COHESION IN SPOKEN DISCOURSE: A DISCOURSE OF HARJAS SINGH SIDHU'S SPEECH ON THE PUBLIC SPEAKING ACADEMY YOUTUBE CHANNEL

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ABSTRACT

This study aims to analyze the cohesive devices used in Harjas Singh Sidhu's speech on the Public Speaking Academy YouTube channel, addressing the problem of how cohesion contributes to the clarity and organization of spoken communication. The data were obtained from a recorded speech video, and the analysis applied a descriptive qualitative method. The instrument of this study was the researcher, supported by an observation sheet used to categorize each cohesive device. The data were collected through repeated viewing, transcription, and identification of cohesive elements, while the analysis involved classification, description, and interpretation of the findings. The results show that the speech contains two types of grammatical cohesion—Personal Reference and Demonstrative Reference—and two types of lexical cohesion—Reiteration (Repetition and Superordinate) and Collocation. No instances of Substitution and Ellipsis were found in grammatical cohesion, and no examples of Synonym or General Word occurred in lexical cohesion. Overall, the findings demonstrate that the use of cohesive devices supports the clarity, flow, and coherence of the speaker's message. The novelty of this study lies in its focus on a high-performing non-native English speaker in a competitive public speaking context, offering insights into cohesion use in authentic, performance-based spoken discourse—an area that remains underexplored in previous research.

Keywords: cohesive device, public speaking, spoken discourse,

INTRODUCTION

Discourse analysis is a branch of linguistics that examines how language is used by members of a speech community. It focuses on both the form and function of language and encompasses the study of spoken and written communication. According to Demo (2001), discourse analysis identifies linguistic features that characterize different genres as well as social and cultural factors that influence the interpretation and understanding of texts and interactions. Within this field, *cohesion* and *coherence* are considered essential components that contribute to the unity and comprehensibility of discourse.Halliday and Hasan (1976) define cohesion as the semantic relationships that exist within a text, creating meaningful connections between linguistic elements. They explain that cohesion can be expressed through grammar and vocabulary, and categorize it into two main types: grammatical cohesion and lexical cohesion. Grammatical cohesion consists of reference,

substitution, ellipsis, and conjunction, while lexical cohesion includes reiteration and collocation. Cohesion plays a vital role in maintaining the unity and flow of a text, ensuring that ideas are clearly connected and comprehensible to the reader or listener.

Communication itself is a fundamental aspect of human life. . As stated by Fitamayin (2018), people communicate to fulfill their needs, to be heard, and to be appreciated. Through communication, individuals are able to maintain relationships with family, friends, and colleagues, and to express ideas, share information, and convey emotions. Generally, communication can be categorized into three types, namely written communication, non-verbal communication, and verbal communication (Fitamayin, 2018). Oral communication takes place when a person speaks directly to another, while written communication occurs when people exchange information through letters, memos, or other written forms (Putri, 2024). Among these, verbal communication is the most direct means of interaction as it involves the use of words, either spoken or written.

Speaking, as a form of verbal communication, plays an essential role in daily life. Fitrananda (2018) emphasizes that speaking is one of the most common and important human activities, serving as a medium to express thoughts, ideas, and opinions. One form of speaking that is widely practiced is public speaking or speech delivery. A speech is a communicative act intended to inform, entertain, or persuade an audience. To ensure that a speech is effective and comprehensible, a speaker must be able to organize ideas coherently and use cohesive devices appropriately. Cohesion helps connect ideas smoothly within a speech, thus improving its clarity and impact. However, not all speakers are able to use cohesive devices correctly, and such inaccuracy can affect the logical flow and coherence of their message. Crossley and McNamara (2010) found that inappropriate cohesion use weakens text coherence and makes the message more difficult for audiences to process. Furthermore, Ahmed (2010) reported that errors in cohesive devices disrupt the logical progression of ideas, leading to confusion and misinterpretation.

Several previous studies have analyzed cohesive devices in different types of texts and communicative contexts. Amut (2023) examined grammatical cohesion in descriptive texts written by fourth-semester students of Mahasaraswati University using Halliday and Hasan's (1976) framework. The study found that reference and conjunction were the most frequently used types of grammatical cohesion, with conjunctions appearing as the dominant category. Similarly, Jayanti (2021) investigated cohesive devices in English national examination reading texts for junior high school students and reported that reference was the most frequently used type, totaling 621 occurrences. Albana (2020) analyzed cohesive devices in argumentative writing by fifth-semester students of Darussunnah and found that reference dominated grammatical cohesion, while repetition was the most frequent type of lexical cohesion. In another study, Widayanti (2023) examined lexical cohesion in Donald Trump's campaign speeches and identified five types of lexical cohesion—repetition, synonym, superordinate, general word, and collocation—with repetition emerging as the most dominant. Ratnasari (2016) analyzed cohesive devices in students' speeches and found that conjunction, reference, and lexical reiteration were the most commonly used types. Likewise, Emilinda (2022) investigated cohesive devices in Donald Trump's *Concession Speech Transcript* and identified 362 cohesive devices, with personal reference being the most dominant.

Although these previous studies have provided valuable insights into the use of cohesive devices across various genres and contexts, several research gaps remain. Most of the previous studies focused on written texts or speeches delivered by native English speakers. Only a few studies have analyzed the use of cohesive devices in speeches delivered by non-native English speakers, especially those participating in professional or competitive public speaking events. In

addition, many existing studies concentrated on the frequency of cohesive devices rather than exploring how these devices contribute to the coherence and effectiveness of a speech from a communicative perspective.

Therefore, this study seeks to fill this gap by analyzing the cohesive devices used by Harjas Singh Sidhu, a non-native English speaker who won second place in the National Public Speaking Competition organized by the Public Speaking Academy. Although research on cohesion is well established, most existing studies focus on written texts or classroom-based speaking tasks, while limited attention has been given to how non-native speakers employ cohesion in high-stakes, performance-based public speaking contexts. Such contexts demand not only fluency but also strategic use of linguistic resources to construct clarity, persuasion, and audience engagement. Understanding cohesion in this setting is crucial because the misuse or underuse of cohesive devices can significantly influence how the audience interprets the speaker's message, the perceived professionalism of the speech, and even the overall communicative effectiveness. The novelty of this study lies in its examination of cohesive device use by a successful non-native English speaker within a competitive public speaking performance, providing insights that are more authentic and representative of real-world communication demands. By applying Halliday and Hasan's (1976) framework, this research aims to identify and describe the types of cohesive devices used in Harjas Singh Sidhu's speech, thereby contributing to a deeper understanding of how cohesion operates in public speaking and how linguistic competence shapes speech coherence among non-native speakers

METHODS

This study employed a descriptive qualitative method to analyze the use of cohesive devices in a selected speech. The descriptive qualitative approach was considered appropriate because the study focused on describing linguistic phenomena in the form of words, phrases, and discourse patterns rather than numerical data. The object of this research was a speech delivered by Harjas Singh Sidhu, one of the participants in the National Public Speaking Competition. The speech, which had a duration of approximately 7 minutes, was obtained from a video uploaded on the Public Speaking Academy YouTube channel and was selected because it represents an authentic public speaking performance by a non-native English speaker who gained national-level recognition. The data collection involved several procedures. The researcher began by watching the speech repeatedly to familiarize herself with the content and to identify potential occurrences of cohesive devices. An automatic transcript of the speech was then generated and copied for initial examination. Afterward, the researcher manually verified the accuracy of the transcript by re-watching the speech and cross-checking it with the subtitles to ensure that all words, phrases, and utterances were faithfully represented. During this process, the researcher also took notes on initial observations related to cohesion. The analysis was carried out by reading the finalized transcript carefully and identifying all linguistic elements functioning as cohesive devices. The classification of these devices was based on Halliday and Hasan's (1976) framework, which includes grammatical cohesion—consisting of reference, substitution, ellipsis, and conjunction—as well as lexical cohesion, which encompasses reiteration and collocation. Reference includes the use of personal, demonstrative, and comparative forms; substitution and ellipsis refer to the replacement or omission of linguistic items; and conjunction covers additive, adversative, causal, and temporal relationships. Meanwhile, lexical cohesion involves reiteration such as repetition, synonym, near-synonym, superordinate, and general words, along with collocation, which refers to words that frequently occur together or share semantic associations. All identified cohesive devices were then highlighted, classified according to their type, and counted to determine

their overall frequency and distribution in the speech. Finally, the findings were interpreted qualitatively to describe how these cohesive devices helped shape the coherence, logical flow, and communicative effectiveness of the speaker's performance.

RESULTS AND DISCUSSION

This section provides the theoretical basis for analyzing the cohesive devices identified in the speech. Cohesion is a key element in shaping how ideas connect within a text, allowing linguistic elements to function together as an integrated whole. Halliday and Hasan (1976) outline two major categories of cohesion: grammatical cohesion, which includes reference, substitution, ellipsis, and conjunction, and lexical cohesion, which encompasses reiteration and collocation. These cohesive ties contribute significantly to the coherence and continuity of meaning in spoken or written discourse. The present study examines the cohesive devices used in a speech delivered by Harjas Singh Sidhu, the second-place winner of the National Public Speaking Competition. The speech was sourced from a video published on the Public Speaking Academy YouTube channel and was transcribed for analysis. Various cohesive devices identified in the transcript were examined and classified using Halliday and Hasan's framework. The table below presents a summary of the types and frequencies of cohesive devices found in the speech.

TABLE 1 / Grammatical Cohesion

Type of Grammatical Cohesion	Occurrence
Personal Reference	71
Demonstrative Reference	39
Additive Conjunction	22
Adversative Conjunction	2
Causal Conjunction	1
Total	135

Table 1 illustrates the distribution of grammatical cohesion types identified in Harjas Singh Sidhu's speech. The analysis revealed a total of 135 occurrences of grammatical cohesive devices. Among these, personal reference appeared most frequently, with 71 instances, indicating the speaker's tendency to use personal pronouns such as *I, you,* and *we* to establish interpersonal connection and clarify referents throughout the speech. Demonstrative reference occurred 39 times, showing how the speaker pointed to specific entities or ideas using words like *this* and *that* to guide the audience's attention. In terms of conjunctions, additive conjunctions were used 22 times, primarily to connect and extend ideas, while adversative conjunctions appeared 2 times, functioning to contrast or oppose statements. Lastly, causal conjunctions occurred only once, suggesting that causal relations were less emphasized in the speech. Overall, these findings indicate that personal reference and additive conjunctions were the most dominant grammatical cohesive devices employed by the speaker to maintain coherence and logical flow within the discourse.

TABLE 2 / Lexical Cohesion

Type of Lexical Cohesion	Occurrence
Reiteration	
Repetition	14
Superordinate	1

Collocation	3
Total Data	18

Table 2 presents the types and frequency of lexical cohesion found in Harjas Singh Sidhu's speech. The analysis identified a total of 18 instances of lexical cohesive devices, which include reiteration and collocation. Within the category of reiteration, repetition was the most dominant type, occurring 14 times, indicating that the speaker frequently repeated key words or phrases to emphasize important ideas and enhance the clarity of his message. Superordinate relations appeared only **once**, showing limited use of general–specific lexical connections. Meanwhile, collocations occurred **3 times**, reflecting the speaker's use of semantically related word pairs that naturally co-occur in English, such as common expressions or thematic associations. Overall, the relatively low frequency of lexical cohesion compared to grammatical cohesion suggests that the coherence of the speech relied more heavily on grammatical links particularly references and conjunctions than on lexical repetition or association.

This section presents the findings of the study based on Halliday and Hasan's (1976) cohesion framework, which is used to analyze the cohesive devices in Harjas Singh Sidhu's speech. The framework distinguishes between grammatical cohesion—comprising reference, substitution, ellipsis, and conjunction—and lexical cohesion, which involves reiteration and collocation. Using these categories as analytical tools, the analysis examines how cohesive devices are employed throughout the speech to construct unity and coherence. This section also discusses the frequency and function of each type of cohesive device, identifying the most dominant forms and explaining their contribution to the clarity and overall effectiveness of the speaker's message.

1. Grammatical Cohesion

Grammatical cohesion refers to the linguistic features that link elements within a text through grammatical structures, helping establish unity and coherence. Within Halliday and Hasan's (1976) framework, this type of cohesion is realized through four categories—reference, substitution, ellipsis, and conjunction—which function to connect clauses and sentences in a systematic way. These devices function to link sentences and clauses so that the text can be understood as a meaningful whole. In the analysis of Harjas Singh Sidhu's speech, only two types of grammatical cohesion were identified reference and conjunction while substitution and ellipsis were not found. This finding indicates that the speaker tends to rely on explicit grammatical connections, such as pronouns and linking words, to maintain coherence throughout the speech.

1.1. Reference

Reference is a type of cohesive device that signals a relationship between linguistic elements by directing the reader or listener to information that has already been mentioned or that will appear in the discourse. Reference serves as a cohesive device that directs the audience to previously mentioned or contextually understood participants, objects, or events, thereby maintaining continuity throughout the discourse. It enables one linguistic element to be interpreted through another, helping listeners track meaning across the text. It provides continuity in discourse by enabling the interpretation of one linguistic item through another. Halliday and Hasan classify reference into three types: personal reference, which uses pronouns to refer to people or things (e.g., *he, she, it, they*); demonstrative reference, which indicates location or proximity (e.g., *this, that, these, those*); and comparative reference, which signals similarity or difference (e.g., *same, more, better*). In this study, only two types of reference

were identified personal reference and demonstrative reference which were used by the speaker to maintain coherence and ensure clear connections between ideas and participants throughout the speech.

Data 1:
*"**I** broke down and shared with her what **I** was going through in school and how **I** was unable to accept my appearance and what she told me sticks with me to this day"*

In the sentence *"I broke down and shared with her what I was going through in school and how I was unable to accept my appearance, and what she told me sticks with me to this day,"* the pronoun "I" refers to the speaker, namely Harjas Singh Sidhu. In this context, Harjas recounts a personal experience in which he confides in his mother about his struggles at school and his difficulty accepting his appearance. Since Harjas himself is the subject of the utterance, the use of the first-person pronoun "I" is appropriate and functions as a personal reference**.** According to Halliday and Hasan (1976), personal reference is a grammatical device that refers to the participants in the discourse through the use of personal pronouns (such as *I, you, he, she, we,* and *they*). This type of reference helps maintain textual cohesion by connecting pronouns to their referents within or outside the text. In this sentence, the reference "I" can be classified as an exophoric reference, as the identity of "I" is not explicitly stated within the text but can be understood from the situational context of the speech that is, "I" refers to Harjas Singh Sidhu himself. Hence, the pronoun functions cohesively by linking the utterance to the speaker's personal experience without the need for explicit repetition of his name.

Data 2:

*"During the peak of the cruelty, **it** seemed like there was no hope for the blacks in South Africa"*

In the sentence *"During the peak of the cruelty, it seemed like there was no hope for the blacks in South Africa,"* the pronoun "it" refers to the situation described in the preceding clause**,** namely *"the peak of the cruelty."* The pronoun functions to summarize and refer back to that situation as the grammatical subject of the clause. According to Halliday and Hasan (1976), personal reference is realized through the use of personal pronouns that refer to participants or entities within a given context. In this case, "it" is classified as a personal reference because it replaces a noun phrase ("the peak of the cruelty") to avoid repetition and maintain textual cohesion. Furthermore, the reference **"it"** is categorized as an anaphoric reference, since its meaning can only be interpreted by looking back at the earlier part of the sentence. The pronoun "it" does not introduce new information but instead refers back to an already mentioned situation. Thus, this cohesive tie contributes to the overall unity of the sentence by connecting the idea of cruelty to the subsequent statement about hopelessness.

Data 3:
*"I thought about it and realized, **you** know what? she's right".*

In the sentence *"I thought about it and realized, you know what? She's right,"* the pronoun "you" functions as a personal reference that directly addresses the audience. This expression occurs after Harjas recounts the advice he received from his mother, and by using "you," he engages his listeners in a conversational manner.

According to Halliday and Hasan (1976), personal reference is realized through the use of personal pronouns that refer to participants involved in the speech situation, such as *I, you, he, she, we,* and *they*. In this context, the pronoun "you" does not refer to any specific individual mentioned within the text, but rather to the audience listening to or watching Harjas's speech. Therefore, this reference can be categorized as an exophoric reference, since its meaning is derived from the situational context outside the text itself. The referent of "you" is not explicitly stated in the speech transcript, but it is understood as the audience being addressed. By employing this form of reference, Harjas creates a more personal and interactive connection with his audience, enhancing the communicative effectiveness of his speech.

Data 4:

*"These mountains are not easily overcome and in truth the only way to overcome them is by overcoming ourselves, by overcoming our fear of failure by overcoming our biases by overcoming the internal restrictions that **we** have put in place that only hold us back from being better"*

In the sentence *"These mountains are not easily overcome, and in truth, the only way to overcome them is by overcoming ourselves — by overcoming our fear of failure, by overcoming our biases, by overcoming the internal restrictions that we have put in place that only hold us back from being better,"* the pronoun "we" functions as a personal reference**.** According to Halliday and Hasan (1976), personal reference is realized through personal pronouns that refer to participants involved in the discourse, such as *I, you, he, she, we,* and *they.* In this context**,** "we" refers collectively to both the speaker (Harjas Singh Sidhu) and the audience, thereby creating a sense of inclusivity and shared experience. By using "we," Harjas positions himself as part of the larger social group he is addressing, emphasizing unity and collective responsibility. The reference "we" is classified as an exophoric reference**,** since its referent is not explicitly mentioned within the text but is understood through the situational context of the speech. The pronoun does not refer to a specific noun phrase within the sentence; instead, it draws meaning from the immediate communicative situation where Harjas speaks to an audience. This use of "we" effectively strengthens the rhetorical impact of the speech by fostering a sense of solidarity and mutual understanding between the speaker and his listeners.

Data 5:

*"While it is true that **the** mountain of racism was overcome by **the** South Africans, this was only truly possible when each and every individual looked within and conquered themselves".*

In the sentence *"While it is true that the mountain of racism was overcome by the South Africans, this was only truly possible when each and every individual looked within and conquered themselves,"* the word "the" functions as a demonstrative reference**.** According to Halliday and Hasan (1976), demonstrative reference serves as a form of verbal pointing that indicates specific entities in the text or context, helping the listener or reader to identify which particular object or concept is being referred to. Demonstrative reference can be realized through determiners (such as *the, this, that, these, those*) or adverbs (such as *here, there*). In this sentence, the definite article "the" specifies two entities: *"the mountain of racism"* and *"the South Africans."* The use of "the" in these noun phrases indicates that both referents are specific and identifiable within the discourse context. "The mountain of racism"

refs to a well-known social issue being discussed, while "the South Africans" points to a particular group of people who collectively overcame that issue. Thus, the word "the" functions cohesively to signal shared understanding between the speaker and the audience, guiding them toward a common referential interpretation of the text.

1.2.   Conjunction

Halliday and Hasan (1976:226) state that " Conjunction is not devices for reaching out into the preceding (or following) text, but they express certain meanings which presuppose the presence of other components in the discourse". There are three types of Conjunctions that found in this study namely Additive, Adversative, and Clausal.

Data 6:

*"When they conquered the biases they had for the opposite race, when they conquered they hate they had for each other **and** made space for acceptance **and** he was only doing this that the South Africans truly overcome the mountain of racism".*

In the sentence *"When they conquered the biases they had for the opposite race, when they conquered the hate they had for each other and made space for acceptance, and it was only by doing this that the South Africans truly overcame the mountain of racism,"* the word "and" functions as an additive conjunction. According to Halliday and Hasan (1976), conjunction is a type of grammatical cohesion that expresses logical relationships between clauses or sentences. The additive conjunction, in particular, serves to link one idea with another by adding information or extending meaning, often realized through connectives such as *and, moreover, furthermore,* or *in addition*. In this sentence, the first occurrence of **"and"** connects two related clauses, providing additional information about the actions performed by the referent "they." It links the ideas of "conquering hate" and "making space for acceptance," showing that both actions are part of the process of overcoming prejudice. The second **"and"** links the entire preceding clause to the following statement, *"it was only by doing this that the South Africans truly overcame the mountain of racism,"* which presents the result or conclusion of the earlier actions. Thus, both instances of **"and"** function to maintain textual cohesion by connecting ideas in a continuous and logically additive relationship, emphasizing the collective effort that led to overcoming racism.

Data 7:

*"Looking back on it now, it seems so stupid, so juvenile, it's so clear these comments came from a place of ill-inform and **yet** at that time, it severely affected my self-esteem".*

In the sentence *"Looking back on it now, it seems so stupid, so juvenile, it's so clear these comments came from a place of ill-informed, and yet at that time, it severely affected my self-esteem,"* the word **"yet"** functions as an **adversative conjunction**. Adversative conjunctions signal a contrastive relationship between clauses or sentences, showing that the information that follows stands in opposition to or modifies what has been stated previously. Common examples include *but, however, nevertheless, whereas,* and *yet*. In this context, **"yet"** introduces a contrast between the speaker's present understanding and his past emotional reaction**.** The first part of the sentence reflects Harjas's current awareness that the comments were immature and ill-informed, while the clause following **"yet"** reveals that despite

this, the remarks still had a serious impact on his self-esteem at the time. Therefore, **"yet"** serves as a cohesive device that links two opposing ideas, enhancing the logical flow and coherence of the text by highlighting the contradiction between rational understanding and emotional experience.

Data 8:

"Because it is only in conquering ourselves, that we can conquer the world. Thank you".*

In the sentence *"Because it is only in conquering ourselves that we can conquer the world. Thank you,"* the word "because" functions as a causal conjunction. According to Halliday and Hasan (1976), causal conjunctions are used to indicate a cause-and-effect relationship between clauses, showing the reason, purpose, or result of an action or statement. Typical examples include *because, so, therefore, thus, consequently,* and *as a result*. In this context, "because" introduces the reasoning or justification behind the speaker's concluding statement. It connects the idea of *self-conquest* to the broader concept of *conquering the world*, suggesting that personal growth and self-discipline are the essential foundations for achieving external success. Therefore, the use of "because" serves to strengthen the logical connection between the two ideas and reinforces the persuasive impact of the closing statement. Through this cohesive device, the speaker effectively links cause and effect, thereby enhancing the coherence and rhetorical power of his speech.

2. Lexical Cohesion

Lexical cohesion plays an essential role in maintaining the unity and continuity of meaning within a text. According to Halliday and Hasan (1976), lexical cohesion refers to the cohesive effect achieved through the selection of vocabulary, and it is realized through two main types: **reiteration** and **collocation**. Reiteration involves the repetition of lexical items or the use of related words such as synonyms, antonyms, or superordinates, while collocation refers to the association of words that frequently occur together within a particular context. In this study, the analysis identified two forms of lexical cohesion found in Harjas Singh Sidhu's speech, namely **reiteration** including repetition and superordinate— and **collocation,** which together contribute to the overall coherence and thematic development of the speech.

2.1.   Reiteration (Repetition)

Repetition is a type of reiteration in lexical cohesion. As its name suggests, repetition occurs when the same word appears more than once within a text. According to Halliday and Hasan (1976), repetition is one of the most direct forms of lexical cohesion, where the repetition of a lexical item helps to create continuity and emphasize particular meanings or ideas in discourse. Although repetition may sometimes appear redundant, it often serves an important function in maintaining thematic focus and reinforcing key concepts throughout a text. However, in many cases, writers or speakers may choose to replace the repeated word with a synonym or omit it to avoid monotony while still preserving cohesion.

Data 9:

"When they conquered the biases they had for the opposite race, **when they** conquered they hate they had for each other and made space for acceptance*

and he was only doing this that the South Africans truly overcome the mountain of racism"

In the sentence above, the phrase "when they" appears twice in the same sentence. The repetition of "when they" can be identified as a form of Repetition, which occurs when the same words are repeated within a text. According to Halliday and Hasan (1976), Repetition is a type of Reiteration that contributes to Lexical Cohesion by linking parts of a text through the recurrence of the same lexical item. In this case, Harjas could have mentioned "when they" only once, but he chose to repeat it for emphasis. The repetition serves to highlight the main focus of the statement, which is "they," referring to the South Africans. By repeating "when they," Harjas reinforces the importance of the South Africans' collective effort in overcoming racial prejudice and hatred.

Data 10:

"And yet **32 years later**, the pigmentation of one skin is no longer the differentiating factor between whether or not one can get a job. **32 years later** the value of someone is judged based on the content of their character and not the colour of their skin".

In the sentence above, the phrase "32 years later" is repeated twice by Harjas. This repetition can be identified as a form of Repetition, one of the types of Reiteration in Lexical Cohesion, as proposed by Halliday and Hasan (1976). Repetition occurs when the same lexical item appears more than once in a text to create cohesion or emphasis. In this case, Harjas repeats "32 years later" to emphasize the significant passage of time between the past and the present, marking a clear contrast in social conditions. The repetition also helps maintain textual clarity by consistently referring to the same time frame. Although Harjas could have used a synonymous expression such as "after 32 years" or "in this year," the direct repetition serves to strengthen the impact and rhythm of the speech.

2.2. Superordinate

Halliday and Hasan (1976) explain that *superordinate* is a form of Reiteration in Lexical Cohesion, which occurs when a general term is used to refer back to a more specific item mentioned earlier in the text. This relationship contributes to the cohesion of the text by connecting words that share a hierarchical meaning relationship, such as *animal* as a superordinate of *dog* or *cat*. Based on this theoretical understanding, there is one utterance identified as an example of Superordinate in the data, which will be presented below.

Data 11:
"The apartheid, one of **the most cruel unfair systems** in the world that resulted in so many innocent lives lost.

The sentence "The apartheid, one of the most cruel unfair systems in the world that resulted in so many innocent lives lost" appears as the opening of Harjas's speech, in which he introduces the main topic of his discussion. This sentence contains an instance of Superordinate Reiteration. A superordinate term is a more general concept that encompasses specific items or members within the same category. In this context, the word "apartheid" functions as a specific example within the broader category of "systems." The use of the term "systems"

represents the superordinate item, while "apartheid" serves as a specific realization of that category. This relationship contributes to the lexical cohesion of the text by linking the general term "system" to its specific instance "apartheid," thereby reinforcing the semantic connection between them.

2.3. Collocation

Based on the theory proposed by Halliday and Hasan (1976), collocation is a type of lexical cohesion that occurs when certain words tend to appear together within the same context because they are semantically or habitually related. This relationship does not rely on repetition or reference but rather on the natural association between words, such as *teacher–student*, *question–answer*, or *day–night*. Through collocation, cohesion is achieved by linking words that commonly co-occur in language use, thereby enhancing the unity and coherence of the text. Based on this definition, the example of collocation can be found and analyzed as follows.

Data 12:
*"All we can do to try to overcome this is to look within and **open up**, to humble ourselves, to see other human beings as other human beings".*

The sentence "All we can do to try to overcome this is to look within and open up, to humble ourselves, to see other human beings as other human beings" contains an example of Collocation. Collocation refers to the natural tendency of certain words to appear together because they share a habitual or semantically related association in language. In this sentence, the phrase "open up" represents a typical collocation, where the words "open" and "up" frequently appear together to convey a specific meaning that differs from their individual definitions. The expression "open up" functions as a phrasal verb meaning to express one's thoughts or feelings more freely. It cannot be translated literally or word by word without changing the intended meaning. The use of this collocation makes the utterance sound more natural and fluent, reflecting authentic language use and enhancing the overall cohesiveness of Harjas's speech.

Data 13:
*"I mean, just imagine nine-year-old Harjas pulling up to a new school, ready to make new friends, only to **end up** being **made fun of**".*

The sentence "I mean, just imagine nine-year-old Harjas pulling up to a new school, ready to make new friends, only to end up being made fun of" contains examples of Collocation. Collocation describes the natural pairing of words that commonly appear together because of their established semantic or habitual associations in language. In this sentence, there are two collocational phrases: "end up" and "made fun of." The phrase "end up" is a common phrasal verb meaning to reach an outcome or result after a process, while "made fun of" is an idiomatic expression meaning to mock or ridicule someone. Both phrases cannot be interpreted literally or translated word by word without changing their meaning. Their fixed and conventional use reflects natural language patterns and contributes to the fluency and cohesion of Harjas's speech, making it sound more authentic and contextually appropriate.

CONCLUSION

The analysis of Harjas Singh Sidhu's speech shows that both grammatical and lexical cohesion play a significant role in shaping the clarity and coherence

of his message. The speech prominently features Personal Reference and Demonstrative Reference as the main forms of grammatical cohesion, while Reiteration—especially Repetition and Superordinate—and Collocation stand out as the dominant forms of lexical cohesion. The frequent use of Personal Reference suggests that the speaker relies on pronouns to sustain audience engagement and build a sense of connection. Meanwhile, the absence of Substitution, Ellipsis, Synonym, Near-synonym, and General Word indicates a preference for more explicit and straightforward cohesive strategies. These cohesive devices collectively contribute to the smooth flow of ideas and the overall comprehensibility of the speech. Beyond describing these patterns, the findings offer valuable implications for English Language Teaching (ELT), particularly in the context of public speaking instruction. Teachers can use the results to design activities that highlight how cohesive devices enhance clarity and audience comprehension. For instance, explicit practice with Personal and Demonstrative Reference can help students organize their ideas more effectively and maintain coherence throughout their speeches. Similarly, training learners to use Reiteration and Collocation can strengthen their ability to emphasize key points and build lexical unity. Incorporating these cohesive features into classroom instruction can improve students' discourse competence and better prepare them for delivering structured, impactful public speeches. In this way, the study not only contributes to discourse analysis research but also provides practical insights for enhancing public speaking pedagogy in ELT settings.

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