

Grammatical Cohesive Devices in Taylor Swift's Nyu 2022 Commencement Speech

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ABSTRACT

This study revolves around the study of discourse, specifically concerning the role of grammatical cohesive devices in spoken discourse namely speech. This study applied Halliday and Hasan's theory of cohesion (1976). This study aims at identifying the types of grammatical cohesive devices used and analyzing the functions of each grammatical cohesive devices in the speech. The data of this study was taken from the Taylor Swift's NYU 2022 commencement speech. The method applies in this study is descriptive quantitative method. In collecting the data, documentation method and note-taking technique were used. The grammatical cohesive devices based on Halliday and Hasan (1976) theory consist of reference, substitution, ellipsis, and conjunction. The method for presenting the data analysis in this study used informal method by using descriptive qualitative method and content analysis technique. The finding shows that almost all types of grammatical cohesive devices are found in Taylor Swift's NYU 2022 commencement speech. The types are reference, substitution, ellipsis, and conjunction. Based on the analysis, the most dominant type appeared in the speech is reference and the less frequently appeared is substitution. The result also shows how each type of grammatical cohesive devices functions in the speech. The functions of grammatical cohesive devices are important to create cohesion, clarity, and to make the listener understand the implied meaning made by the speaker.

Keywords: cohesion, grammatical cohesive devices, speech

ABSTRAK

Kajian ini berkisar pada kajian wacana, khususnya mengenai peran perangkat kohesif gramatikal dalam wacana lisan yaitu tuturan. Penelitian ini menerapkan teori kohesi Halliday dan Hasan (1976). Penelitian ini bertujuan untuk mengidentifikasi jenis perangkat kohesif gramatikal yang digunakan dan menganalisis fungsi masing-masing perangkat kohesif gramatikal dalam tuturan. Data penelitian ini diambil dari pidato pembukaan NYU 2022 Taylor Swift. Metode yang digunakan dalam penelitian ini adalah metode deskriptif kuantitatif. Dalam pengumpulan data digunakan metode dokumentasi dan teknik pencatatan. Perangkat kohesif gramatikal berdasarkan teori Halliday dan Hasan (1976) terdiri dari referensi, substitusi, elipsis, dan konjungsi. Metode penyajian analisis data dalam penelitian ini menggunakan metode informal dengan menggunakan metode deskriptif kualitatif dan teknik analisis isi. Temuan tersebut menunjukkan bahwa hampir semua jenis perangkat kohesif gramatikal ditemukan dalam pidato pembukaan NYU 2022 Taylor Swift. Jenisnya adalah referensi, substitusi, elipsis, dan konjungsi. Berdasarkan analisis, jenis tuturan yang paling dominan muncul adalah referensi dan yang paling jarang muncul adalah substitusi. Hasilnya juga menunjukkan bagaimana masing-masing jenis perangkat kohesif gramatikal berfungsi dalam tuturan. Fungsi perangkat kohesif gramatikal penting untuk menciptakan

kohesi, kejelasan, dan membuat pendengar memahami makna tersirat yang disampaikan oleh pembicara.

Kata Kunci: kohesi, perangkat kohesif tata bahasa, ucapan

INTRODUCTION

Comprehension should be a priority in communication. Cohesion and coherence are at least two characteristics that affect a text. The relationship of meaning that permeates the text and characterizes it is referred to as cohesion. When certain speech aspects are interpreted coherently, cohesion happens (Halliday & Hasan, 1976). Concurrently, coherence is a semantic aspect of speech that is created by how each phrase is understood in relation to the others. The wording is cohesive, meaningful, and conveys the idea. As a result, cohesiveness makes a conversation coherent. According to Halliday and Hasan (1976), there are two components of coherence: lexical cohesion and grammatical cohesion.

A cohesive and coherent sequence of sentences makes up a discourse, which is a full language entity (Tarigan, 1987). While coherence identifies the overall meaning that a speech conveys, cohesiveness identifies the link or bond inside a discourse. The written discourse having a transactional goal, is intended to be permanent, and to convey information. Written discourse also uses standard language. Conversely, spoken language has an interactional purpose and is meant to be fleeting, establishing relationships with others (Brown & Yule, 1983). As a result, the ways in which spoken and written languages are used for informal communication differ. Furthermore, the latter is done in a formal, intentional, or public manner. Presentations and public speaking are two examples (Stubbs, 1996). Public speaking is one way that people use to communicate their thoughts, and speech is one kind of public speaking. Speech is an example of public speaking that is often given in the form of a formal lecture in which they express opinions or provide an outline of an important topic that needs to be discussed (Priatmoko, 2013). The objectives are to inform, educate, uplift, explain, and influence individuals in specific locations (Slagell, 2009). Furthermore, there are a lot of things that may be said in a speech, such as a campaign, a statement of concern, or condolences. The writer believes that selecting grammatical cohesion to be studied is necessary. The reason for selecting grammatical cohesion is that it is one of the most important aspects of cohesion, whether in a formal text or informal text. The importance of grammatical continuity in the speech was crucial since it served as a link between all aspects, allowing the speech to become informative and aiding the reader in understanding the research's aim.

The basis for comprehending cohesive devices has been established by earlier studies on grammatical cohesive devices by notable researchers including Koutchade (2017), Kailani (2017), Sahreebanu (2022), Arifiani (2016), and Zuhudi (2022). The empirical results of this work serve as a basis for detecting grammatical coherence mechanisms in spoken text. While existing theories provide a strong framework, there is a noticeable gap in the literature regarding grammatical cohesion devices.

The study addresses this gap by focusing on identifying grammatical cohesive devices on spoken discourse namely speech, highlighting how the devices function and their potential impact on the audience. Based on the explanation above, the writer wants to analyze the speech from a linguistic aspect in terms of discourse analysis. A good discourse or text needs to be cohesive. To make a unity or cohesiveness of the text, it needs cohesive devices. Therefore, this study will particularly analyze grammatical cohesive devices in speech text found in Taylor Swift's commencement at New York University in 2022.

METHODS

The data of this research were obtained from American singer-songwriter Taylor Swift's graduating address at New York University in 2022. Doctor of Fine Arts, honoris causa, was the honorary degree awarded to Taylor Swift on May 18, 2022. She was given this honorary award in recognition of her outstanding charitable contributions to the music business and the community.

This study employed a documentation method and note-taking technique to collect the data. The descriptive qualitative method was used to analyze the findings of grammatical cohesive devices and supported by quantitative method to find out the occurrence of the cohesive devices. The data were categorized using the grammatical cohesive theory of Halliday & Hasan (1976) to address the study topics. This study employed both formal and informal methods to elaborate the data analysis in order to address the research topic. The data results and their frequencies were shown using the formal technique. The informal method was used to present and analyze the types and the functions of items of grammatical cohesive device in the speech by using verbal argumentative description.

FINDINGS AND DISCUSSION

Findings

Table 1. Data Findings of Grammatical Cohesive Devices in Taylor Swift's NYU 2022 Commencement Speech

No.	Types of Grammatical Cohesive Devices	Frequency
1.	Reference	466
2.	Substitution	5
3.	Ellipsis	6
4.	Conjunction	107
	Total	584

According to the cohesion theory proposed by Halliday & Hasan (1976), all kinds of grammatical cohesive devices were found in Taylor Swift's commencement speech. The total of grammatical cohesive devices found in the speech is 584, with reference occur 466, substitution occur 5, ellipsis occur 6, and conjunction occur 107. The interpretations of the data are explained below.

Discussion

Reference

Data 1

“So, as a rule, I try not to give anyone unsolicited advice unless they ask for it. I’ll go into this more later. I guess I have been officially solicited in **this** situation to impart whatever wisdom I might have, to tell you things **that** have helped me so far in my life. Please bear in mind **that** I in no way feel qualified to tell you what to do”.

In the passage above there are demonstrative references. According to Halliday & Hasan (1976) demonstrative reference is essentially a form of verbal pointing. The speaker identifies the referent by locating it on a scale of proximity. Some demonstrative references found in the data example are **this** and **that** which belongs to the demonstrative determiner. Firstly, the word **this**, which appears in the third sentence. In the third sentence, **this** is categorized as a cataphoric reference because it refers forward to something that has not been mentioned before, which is the noun situation. Specifically, it serves as a modifier to modify the noun situation. Then, there is a word **that**. In the third sentence, the word **that** is categorized as an anaphoric reference. It is categorized as an anaphoric reference because it refers back to an unspecified entity that is implied by ‘things’. The use of demonstrative reference above shows how reference plays a cohesive function to bond the whole passage and avoid unnecessary repetition.

Substitution

“I leave you with this: we are led by our gut instincts, our intuition, our desires and fears, our scars and our dreams and you will screw it up sometimes. So will I and when I **do**, you will most likely read about it on the internet.”

Based on the data above, there is an example of verbal substitution found in the speech text. Verbal substitution is the replacement of a lingual unit that is classified as verbal with another element of the lingual unit that belongs to the same classification (Halliday & Hasan, 1976). The common elements used as verbal substitution are do, does, and did. In the data, the word **do** is used as a substitute for the full verb phrase ‘you will screw it up sometimes’. By using verbal substitute **do**, it conveys the idea of ‘will screw it up sometimes’ in a particular way without explicitly repeating the verb phrase ‘will screw it up sometimes’. The verb **do** serves as a general placeholder for the specific action of screwing up. The presupposed sentence would be ‘So will I and when I screw it up, you will most likely read about it on the internet’. The use of substitution is to link concepts or entities across spoken discourse, which helps to generate cohesiveness and improve overall communication.

Ellipsis

“How will you know what the right choice is in these crucial moments? You won’t [0].”

Based on the data above, there is a case of verbal ellipsis. Verbal ellipsis refers

to the omission of words within the verbal sentence (Halliday & Hasan, 1976). The ellipsis process occurs in verbal groups. The previous verbal group supposes to be the next verbal group which is not fully stated in the systemic features. To be specific, it is lexical ellipsis or ellipsis from the right, in which the lexical verb, as final element in the verbal group, is omitted. From the data above, the element 'know what the right choice' is omitted after the element 'won't'. The complete sentence would be 'you won't [know what the right choice]' which the verb phrase is explicitly stated in the preceding phrase. The speaker can express their intended meaning by omitting unnecessary information that can be understood from the context by employing lexical ellipsis. Ellipsis is used to trail off at the end of a sentence, leaving a statement open-ended or suggesting there is more that could be said but is not being expressed.

Conjunction

"Then I went out on the road for radio tour which sounds incredibly glamorous, **but** in reality, it consisted of a rental car, motels and my mom and I pretending to have loud mother-daughter fights with each other during boarding so no one would want the empty seat between us on Southwest."

In data above, there is an adversative conjunction **but** found in the speech text. According to Halliday & Hasan (1976), the basic meaning of adversative conjunction is the relation that is contrary to expectation. The expectation may be derived from the content of what is being said or from the communication process. The adversative conjunction **but** serves the function of introducing a contrast or opposition between two clauses. The adversative conjunction **but** is used to connect two contrasting or opposing idea. It indicates a contradiction, difference, or exception between the information presented in the first clause and the information in the second clause. In the sentence, the first clause states that the speaker went out on the road for radio tour which sounds incredibly glamorous, implying that people may thought it is glamorous. However, the second clause contradicts this idea by stating that the radio tour consists of a rental car, motels, and the speaker having a fight with her mom shows how the radio tour is not glamorous as the first clause stated. The conjunction serves as connecting words for connecting sentences or clauses. By creating logical connection between each part of a text, it enhances cohesion.

CONCLUSION

The data finding reveals the presence of all categories of grammatical cohesive devices namely reference, substitution, and ellipsis within Taylor Swift's NYU 2022 commencement speech. Each category has distinct subtypes and not all subtypes are found in the speech. Additionally, the finding reveals that reference is the most frequently occurring grammatical cohesive device within the text, while substitution is the lowest frequency of occurrence.

Moreover, the diverse grammatical cohesive devices identified in the speech serve unique functions. Reference functions to avoid redundant repetition, substitution facilitates the replacement of one element with another, and ellipsis serves to replace an element with zero or nothing. Furthermore, conjunctions are

employed to establish logical coherence between different segments of the text. In summary, the study underscores the continued presence of grammatical cohesion within spoken discourse in Taylor Swift's NYU 2022 commencement speech. The implementation of grammatical cohesive devices enhances the speech's efficacy by fostering cohesion, clarity, and resonance, thereby effectively conveying the intended message to the audience.

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