and the republic of Indonesia, the government of the republic of Indonesia and I myself said, that we in principle, are willing to accept the basis as proposal by Mr. Ellsworth Bunker. That means that we want to negotiate with the Dutch based on the fundamentals proposed by Mr. Ellsworth Bunker.

Lately, Luns – the Dutch Foreign Minister – in Athens for 4 hours long held discussions with Foreign Secretary of the United States at America, Mr. Dean Rusk. Twice. The first time for 2 $\frac{1}{2}$ hours, the second time for 1 $\frac{1}{2}$ hours in all 4 hours long.

What was the result of the discussions between Luns and Dean Rusk, my dear brothers and sisters? A statement was issued. The statement saying that Luns, the Dutch, want negotiate, want to talk with Indonesia to discuss the basis of the negotiations, to discuss what has been proposed by Mr. Ellsworth Bunker. 'to discuss' for the sake of

discussion only, not to accept, but just to discuss the bases of what have been proposed by Bunker.

I therefore now officially states: ‘we do not want to talk with the Dutch only just to discuss the proposal which have been made by Mr. Ellworth Bunker’. Yes, Ambassador Jones, there we are! I shall not want to negotiate with the Dutch just to discuss the Bunker proposal. No! we very much wish, I repeat again, we prefer to peaceful way, we prefer negotiations, based upon the transfer of West Irian to the territory under the authority of the Republic, because I that way, without bloodshed, God willing, West Irian can return into the territory under our authority before cockcrow on 1st January 1963.

But, as I have already said in Medan on 25th April last, the Dutch have always been like that, they have not changed. This day I even received a letter from a friend, a close friend, he is an American citizen. He said: Beware of the delay tactics of the Dutch, Brother Sukarno – he addressed me with Brother Sukarno – look out the Dutch are now using delay tactics that means dragging on. Thus if we face such as situation, the Dutch always use delay tactics. The Dutch even – as I said in Medan the other day – are sending military reinforcements, their navy, and their air force to West Irian. I have therefore said: never mind.

And it was also said by Mr. Subandrio to the International Union of students: if the Dutch want force, never mind we too will use force! Because it has become our pledge to liberate West Irian this very year.

And for this – the Dutch have openly strengthened their military forces in West Irian – we also strengthen our military forces. We strengthen our military forces among other things by sending the Subandrio mission to Moscow the other day. And all of you know, that the Subandrio mission has achievement satisfactory result. But there is one thing I want to tell you. When Subandrio was in Moscow, the Soviet Government said: we will give all the assistance needed by Indonesia, but ultimately – listen – ultimately everything depends on the strength, the power, the determination, the struggle, and the endeavours of the Indonesian people themselves. And it was correctly answered by Subandrio: ‘yes, indeed, our principle, is indeed that a nation can only stand firmly, that a nation can achievement independence, that a nation can defend its freedom, that a nation can build a just and prosperous society, first of all only by its own power.

Yes, I said in Djambi the other day: look many countries in Asia are in fact not standing on their own power, are not standing on their own force. Countries may look prosperous but live on help, live on support, live on aids, live on money poured on them by another country. I said in Djambi: when those countries lose those support, they will entirely collapse. The Indonesian Nation do not want to become such a country, my brothers.

And while we are commemorating National reawakening this evening, at this instant it may be proper if I remind you to year 1927; 1908 – 1927, 18 years after the 20th May 1908. In 1927, it was for the

first time that we firmly stated: 'self-reliance', 'self-help'. At the time, my brothers, I even said: 'self-reliance, no mendicancy' – to rely on one's own strength, to rely on one's own power, to rely on one's own capability, to foster, to build, to bundle one's forces. No mendicancy.

In 1927 – 23 years ago – we formulated for the first time this position of our soul. Now, in 1962, it is good to remind you of this once more: Hay, Indonesian people! We get assistance from the new emerging forces. We get assistance from several countries in our struggle to build our State, in our struggle for the liberation of West Irian, in our struggle to build a just and prosperous society, we get assistance, assistance, assistance, sympathy, sympathy, sympathy, but don't forget, that only a nation who stands on its own strength can become a great nation. Even more so, if this assistance doesn't exist do not be down-hearted. Strengthen ourselves! Because only a nation who strengthens itself, can become a strong nation. 'Inna'llaha la jugojjiru ma bekaumin hattta jugojjiru ma bianfusihim' (God will not change the fate of a nation if that nation itself does not change its own fate).

Dear my Brothers and Sisters,

In this way this commemoration of National Reawakening Day has got a meaning for us, a psychological meaning, not just, commemoration that 54 years ago, there was a man by the name of Dr. Wahidin Sudirohusodo and associates who founded the Budi Utomo. And that from this Budi Utomo, the Serikat Islam emerged, and from this

Serikat Islam, the Serikat Islam Indonesia was born, and besides it the Partai Nasional Indonesia (The Indonesian National Party), Partai P.K.I (The Indonesian Communist Party), and other parties. No! Let us – as I have just said – first of all remember the reawakening of our souls. The tiger of Indonesia now has arisen. P. J. Veth said, that the Indonesian Tiger is dead, since we have been colonised by the Dutch for more than 300 years. On 20th of May 1908, the Indonesian Tiger has reawakening. Let us foster the life of this tiger, in order that thus will truly bring us to the accomplishment of the mandate of people's sufferings which is indeed our duty.

My dear Brothers and Sisters, I myself, thank God Almighty. Five times people have tried to kill me, and five times God Almighty has given me His protection. Somebody said recently, that Bung Karno is invulnerable. No! I am not invulnerable. My skin is as soft as your skin.

But at Tjikini, or between Mandai and Makassar, or when machine-gunned by Mukar, or in Makassar some moth ago, or at the Idul Adha Day, God Almighty has given me his protection. Please keep this in mind. not because I am invulnerable, but because God Almighty had mercy upon me and given me His protection. For me myself – besides thinking God Almighty – it has strengthened my conviction that it may be justification of God Almighty, because God Almighty has for 5 times given me his protection.

Because of that I have become more determined, I have become more convinced that the unity of the Indonesian Nation is right, that the deed for achieving independence can only be done with the bundling of all revolutionary forces, that the Political Manifesto is right, that U.S.D.E.K is right, that the Indonesian Socialism is right, that everything I have to the Indonesian Nation is, according to my conviction, right.

My dear Brother and Sisters,

This given me strength, and therefore, I invite you again for so many times this evening, let us march on. On the basis of Manipol, on the basis of USDEK, on the basis of the Indonesian unity, which has its spindle of NASAKOM (Nationalist, Religious groups and Communist), on the basis of all our struggle, on the basis of self-help. In short, only if my conviction is right, only if we keep going on we have done so far, on the right path, only then we shall achieve what has been entrusted by the people to us that is, full independence of Indonesia, free and independence from Sabang to Merauke. In form of An Unitarian State of the Republic of Indonesia. With a just and prosperous society, and having friendly relations with all nations in the world.

This aim I have started. A sentence I repeatedly state is: come let all us stream to the sea. It looks as if we have left our source. Because we left this source and stream to the sea. But yet I say, come let us go ahead towards sea. Because by going toward the sea we remain faithful to our source. 'door naar de zee te stromen zijin wij trouw aan onze bron'. (By

streaming seawards we remain faithful to our source). Why is that so, my dear brothers?

From this platform I have once described, told about the vast sea, the beautiful ocean, the glorious ocean, the living ocean, the ocean which can accommodate everything coming into that ocean, beamed by the sun. That's why it becomes vapour, raises to heaven to become clouds, white clouds parading in the sky, white clouds become thick clouds, thick clouds become dark clouds, and blown by the cold air rainwater falls on earth. Rainwater becomes on slope of mountains, penetrates the earth, and comes out again as springs, as sources. Every water drop coming out of these springs, every water atom coming from these springs wish to comeback to sea. Originating from the sea, beamed by the sun, they raise upwards, fall on earth, penetrate the earth, come out again as a spring, but every drop of that water, every atom of that water then says: back to the sea! Come, let's go to the sea! To the open sea! To the free sea! To the vast sea, to the grand ocean, to the grand ocean of freedom! Because of that I say, water which comes out of this spring, every atom coming from this source though it has left the spring while going to the sea, in fact remains faithful to its spring. Because those springs are the source of water drops, and all of them send those water drops back to the sea.

Now, my dear Brothers and Sisters,

On the 20th of May 1908, we have founded what we called the National Movement for the first time. At the time we had already vaguely

defined that the Indonesian Nation shall become a great and free Nation that our society shall become a just and prosperous society. What has been vaguely defined in 1908, have gradually become clear, clearer and clearer, and have gradually been implanted in our hearts. It ultimately becomes our strongest resolve, our determination to become free, our determination that only a just and prosperous society is the society which we should strive for, even more than that, I said yesterday, that one of the aims of the revolution must be socialism. Socialism is one of the bases of a rightful revolution. All these have become elements, atoms of our spring. Come let's go ahead to the sea, sea of the implementation of the message of the people's offerings.

Come let's go ahead. Go ahead! Also in the struggle for the liberation of West Irian, we go ahead, despite of whatever obstacles. Therefore, at this place, I am not only bowing my head to ask God's blessing to give a good place to our heroes who died in the past, who died recently in the present fighting's, I am not only bowing my head while asking to God Almighty that He will give the best place to all our heroes who have sacrificed their lives, but I also express my salute to honour to all the people of Mandala, to the fighters of the Indonesian people who in Mandala territory went to implement the people's Tri-command, to all our boys and girls to all the people in the Mandala territory who are fighting at all cost to liberate West Irian, because they are implementing not only historic task, but also a task towards God Almighty.

Therefore, we who are here, behind the Mandala frontline, come let us unite ourselves as strong as possible, be prepared to participate in the liberation of West Irian, be prepared to assist the fight of our youth in the Mandala territory, to assist the struggle of the people and our youth in West Irian proper.

Only by doing so our pledge can be fulfilled, that before the cock crows on the 1st January 1963, the red and white flag will officially fly in the entire territory of West Irian, from the Radja Ampat isles to Merauke.

My dear Brothers and Sisters, thank you.

APPENDIX II

<p>Dear Brother and Sisters, A few moments ago I have awarded medals of merit and honour to some widows of heroes and to heroes who all have had wonder great merits in discharging their patriotic duties in defending the republic of Indonesia.</p>	
<ol style="list-style-type: none"> 1. The = Demonstrative Reference 2. Their = Personal Reference 3. And = Additive Extension Conjunction 3 4. I = Personal Reference 1 (Soekarno) 5. Few = Quantifiers Nominal Ellipsis 1 	<p>Paragraph 1</p>

<p>And I am touched that I have planned these medals of merit and honour, at this moment that entire Indonesian Nation is commemorating the Nation Reawakening day. All of you are aware, that 54 years ago, exactly on the way have stated our will to liberate our Fatherland again which had been colonized by the Dutch for more than 300 years.</p>	
<ol style="list-style-type: none"> 1. And = Addition Extension Conjunction 2 2. At This Moment = Spatio- Temporal Enhancement Conjunction 3. I = Personal Reference 2 (Soekarno) 4. You = Personal Reference (Audiens) 5. The = Demonstrative Reference 2 6. These = Specific Demonstrative Reference 7. More = Particular Comparative Reference 	<p>Paragraph 2</p>

8. Which = Nominal Ellipsis 1	
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When **I** led **the** supreme advisory **Council's** session **some** days ago, **it** was true that **at the moment I** instructed Mr. Muhammad Yamin. In **his** capacity of minister for special Affairs/ Minister of Information, to arrange in **the** centre **and in the** regions. As well the commemoration of **this** historic day, **and now we** have gathered in Djakarta, in the Negara Palace, to hold **this** commemoration **and I** know the commemoration at **thus** Negara Palace, is observed by **the** entire people of Indonesia from Sabang to Merauke.

<ol style="list-style-type: none"> 1. And = Addition Extension Conjunction 3 2. His = Personal Reference (M. Yamin) 3. It = Personal Reference (Determinative) 4. I = Personal Reference 3 (Soekarno) 5. We = Personal Reference (Indonesian Nation) 6. This = Demonstrative Reference 2 7. The = Demonstrative Reference 6 8. Council's Session = Nominal Ellipsis 9. In The = Enhancement Conjunction 3 10. In = Enhancement Conjunction 1 	Paragraph 3
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Earlier **the** Vice Chairman of the Gotong Rojong House of representative H.E Mr. Subarnia said, that **the** Dutch in **their** statement called **the** birth of Budi Utomo in year 1908 a miracle, 'a peculiarity, **though** a wonderful peculiarity'.

<ol style="list-style-type: none"> 1. Though = Causal Conditional Enhancement Conjunction 2. That = Demonstrative Reference 	Paragraph 4
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<p>1</p> <p>3. The = Demonstrative Reference 3</p> <p>4. In = Enhancement Conjunction 1</p>	
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With **this** expression **the** Dutch showed **their** incomprehension of **the will** of history. As has been said by Mr. Subamia, **it** was indeed true that shortly after **the** Budi Utomo was founded **in the** year 1908, Mr. Conrad Theodore Van Deventer, **one of the vanguards** of what was called ‘**the** ethical course’ of **the colonial government**, stated in **one** of **his** writings: ‘Het wonder is geschied’. ‘insulinde, de schone slaapster, is ontwaakt’. (**The** wonder has come. Insulinde **the sleeping beauty** has awoken). **I therefore** asked, **if this** is really the reawakening of insulinde **which** has been made a sleep for **hundreds** of year by **the** Dutch, by **the** cudgel of Dutch imperialist, is **it no more** than proper **that** the moment of **the** reawakening of **this sleeping beauty** insulinde, be commemorated **every** year? To the Dutch who are possibility ridiculing **us** now, that **we** commemorate **the** Nation Reawakening day **I** asked: ‘is **it no more** than proper that **we, the** Indonesian Nation commemorate the day of the reawakening of the **sleeping beauty** insulinde as has been said by Mr. Conrad Theodore van Deventer’?

<ol style="list-style-type: none"> 1. Therefore = Causal Conditional Enhancement Conjunction 2. His = Personal Reference (Mr. Conrad Theodore Van Deventer) 3. In The = Enhancement Conjunction 1 4. Their = Personal Reference 2 (The Dutch) 5. It = Personal Reference 3 (Determinative) 6. I = Personal Reference 2 (Soekarno) 7. We = Personal Reference (Indonesian Nation) 	<p>Paragraph 5</p>
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<ol style="list-style-type: none"> 8. This = Demonstrative Reference 3 9. That = Demonstrative Reference 1 10. The = Demonstrative Reference 14 11. More = Particular Comparative Reference 2 12. If = Clausal Substitution 1 13. Will = Clausal Substitution 14. Which = Nominal Ellipsis 1 15. Every = Deictic Nominal Ellipsis 1 16. Hundreds = Quantifiers Nominal Ellipsis 1 17. Us = Personal Reference 1 18. Sleeping Beauty = Collocation 	
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<p>Dear Brother and Sisters, There was another Dutchman, profesor Mr. P. J. Veth, who in his great work wrote, that due to the consequences of Dutch colonialism in Indonesia, the spirit of the tiger living in the hearts of the Indonesian Nation in former times, has entirely been killed. Mr. P. J. Veth said, that the tiger in him was killed (De tijger in hem is gedood). The spirit of the tiger in the hearts of the Indonesian Nation is dead, as the result of the hundreds of years of imperialism.</p>	
<ol style="list-style-type: none"> 1. And = Addition Extension Conjunction 1 2. Him = Personal Reference 1 3. There = Matter Enhancement Conjunction 4. His = Personal Reference (Professor P.J. Veth) 5. That = Demonstrative Reference 1 6. The = Demonstrative Reference 	<p>Paragraph 6</p>

<p>12</p> <p>7. Hundreds = Quantifiers Nominal Ellipsis 1</p> <p>8. In The = Enhancement Conjunction 2</p> <p>9. In = Enhancement Conjunction 5</p> <p>10. Great Work = Collocation</p>	
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<p>I therefore again ask Dutch or whose over ridicule us that on this day we are commemorating the Nation reawakening day, it is not more than proper that we be glad, is it not more than proper that we thank God Almighty, that the spirit of the tiger which according to the expression of Mr. P. J. Veth has already been killed in our hearts, on the 20th of May 1908 has reawaken; that we commemorate the 20th of May 1908 as the day of the reawakening, the coming into life again of the tiger of the Indonesia ? I ask the Dutch who are always ridiculing us is it not proper for a Nation who is indeed a great Nation to commemorate the reawakening of its patriotic spirit?</p>	
<p>1. Therefore = Causal Conditional Enhancement Conjunction</p> <p>2. Its = Personal Reference (Possessive Determiner)</p> <p>3. It = Personal Reference 3 (Determinative)</p> <p>4. I = Personal Reference 1 (Soekarno)</p> <p>5. Which = Nominal Ellipsis 1</p> <p>6. We = Personal Reference 4 (Indonesian Nation)</p> <p>7. This = Demonstrative Reference 1</p> <p>8. That = Demonstrative Reference 1</p> <p>9. The = Demonstrative Reference 13</p> <p>10. More = Particular Comparative</p>	<p>Paragraph 7</p>

<p>Reference 2</p> <p>11. Us = Personal Reference 2</p> <p>12. Or = Clarification Elaboration Conjunction 1</p> <p>13. In = Enhancement Conjunction 1</p> <p>14. On = Enhancement Conjunction 1</p>	
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<p>I express my surprise to the Dutch because I lately saw on the part of the Dutch, that they are no more commemorating and glorifying Willem van Oranje, their hero of freedom. And we, the Indonesia Nation see in prince Willem van Oranje one of freedom fighter, who should properly, be gloried, honoured not only by the Dutch people themselves but also by the Indonesia Nation because we ought to honour every hero on this earth.</p>	
<p>1. And = Addition Extension Conjunction 1</p> <p>2. Also = Addition Extension Conjunction 1</p> <p>3. But = Adversative Extension Conjunction 1</p> <p>4. On The Other Hand = Adversative Extension Conjunction</p> <p>5. This = Demonstrative Reference 1</p> <p>6. Their = Personal Reference (The Dutch)</p> <p>7. They = Personal Reference (The Dutch)</p> <p>8. I = Personal Reference 1 (Soekarno)</p> <p>9. We = Personal Reference (Indonesian Nation)</p> <p>10. The = Demonstrative Reference 6</p> <p>11. More = Particular Comparative Reference 1</p>	<p>Paragraph 8</p>

12. My = Nominal Ellipsis 1 13. Every = Deictic Nominal Ellipsis 1 14. In = Enhancement Conjunction 1 15. On = Enhancement Conjunction 2	
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This is sign **that** the Dutch lately do not understand anymore the spirit of freedom, that **they** are not glorifying anymore the spirit of freedom, because of that, **we** are not surprised, **that** the Dutch lately **on** the **contrary** very strenuously retain West Irian within **their** claws. **I** know, as **I** have said the **other** day **at** Semarang, **that** the Dutch hate me very much, the person Sukarno **that** the Dutch always say: ‘hey Sukarno is the trouble maker’. **It** is **he** who always makes trouble, makes nuisance, and makes chaos. Why is **it that** the Dutch say so? Because the Dutch do not understand history. Because the Dutch do not understand, that all the activities of the Indonesian Nation, **especially those** activities in regard to the achievement of the full freedom of **their** fatherland from Sabang to Marauke are not made by one leader **but** emerge from the hearts of the entire Indonesian Nation.

1. But = Adversative Extension Conjunction 1 2. At = Temporal Enhancement Conjunction 1 3. Their = Personal Reference 2 (The Dutch, Indonesian Nation) 4. They = Personal Reference (The Dutch) 5. It = Personal Reference 2 (Determinative) 6. Contrary = Variation Extension Conjunction 1 7. Especially = Clarification Elaboration Conjunction 1 8. I = Personal Reference 2 (Soekarno)	Paragraph 9
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<ul style="list-style-type: none"> 9. Why = Clausal Ellipsis 1 10. He = Personal Reference (Soekarno) 11. We = Personal Reference (Indonesian Nation) 12. That = Demonstrative Reference 5 13. The = Demonstrative Reference 17 14. Those = Remote Specific Demonstrative Reference 1 15. Other = General Comparative Reference 16. In = Enhancement Conjunction 1 17. On = Enhancement Conjunction 1 	
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<p>I ask, if the Dutch say that, I, Sukarno, is the trouble maker, is it nice and is it proper if I say, ‘that Prince Willem van Oranje is a trouble maker’? Was the independence movement in Egypt, the United Arab Republic, was the movement of history which emerged from the hearts of the Egypt at the time, now the United Arab Republic, was the movement of history which emerged from the hearts of the Egypt Nation.</p>	
<ul style="list-style-type: none"> 1. And = Addition Extension Conjunction 2. I = Personal Reference 1 (Soekarno) 3. The = Demonstrative Reference 12 4. If = Clausal Substitution 2 5. Which = Nominal Ellipsis 2 6. At The Time = Spatio-Temporal Enhancement Conjunction 1 7. Now = Enhancement Conjunction 1 	<p>Paragraph 10</p>

8. In = Enhancement Conjunction 1	
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I **also** ask: ‘was the freedom movement in India the sole result of the work of the Krishna of Mahatma Gandhi only, **or** Jawaharlal Nehru only, **so that** the British could properly say **for instance** that Gandhi was a trouble maker, **that** Jawaharlal Nehru was trouble maker? No! The movement of India was not made by Gandhi, not made by Jawaharlal Nehru.

<ol style="list-style-type: none"> 1. For Instance: Elaboration Conjunction 2. Also = Addition Extension Conjunction 3. So = Causal Conditional Enhancement Conjunction 4. That = Demonstrative Reference 2 5. It = Personal Reference 2 (Determinative) 6. The = Demonstrative Reference 6 7. In = Enhancement Conjunction 1 8. Or = Clarification Elaboration Conjunction 1 	Paragraph 11
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And I also ask the United State of America, is **it** true **if** people say **for instance**, **that** the independence of the Philippines was the result of the trouble maker Jose Rizal Y Mercado, **or** Aguinaldo. No! That movement was not made by Aguinaldo **or** Joe Rizal Y Mercado, **but it** was the movement of history.

<ol style="list-style-type: none"> 1. For Instance = Elaboration Conjunction 1 2. Or = Clarification Elaboration Conjunction 2 3. And = Addition Extension 	Paragraph 12
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<p>Conjunction</p> <p>4. Also = Addition Extension Conjunction</p> <p>5. But = Adversative Extension Conjunction</p> <p>6. It = Personal Reference 2 (Determinative)</p> <p>7. I = Personal Reference 1 (Soekarno)</p> <p>8. That = Demonstrative Reference 1</p> <p>9. The = Demonstrative Reference 6</p> <p>10. If = Clausal Substitution 1</p>	
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Therefore, our movement to build a Unitarian State **which** is free **and** independent, with a territory from Sabang to Marauke, is not made by one leader, **but** was made by the entire people of Indonesia. When **I** installed Ambassador Armunanto, **I** said: ‘this was **in fact** the outbreak of the ‘Social Conscience of Men’. If the Indonesian Nation reawakening, **that is** the manifestation of the ‘Social Conscience of Men’. If the Egyptian Nation reawakened, **that is** manifestation of the ‘Social Conscience of Men’. If the Indian Nation reawakened, **that is** the outbreak of the ‘Social Conscience of Men’. If the Vietnamese Nation reawakened, **it** is the outbreak of the Social Conscience of Men. If the Korean Nation reawakened, **that is** the outbreak of the Social Conscience of Men. If the Cuban Nation reawakened, **it** is the outbreak of the Social Conscience of Men **if** in **this** world a big revolution explodes, a ‘Revolution of Mankind’ **I** said, **and that is** the outbreak of the Social Conscience of Men.

<p>1. That Is = Elaboration Conjunction</p> <p>2. In Fact = Clarification Elaboration Conjunction</p> <p>3. And = Additive Extension Conjunction</p> <p>4. If = Clausal Substitution 1</p> <p>5. But = Adversative Extension</p>	<p>Paragraph 13</p>
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<p>Conjunct</p> <ol style="list-style-type: none"> 6. Therefore = Causal Conditional Enhancement Conjunction 7. It = Personal Reference 2 (Determinative) 8. I = Personal Reference 3 (Soekarno) 9. This = Demonstrative Reference 1 10. The = Demonstrative Reference 22 11. Which = Nominal Ellipsis 1 12. And = Addition Extension Conjunction 1 13. In = Enhancement Conjunction 1 	
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<p>Therefore, because our movement, - and I use the word movement, to describe all our activities since 1908 up till now- all the activities of the Indonesian Nation is the outbreak of the ‘Social Conscience of Men’, I always say: it is for certain that it will gain the victory. I always say, that not for a second we doubt or suspect, that we shall not obtain the goal we are aiming at. The message of the people’s sufferings, is the outburst of the Social Conscience of Men</p>	
<ol style="list-style-type: none"> 1. And = Addition Extension Conjunction 2. Therefore = Causal Conditional Enhancement Conjunction 3. It = Personal Reference 2 (Determinative) 4. I = Personal Reference 3 (Soekarno) 5. We = Personal Reference 3 (Indonesian Nation) 6. The = Demonstrative Reference 11 7. Certain = Deictic Nominal Ellipsis 1 8. Second = Ordinal Numeral Ellipsis 1 	<p>Paragraph 13</p>

9. Or = Clarification Elaboration Conjunction 1	
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<p>Dear Brother and Sisters,</p> <p>All of us have not only pledged, resolved to include in this very year, West Irian within the territory of our Republic we so much love, but even more than that, we are convinced I say, truly convinced, that God willing West Irian shall be included, within the territory of the Republic in this very year. And it is on the basis of this conviction that we execute the Tri-Command. Based upon this conviction that we pursue our diplomacy. Based upon this conviction that I said to prefer a peaceful way rather than the use of armed force, while saying so, I said: if a peaceful way can be achieved, we shall use the peaceful way, but if it cannot be achieved by peaceful ways, we shall liberate West Irian by all means.</p>	
<ol style="list-style-type: none"> 1. Rather = Clarification Elaboration Conjunction 2. And = Addition Extension Conjunction 2 3. But = Adversative Extension Conjunct 2 4. So = Causal Conditional Enhancement Conjunction 5. It = Personal Reference 2 (Determinative) 6. I = Personal Reference 3 (Soekarno) 7. We = Personal Reference 6 (Indonesian Nation) 8. This = Demonstrative Reference 5 9. The = Demonstrative Reference 7 10. More = Particular Comparative Reference 1 11. If = Clausal Substitution 1 	<p style="text-align: center;">Paragraph 14</p>

12. Much = Quantifiers Nominal Ellipsis 1 13. Us = Personal Reference 1 14. In = Enhancement Conjunction 2 15. On = Enhancement Conjunction 1	
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I do not know whether **it** was, yesterday, **or** the day **before yesterday**, **I** said that **we** do not want mendicancy for peaceful way. **We** do not want mendicancy for negotiations, **though** we prefer **that** West Irian can be liberated through peaceful means, **that** West Irian can be freed **though** negotiations, negotiations as **I** have repeatedly said, negotiations only on the basis of the transfer of West Irian within the territory under the authority of the republic. Not negotiations ‘ins blaue hincin’ **I** said.

1. Though = Causal Conditional Enhancement Conjunction 2 2. It = Personal Reference 1 (Determinative) 3. I = Personal Reference 4 (Soekarno) 4. We = Personal Reference 2 (Indonesian Nation) 5. That = Demonstrative Reference 2 6. The = Demonstrative Reference 6 7. Or = Clarification Elaboration Conjunction 1 8. Before Yesterday = Enhancement Conjunction 1 9. On = Enhancement Conjunction 1	Paragraph 15
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Because of that **I** ask to make notes, to be noted by all diplomats present **here, especially** to be noted by H. E. the ambassador of the United State of America to make notes? Because Mr. Ellsworth

Bunker is an American citizen. Mr. Ellsworth Bunker has made a proposal, **and** the republic of Indonesia, the government of the republic of Indonesia **and I** myself said, that **we** in principle, are willing to accept the basis as proposal by Mr. Ellsworth Bunker. **That** means that **we** want to negotiate with the Dutch based on the fundamentals proposed by Mr. Ellsworth Bunker.

1. And = Addition Extension
Conjunction 2
2. Here = Matter Enhancement
Conjunction 1
3. I = Personal Reference 2
(Soekarno)
4. We = Personal Reference 2
(Indonesian Government)
5. Especially = Clarification
Elaboration Conjunction 1
6. That = Demonstrative Reference
7. The = Demonstrative Reference 8
8. On = Enhancement Conjunction 1

Paragraph 16

Lately, Luns – **the** Dutch Foreign Minister – in Athens for 4 hours long held discussions with Foreign Secretary of the United States **at** America, Mr. Dean Rusk. Twice. **The first** time for $2\frac{1}{2}$ hours, **the second** time for $1\frac{1}{2}$ hours in all 4 hours long.

1. The = Demonstrative Reference 4
2. The First = Ordinal Numeral
Ellipsis 1
3. The Second = Ordinal Numeral
Ellipsis 1
4. At = Temporal Enhancement
Conjunction 1
5. In = Enhancement Conjunction 2

What was the result of the discussions between Luns **and** Dean Rusk, **my** dear brothers **and** sisters? A statement was issued. The statement saying that Luns, the Dutch, want negotiate, want to talk with Indonesia to discuss the basis of the negotiations, to discuss what has been proposed by Mr. Ellsworth Bunker. ‘to discuss’ for the sake of discussion only, not to accept, **but** just to discuss the bases of what have been proposed by Bunker.

1. And = Addition Extension
Conjunction 2
2. But = Adversative Extension
Conjunct 1
3. My = Nominal Ellipsis 1
4. The = Demonstrative Reference 8

Paragraph 17

I therefore now officially states: ‘we do not want to talk with the Dutch only just to discuss the proposal **which** have been made by Mr. Ellsworth Bunker’. Yes, Ambassador Jones, **there we** are! **I** shall not want to negotiate with the Dutch just to discuss the Bunker proposal. No! **we** very **much** wish, **I** repeat again, **we** prefer to peaceful way, **we** prefer negotiations, based upon the transfer of West Irian to the territory under the authority of the Republic, because **I** that way, without bloodshed, God willing, West Irian can return into the territory under our authority **before** cockcrow on 1st January 1963.

1. There (Place) = Spatio-Temporal
Enhancement Conjunction
2. Therefore = Causal Conditional
Enhancement Conjunction
3. I = Personal Reference 3
(Soekarno)
4. We = Personal Reference 4
(Indonesian Government)
5. The = Demonstrative Reference 9
6. Which = Nominal Ellipsis 1
7. Much = Quantifiers Nominal

Paragraph 18

<p>Ellipsis 1</p> <ol style="list-style-type: none"> 8. Before 1 January = Enhancement Conjunction 1 9. On = Enhancement Conjunction 1 10. Now = Enhancement Conjunction 1 	
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<p>But, as I have already said in Medan on 25th April last, the Dutch have always been like that, they have not changed. This day I even received a letter from a friend, a close friend, he is an American citizen. He said: Beware of the delay tactics of the Dutch, Brother Sukarno – he addressed me with brother Sukarno – look out the Dutch are now using delay tactics, that means dragging on. Thus if we face such as situation, the Dutch always use delay tactics. The Dutch even – as I said in Medan the other day – are sending military reinforcements, their navy, their air force to West Irian. I have therefore said: never mind.</p>	
<ol style="list-style-type: none"> 1. Thus = Elaboration Conjunction 2. But = Adversative Extension Conjunction 3. Therefore = Causal Conditional Enhancement Conjunction 4. Their = Personal Reference 2 (The Dutch) 5. They - Personal Reference (The Dutch) 6. I = Personal Reference 4 (Soekarno) 7. He = Personal Reference 3 (Soekarno's Friend) 8. We = Personal Reference 1 	<p>Paragraph 19</p>

<p>(Indonesian Government)</p> <p>9. This = Demonstrative Reference 1</p> <p>10. That = Demonstrative Reference 1</p> <p>11. The = Demonstrative Reference 7</p> <p>12. Such = Epithet Comparative Reference 1</p> <p>13. Other = General Comparative Reference 1</p> <p>14. If = Clausal Substitution 1</p> <p>15. In = Enhancement Conjunction 2</p> <p>16. On = Enhancement Conjunction 1</p> <p>17. Now = Enhancement Conjunction 1</p>	
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<p>And it was also said by Mr. Subandrio to the International Union of students: if the Dutch want force, never mind we too will use force! Because it has become our pledge to liberate West Irian this very year. And for this – the Dutch have openly strengthened their military forces in West Irian – we also strengthen our military forces. We strengthen our military forces among other things by sending the Subandrio mission to Moscow the other day. And all of you know, that the Subandrio mission has achievement satisfactory result. But there is one thing I want to tell you. When Subandrio was in Moscow, the Soviet Government said: we will give all the assistance needed by Indonesia, but ultimately – listen – ultimately everything depends on the strength, the power, the determination, the struggle, and the endeavours of the Indonesian people themselves. And it was correctly answered by Subandrio: ‘yes, indeed, our principle, is indeed that a nation can only stand firmly, that a nation can achievement independence, that a nation can defend its freedom, that a nation can build a just and prosperous society, first of all only by its own power.</p>	
1. And = Addition Extension	Paragraph 20

<p>Conjunction 6</p> <p>2. But = Adversative Extension Conjunction 2</p> <p>3. Also = Addition Extension Conjunction 2</p> <p>4. Its = Personal Reference 2 (Possessive Determiner)</p> <p>5. Their = Personal Reference (The Dutch)</p> <p>6. It = Personal Reference 3 (Determinative)</p> <p>7. I = Personal Reference 1 (Soekarno)</p> <p>8. We = Personal Reference 4 (Indonesian Nation)</p> <p>9. You = Personal Reference (Audiens)</p> <p>10. This = Demonstrative Reference 2</p> <p>11. That = Demonstrative Reference 1</p> <p>12. The = Demonstrative Reference 14</p> <p>13. Other = General Comparative Reference 2</p> <p>14. In = Enhancement Conjunction 2</p> <p>15. On = Enhancement Conjunction 1</p> <p>16. If = Clausal Substitution 1</p>	
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<p>Yes, I said in Djambi the other day: look many countries in Asia are in fact not standing on their own power, are not standing on their own force. Countries may look prosperous but live on help, live on support, live on aids, live on money poured on them by another country. I said in Djambi: when those countries lose those support, they will entirely collapse. The Indonesian Nation do not want to become such a country, my brothers.</p>	
<p>1. In Fact = Clarification Elaboration Conjunction</p>	<p>Paragraph 21</p>

<ol style="list-style-type: none"> 2. But = Adversative Extension Conjunction 3. Their = Personal Reference 2 (Many Countries) 4. They = Personal Reference (Countries) 5. I = Personal Reference 2 (Soekarno) 6. The = Demonstrative Reference 2 7. Those = Remote Specific Demonstrative Reference 2 8. Such = Epithet Comparative Reference 1 9. Other = General Comparative Reference 1 10. My = Nominal Ellipsis 1 11. Them = Personal Reference 1 12. In = Enhancement Conjunction 3 13. On = Enhancement Conjunction 6 	
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<p>And while we are commemorating National reawakening this evening, at this instant it may be proper if I remind you to year 1927; 1908 – 1927, 18 years after the 20th May 1908. In 1927, it was for the first time that we firmly stated: ‘self-reliance’, ‘self-help’. At the time, my brothers, I even said: ‘self-reliance, no mendicancy’ – to relay on one’s own strength, to relay on one’s own power, to relay on one’s own capability, to foster, to build, to bundle one’s forces. No mendicancy.</p>	
<ol style="list-style-type: none"> 1. And = Addition Extension Conjunction 2. It = Personal Reference (Determinative) 3. I = Personal Reference 2 (Soekarno) 	<p>Paragraph 22</p>

<ol style="list-style-type: none"> 4. We = Personal Reference 2 (Indonesian Nation) 5. In = Enhancement Conjunction 1 6. You = Personal Reference (Audiens) 7. This = Demonstrative Reference 2 8. The = Demonstrative Reference 3 9. If = Clausal Substitution 1 10. My = Nominal Ellipsis 1 11. The First = Ordinal Numeral Ellipsis 1 12. At The Time = Spatio-Temporal Enhancement Conjunction 13. On = Enhancement Conjunction 3 	
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In 1927 – 23 years ago – **we** formulated for **the first** time **this** position of our soul. Now, in 1962, **it** is good to remind **you** of **this** once more: Hay, Indonesian people! **We** get assistance from the new emerging forces. **We** get assistance from **several** countries in our struggle to build our State, in our struggle for the liberation of West Irian, in our struggle to build a just **and** prosperous society, **we** get assistance, assistance, assistance, sympathy, sympathy, sympathy, **but** don't forget, that only a nation who stands on **its** own strength can become a great nation. Even more **so, if this** assistance doesn't exist do not be down-hearted. Strengthen ourselves! Because only a nation who strengthens itself, can become a strong nation. 'Inna'llaha la jugojjiru ma bekaumin hattta jugojjiru ma bianfusihim' (God will not change the fate of a nation **if** that nation itself does not change **its** own fate).

<ol style="list-style-type: none"> 1. And = Addition Extension Conjunction 2. But = Adversative Extension Conjunction 3. So = Causal Conditional Enhancement Conjunction 4. Its = Personal Reference 2 (Possessive Determiner) 	<p>Paragraph 23</p>
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5. It = Personal Reference 1 (Determinative) 6. We = Personal Reference 4 (Indonesian Nation) 7. This = Demonstrative Reference 3 8. The = Demonstrative Reference 4 9. If = Clausal Substitution 2 10. The First = Ordinal Numeral Ellipsis 1 11. In = Enhancement Conjunction 4 12. Several = Quantifiers Nominal Ellipsis 1 13. On = Enhancement Conjunction 1	
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Dear my Brothers **and** Sisters,

In **this** way **this** commemoration of National Reawakening Day has got a meaning for us, a psychological meaning, not just, commemoration that 54 years ago, **there** was a man by the name of Dr. Wahidin Sudirohusodo **and** associates who founded the Budi Utomo. **And** that from **this** Budi Utomo, the Serikat Islam emerged, **and** from **this** Serikat Islam, the Serikat Islam Indonesia was born, **and** besides **it** the Partai Nasional Indonesia (The Indonesian National Party), Partai P.K.I (The Indonesian Communist Party), **and other** parties. No! let **us** – as **I** have just said – first of all remember the reawakening of our souls. The tiger of Indonesia **now** has arisen. P. J. Veth said, that the Indonesian Tiger is dead, since **we** have been colonised by the Dutch for **more** than 300 years. On 20th of May 1908, the Indonesian Tiger has reawakening. Let **us** foster the life of **this** tiger, in **order** that thus will truly bring **us** to the accomplishment of the mandate of people’s sufferings **which** is indeed our duty.

My dear Brothers **and** Sisters, **I** myself, thank God Almighty. Five times people have tried to kill me, **and** five times God Almighty has given me **His** protection. Somebody said recently, that Bung Karno

is invulnerable. No! **I** am not invulnerable. My skin is **as soft as** your skin.

1. And = Addition Extension
Conjunction 8
2. There = Matter Enhancement
Conjunction 1
3. His = Personal Reference 1 (God
Almighty)
4. It = Personal Reference 1
(Determinative)
5. I = Personal Reference 3
(Soekarno)
6. We = Personal Reference 1
(Indonesia)
7. This = Demonstrative Reference
5
8. The = Demonstrative Reference
13
9. Other = General Comparative
Reference 1
10. My = Nominal Ellipsis 3
11. More = Particular Comparative
Reference 1
12. Order = Clausal Substitution 1
13. Which = Nominal Ellipsis 1
14. Us = Personal Reference 3
15. As Soft As = Comparative
Reference 1
16. On = Enhancement Conjunction 1
17. Now = Enhancement Conjunction
1

Paragraph 24

But at Tjikini, or between Mandai **and** Makassar, **or** when machine-gunned by Mukar, **or** in Makassar some month ago, **or at the Idul Adha** Day, God Almighty has given me **his** protection. Please

keep **this** in mind not because **I** am invulnerable, **but** because God Almighty had mercy upon me **and** given me **His** protection. For me myself – besides thinking God Almighty – **it** has strengthened my conviction that **it** may be justification of God Almighty, because God Almighty has for 5 times given me **his** protection.

1. And = Addition Extension
Conjunction 2
2. But = Adversative Extension
Conjunct 2
3. His = Personal Reference 3 (God Almighty)
4. It = Personal Reference 2
(Determinative)
5. This = Demonstrative Reference
1
6. I = Personal Reference 1
(Soekarno)
7. The = Demonstrative Reference
1
8. My = Nominal Ellipsis 1
9. In = Enhancement Conjunction 2
10. Or = Clarification Elaboration
Conjunction 4
11. At = Spatio-Temporal
Enhancement Conjunction 2

Paragraph 25

Because of that **I** have become **more** determined, **I** have become **more** convinced that the unity of the Indonesian Nation is right, that the deed for achieving independence can only be done with the bundling of all revolutionary forces, that the Political Manifesto is right, that U.S.D.E.K is right, that the Indonesian Socialism is right, that everything **I** have to the Indonesian Nation is, according to my conviction, right.

1. I = Personal Reference 3
(Soekarno)

Paragraph 26

2. The = Demonstrative Reference 7	
3. More = Particular Comparative Reference 2	
4. My = Nominal Ellipsis 1	

My dear Brother **and** Sisters,

This given me strength, **and therefore, I** invite **you** again for **so** many times **this** evening, let **us** march on. On the basis of Manipol, on the basis of USDEK, on the basis of the Indonesian unity, **which** has **its** spindle of NASAKOM (Nationalist, Religious groups **and** Communist), on the basis of all **our** struggle, on the basis of self-help. **In short**, only if my conviction is right, only if **we** keep going on **we** have done **so** far, on the right path, only **then we** shall achieve what has been entrusted by the people to **us** that is, full independence of Indonesia, free **and** independence from Sabang to Merauke. In form of An Unitarian State of the Republic of Indonesia. With a just **and** prosperous society, **and** having friendly relations with all nations **in the** world.

<ol style="list-style-type: none"> 1. In Short = Clarification Elaboration Conjunction 1 2. And = Addition Extension Conjunction 6 3. In = Enhancement Conjunction 1 4. If = Clausal Substitution 2 5. Then = Spatio-Temporal Enhancement Conjunction (Time) 6. So = Causal Conditional Enhancement Conjunction 2 7. Therefore = Causal Conditional Enhancement Conjunction 8. I = Personal Reference 1 (Soekarno) 9. My = Nominal Ellipsis 2 10. Its = Personal Reference 1 (Possessive Determiner) 11. We = Personal Reference 3 	Paragraph 27
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(Indonesian Nation) 12. You = Personal Reference (Audience) 13. This = Demonstrative Reference 1 14. The = Demonstrative Reference 10 15. Which = Nominal Ellipsis 1 16. Us = Personal Reference 2 17. Our = Personal Reference 1 18. In The = Enhancement Conjunction 1 19. On = Enhancement Conjunction 7	
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<p>This aim I have started. A sentence I repeatedly state is: come let all us stream to the sea. It looks as if we have left our source. Because we left this source and stream to the sea. But yet I say, come let us go ahead towards sea. Because by going toward the sea we remain faithful to our source. ‘door naar de zee te stromen zijin wij trouw aan onze bron’. (by streaming seawards we remain faithful to our source). Why is that so, my dear brothers?</p>	
1. And = Addition Extension Conjunction 1 2. If = Clausal Substitution 1 3. But = Adversative Extension Conjunction 1 4. Yet = Adversative Extension Conjunction 1 5. So = Causal Conditional Enhancement Conjunction 1 6. It = Personal Reference 1 (Determinative) 7. I = Personal Reference 3 (Soekarno) 8. We = Personal Reference 4 (Indonesian Nation) 9. This = Demonstrative Reference 1	Paragraph 28

<ul style="list-style-type: none"> 10. The = Demonstrative Reference 3 11. If = Clausal Substitution 1 12. Our = Personal Reference 3 13. My = Nominal Ellipsis 1 14. Us = Personal Reference 2 	
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From **this** platform **I** have once described, told about the vast sea, the beautiful ocean, the glorious ocean, the living ocean, the ocean **which** can accommodate everything coming into that ocean, beamed by the sun. that's why **it** becomes vapour, raises to heaven to become clouds, white clouds parading **in the** sky, white clouds become thick clouds, thick clouds become dark clouds, **and** blown by the cold air rainwater falls on earth. Rainwater becomes on slope of mountains, penetrates the earth, comes out again as springs, as sources. **Every** water drop coming out of **these** springs, **every** water atom coming from **these** springs wish to comeback to sea. Originating from the sea, beamed by the sun, **they** raise upwards, fall on earth, penetrate the earth, come out again as a spring, **but every** drop of that water, **every** atom of that water **then** says: back to the sea! Come, **let's go** to the sea! To the open sea! To the free sea! To the vast sea, to the grand ocean, to the grand ocean of freedom! Because of that **I** say, water **which** comes out of **this** spring, **every** atom coming from **this** source **though it** has left the spring while going to the sea, **in fact** remains faithful to **its** spring. Because **those** springs are the source of water drops, **and** all of **them** send **those** water drops back to the sea.

<ul style="list-style-type: none"> 1. In Fact = Clarification Elaboration Conj. 1 2. And = Addition Extension Conjunction 2 3. But = Adversative Extension Conjunction 1 4. Then = Spatio-Temporal Enhancement Conjunction 1 5. Though = Causal Cond. Enhancement Conjunction 1 6. They = Personal Reference 1 	<p>Paragraph 29</p>
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<p>(Clouds)</p> <p>7. It = Personal Reference 2 (Determinative)</p> <p>8. I = Personal Reference 2 (Soekarno)</p> <p>9. In The = Enhancement Conjunction 1</p> <p>10. This = Demonstrative Reference 3</p> <p>11. The = Demonstrative Reference 23</p> <p>12. Every = Deictic Nominal Ellipsis 5</p> <p>13. These = Specific Demonstrative Reference 2</p> <p>14. Those = Remote Specific Demonstrative Reference</p> <p>15. Which = Nominal Ellipsis 2</p> <p>16. Them = Personal Reference 1</p> <p>17. On = Enhancement Conjunction 3</p> <p>18. Let's Go = Collocation</p>	
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On the 20th of May 1908, **we** have founded what **we** called the National Movement for **the first** time. **At the time we** had already vaguely defined **that** the Indonesian Nation shall become a great **and** free Nation **that** our society shall become a just **and** prosperous society. What has been vaguely defined in 1908, have gradually become clear, **clearer and clearer, and** have gradually been implanted in our hearts. **It** ultimately becomes our **strongest** resolve, our determination to become free, our determination that only a just **and** prosperous society is the society **which we** should strive for, even **more** than that, I said yesterday, that one of the aims of the revolution must be socialism. Socialism is one of the bases of a rightful revolution. All **these** have become elements, atoms of our spring. Come let's go ahead to the sea, sea of the implementation of the

message of the people's offerings.

1. And = Addition Extension
Conjunction 5
2. Its = Personal Reference
(Possessive Determiner) 1
3. It = Personal Reference 1
(Determinative)
4. We = Personal Reference 4
(Indonesian Nation)
5. That = Demonstrative Reference
2
6. The = Demonstrative Reference
13
7. Our = Personal Reference 6
8. These = Specific Demonstrative
Reference 1
9. More = Particular Comparative
Reference 1
10. Which = Nominal Ellipsis 1
11. The First = Ordinal Numeral
Ellipsis 1
12. At The Time = Spatio-Temporal
Enhancement Conjunction 1
13. In = Enhancement Conjunction 1
14. Clearer = Comparative Adjective
Nominal Ellipsis 2
15. Strongest = Superlative Adjective
Nominal Ellipsis 1

Paragraph 30

Come let's go ahead. **Go ahead!** Also in **the** struggle for **the** liberation **if** West Irian, **we** go ahead, **despite** of whatever obstacles. **Therefore, at this** place, **I** am not only bowing my head to ask God's blessing to give a good place to **our** heroes who died in the past, who died recently in the present fighting's, **I** am not only bowing my head while asking to God Almighty that **He** will give **the best** place to all

our heroes who have sacrificed **their** lives, **but I also** express my salute to honour to all the people of Mandala, to the fighters of the Indonesian people who in Mandala territory went to implement the people's Tri-command, to all **our** boys **and** girls to all the people in the Mandala territory who are fighting at all cost to liberate West Irian, because **they** are implementing not only historic task, **but also** a task towards God Almighty.

1. And = Addition Extension
Conjunction 1
2. Also = Addition Extension
Conjunction 3
3. This = Demonstrative Reference
1
4. But = Adversative Extension
Conjunction 2
5. Therefore = Causal Conditional
Enhancement Conjunction 1
6. In = Enhancement Conjunction 5
7. Despite = Causal Conditional
Enhancement Conj. 1
8. Their = Personal Reference 1
(Our Heroes)
9. They = Personal Reference (Our
Boys And Girls)
10. I = Personal Reference 3
(Soekarno)
11. He = Personal Reference 1 (God
Almighty)
12. We = Personal Reference 1
(Indonesian Nation)
13. The = Demonstrative Reference
11
14. If = Clausal Substitution 1
15. In The = Enhancement
Conjunction 4
16. At = Spatio-Temporal
Enhancement Conjunction 1

Paragraph 31

17. My = Nominal Ellipsis 3 18. Our = Personal Reference 3 19. The Best = Superlative Adjectives Nominal Ellipsis 1 20. Go Ahead = Collocation	
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<p>Therefore, we who are here, behind the Mandala frontline, come let us unite ourselves as strong as possible, be prepared to participate in the liberation of West Irian, be prepared to assist the fight of our youth in the Mandala territory, to assist the struggle of the people and our youth in West Irian proper.</p>	
1. And = Addition Extension Conjunction 1 2. Therefore = Causal Conditional Enhancement Conjunction 3. Here = Matter Enhancement Conjunction 4. We = Personal Reference (Indonesian Nation) 5. The = Demonstrative Reference 6 6. Us = Personal Reference 1 7. Our = Personal Reference 2 8. As Strong As = Comparative Reference 1 9. In The = Enhancement Conjunction 2 10. In = Enhancement Conjunction 1	Paragraph 32

. Only by doing **so our** pledge can be fulfilled, that **before the cock crows** on the 1st January 1963, the red and white flag will officially fly in the entire territory of West Irian, from the Radja Ampat isles to Merauke.
My dear Brothers **and** Sisters, thank you.

<ol style="list-style-type: none"> 1. And = Addition Extension Conjunction 2 2. So = Causal Conditional Enhancement Conjunction 3. The = Demonstrative Reference 5 4. My = Nominal Ellipsis 1 5. Our = Personal Reference 1 6. Before The Cockcrows = Enhancement Conjunction 1 7. In The = Enhancement Conjunction 1 8. In = Enhancement Conjunction 1 9. On = Enhancement Conjunction 1 	<p>Paragraph 33</p>
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Lexical Cohesion:

A. Reiteration:

1. Repetition

- a. And now we have gathered in Djakarta, in the Negara Palace, to hold **this commemoration**. And I know **the commemoration** at thus Negara Palace, is observed by the entire people of Indonesia from Sabang to Merauke. (Paragraph 3)
- b. A **peculiarity**, though a wonderful **peculiarity**. (Paragraph 4)
- c. Mr. P. J. Veth said, that **the tiger** in him was killed. The spirit of **the tiger** in the hearts of the Indonesian Nation is dead, as the result of the hundreds of years of imperialism. (Paragraph 6)
- d. It is not **more than proper** that we be glad. It is not **more than proper** that we thank God Almighty. (Paragraph 7)

- e.on the 20th of May 1908 has reawaken; that we commemorate the 20th of May 1908 as the day of the reawakening..... (Paragraph 7)
- f. I lately saw on the part of the Dutch, that they are no more commemorating and glorifying **Willem van Oranje**, their hero of freedom. And we, the Indonesia Nation see in prince **Willem van Oranje** one of freedom fighter. (Paragraph 8)
- g. Because **the Dutch** do not understand history. **Because the Dutch** do not understand, that all the activities of the Indonesian Nation. (Paragraph 9)
- h. Was the independence **movement** in Egypt, the United Arab Republic, was the **movement** of history which emerged from the hearts of the Egypt at the time, now the United Arab Republic, **was the movement** of history which emerged from the hearts of the Egypt Nation.(Paragraph 10)
- i. That the independence of the Philippines was the result of the trouble maker **Jose Rizal Y Mercado, or Aguinaldo**. No! That movement was not made **by Aguinaldo or Joe Rizal Y Mercado**, but it was the movement of history. (Paragraph 12)
- j. If the Indonesian Nation reawakening, that is the manifestation of the ‘Social Conscience of Men’. If the Egyptian Nation reawakened, that is manifestation of the ‘Social Conscience of Men’. (Paragraph 13)
- k. If the Indian Nation reawakened, that is the outbreak of the ‘Social Conscience of Men’. If the Vietnamese Nation

reawakened, it is the outbreak of the Social Conscience of Men.
(Paragraph 13)

- l. If the Korean Nation reawakened, that is the outbreak of the Social Conscience of Men. If the Cuban Nation reawakened, it is the outbreak of the Social Conscience of Men. (Paragraph 13)
- m. And it is on the basis of **this conviction** that we execute the Tri-Command. Based upon **this conviction** that we pursue our diplomat. (paragraph 14)
- n. We do not want mendicancy for **negotiations**, though we prefer that West Irian can be liberated through peaceful means, that West Irian can be freed though **negotiations**. (Paragraph 15)
- o. A **statement** was issued. The **statement** saying that Luns, the Dutch, want negotiate. (Paragraph 17)
- p. We prefer negotiations, based upon the transfer of West Irian to the **territory under the authority** of the Republic, because I that way, without bloodshed, God willing, West Irian can return into the **territory under our authority**. (Paragraph 18)
- q. The Dutch have openly strengthened their **military forces** in West Irian. We also strengthen our **military forces**. (Paragraph 21)
- r. I even said: ‘self-reliance, no mendicancy’ – to rely on one’s own strength, to rely on one’s own power, to rely on one’s own capability, to foster, to build, to bundle one’s forces. No mendicancy. (Paragraph 22)

- s. It has strengthened my conviction that it may be justification of **God Almighty**, because **God Almighty** has for 5 times given me his protection. (Paragraph 25)
- t. Back to **the sea!** Come, let's go to **the sea!** (Paragraph 29)
- u. What has been vaguely defined in 1908, have gradually become clear, **clearer and clearer, and** have gradually been implanted in our hearts (30)

2.Synonym

Freedom – Independence, Hero – Fighter, liberated – freed, negotiation – diplomacy, ambassador – diplomat, discuss – talk, Strength – Power, Aid – Help, Countries – States, world – earth, support – assist, Mandala – West Irian. Arise – Awaken.

3.Superordinate

West Irian Merauke, Raja Ampat

Indonesia Djakarta, Djambi

Indonesian Yamin, Soebandrio

Asia Philippines, India

Dutchman Luns, Deventer, Veth,

American Elsswood Bunker

The Center The Region

4.General Word

Moscow Soviet Government

Mandala West Irian

The Dutch	Colonial Government
The Center	Djakarta

B. Collocation

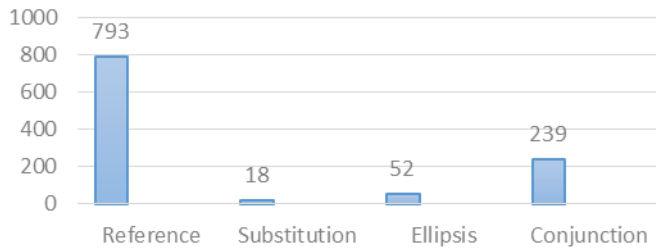
1. Great Work
2. Sleeping Beauty
3. Let's Go
4. Go Ahead
5. God Almighty
6. Trouble Maker

APPENDIX III

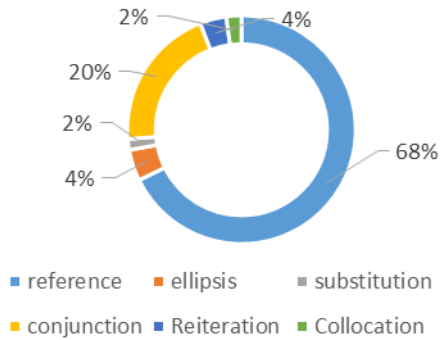
RECAPITULATION OF DATA PERCENTAGE

NO	TYPES OF COHESION	Σ	%
A	Grammatical Cohesion		
1	Reference	793	67,7 %
2	Substitution	18	1.5 %
3	Ellipsis	52	4.5 %
4	Conjunction	239	20.4 %
B	Lexical Cohesion		
1	Reiteration	44	3.8 %
2	Repetition	25	2.1 %
TOTAL		1171	100 %

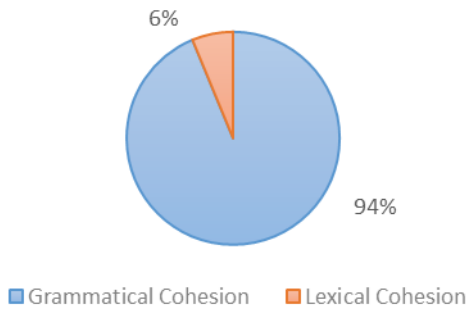
Percentage of Grammatical cohesion



The dominant types of cohesion



Percentage of Cohesion Analysis in Speech



CURRICULUM VITAE

A. PERSONAL IDENTITY

- 1. Name : Abdul Ghofar
- 2. Place, date of birth : Kendal, 25 Juni 1993
- 3. Address : Kalirandu Gede 7/1 Kec. Cepiring Kab.
Kendal
- 4. E-mail : ghoffar@walhijateng.org
- 5. Phone : 085645520982
- 6. Career : Chief of Advocacy and Campaign
WALHI Jateng

B. EDUCATIONAL BACKGROUND

- 1. Formal Education
 - a. TK Permata Sari Graduation 1999
 - b. SDN Kalirandu Gede Graduation 2005
 - c. SMP N 4 Cepiring Graduation 2008
 - d. MAN Kendal Graduation 2011
 - e. UIN Walisongo Graduation 2018

C. ORGANIZATIONAL BACKGROUND

- 1. Branch Board of PMII Semarang City
- 2. Coordinator of GUSDURian Semarang
- 3. FNKSDA Semarang
- 4. KPA Pashtunwali
- 5. WALHI Jawa Tengah

Semarang, August 20th, 2018

Abdul Ghofar