THE FUNCTION OF LEXICAL COHESION IN POLITICAL SPEECHES

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Abstract:

Lexicon and Knowledge about all aspects of vocabularies are essential devices to understand message in the communication process. Aspects such as word-formation, diachronic development of words, the current meaning of a word and mostly important, is the relation between words in meaning and the entrance of words and how they are tackled in dictionaries, are all important issues in the process of creating meaning which is necessary to be understood by speakers and readers, (Crystal,1995:118). The undertaking of vocabularies to decide meaning in different discourse types and registers lead scholars to think about lexical cohesion. Halliday and Hasan (1976:4) note on one hand, that cohesion occurs when the interpretation of some elements is dependent on that of another, they (ibid: 279), on the other hand, present that lexical cohesion in texts occurs through the repetition of some items and through complex relation of collocation. Therefore, and to account for connectedness between words, Halliday & Hasan (1976: 290) advice "to use common sense, combined with the knowledge that we have, as speakers of a language, of the nature and structure of its vocabulary"

Through political speeches, different types of cohesive devices are used. This paper deals with the importance of functions of lexical cohesive devices and tries to shed light on the kinds of lexical cohesive devices used in the political speech through analyzing the speech of American president Donald Trump, depending on Schifrin's (1987) classification of the ideational structure which is part of her (1987:25) modal of discourse structure, and Halliday and Hasan's (1976) classifications of lexical cohesion; Reiteration and Collocation. The lexical cohesive devices in this paper are investigated through two objectives (1-) to identify the lexical cohesive devices that characterize Trump's speech and (2-) to identify the role that each lexical cohesive device plays in Trump's speech. The results show that these lexical cohesive devices have discourse value which enables them to function as means of social interaction aimed at influencing the nation.

1- Introduction

Morrist &Hirst (1991:22) define lexical cohesion as "the cohesion that arises from semantic relationships between words". According to Halliday & Hasan (1976:13), there are five types of lexical cohesive ties that are commonly occurred in text and are accounted for repetition with its sub-classification and collocation. The cohesive devices that are investigated in this paper are the ones that are not only related by virtue of their relatedness with each other in the linguistic system but also according to their relatedness "IN THE CONTEXT OF THE RELATED LEXICAL ITEMS that provides cohesion and [give] to the passage the quality of text" (Halliday and Hassan, 1976:289).

2- Political Discourse

This study investigates the political speeches; therefore, knowledge about this discourse type is important. Chilton (2004:2) defines politics "as a struggle for power between those who seek to assert and maintain their power and those who seek to assist it". Thus, politics have certain purposes that differ from the purposes of other discourses. Through politics, politicians try to control people's behavior and their values, make decisions and control resources. All these purposes are done through the use of language, hence politicians are careful to use their words because they believe in "the power of language to influence thought", (Joseph, 2002:16).

Chilton & Schaffner (2002:2) state that politics and politic activities are constituted by the use of language. Moreover, Grabias (2001:290) state that politicians try to establish awareness for voters by making them feel that their votes are taken in consideration. All in all, as Van Dijk (1997:12) notices, each utterance produced by a politician is a realization of his intention and has its own discourse value.

When presidents' texts' or speeches' are directed in accordance with their desire, these texts and speeches reveal and verify the presidents' intention in manipulating various and large number of receivers (Chruszczewski, 2002:70-76).

3- Cohesion and Coherence

An essential presumption underlies this study is that a text is cohesive and coherent. Cohesion is characterized by Halliday & Hasan (1976:4) in their original work 'Cohesion in English' as the semantic connection that is acknowledged through the lexico-grammatical system. It "occurs where the INTERPRETATION of some element in the discourse is dependent on that of another". Each match of presupposing/presupposed components makes a "cohesive tie". They also argue that "cohesion refers to the relation of meaning that exists within the text, and defines it as a text". According to them, there are five kinds that help create cohesion: Reference, Substitution, Ellipsis, conjunction and lexical cohesion.

Halliday & Hasan's (1976:1) view text as a "unified whole" rather than a "collection of unrelated sentences". They consider cohesion as non-

structural relations over the sentence, as part of the textual component in the semantic framework. Inside the Functional Grammar Theory Structure, in which Halliday works, the semantic framework is one of three levels that constitute the linguistic framework: semantic, lexico-grammatical, and phonological (Halliday, 1977:176). There are three noteworthy practical parts of meaning that are associated inside the semantic framework and are figured out: the ideational meaning, the interpersonal meaning and the textual meaning (Halliday, 2004:309). While the ideational part is "concerned with the expression of content", the interpersonal is concerned with the social and expressive capacity of language, i.e. the speaker/author's states of mind and judgments. The textual meaning is the 'text forming' of language that represents the surface structure of the text. (Halliday and Hasan, 1976:27). Inside the textual component, cohesion assumes a unique part in the making of content by communicating coherence between one part in the text and another (ibid: 299).

Another idea connected with 'cohesion' is 'coherence'. While cohesion is spoken to by formal connecting signals in text, coherence is the hidden relations that hold between the propositions of a text from one viewpoint, and relations amongst text and context on another. Coherence is then "a matter of semantic and pragmatic relations in the text" (Reinhart, 1980:164). Coherence, as presented by Halliday & Hasan (1976), brings up issues about the connection between cohesive devices and textual coherence. These issues, unlike cohesion, are outside the text such as scripts (pre-existing knowledge on how to structure the sequencing of events), speech events and rhetorical organization and maintaining the topic (Paltridge, 2012:62). Although cohesion and coherence seem to be different from each other, but they have some common features; both are evolving around meaning. Moreover, they have the functional property of merging the text segments together to create unified whole. In spite of the fact that it is typically conceivable to recognize cohesive and coherent devices, this can now and again be troublesome. In any case, since they have the same work (that of making texts); it is not generally important to recognize them. They are formally instead of functionally opposite, and thus it will think of them as together here (Wright and Hope, 1996:127).

Widdowson (1973:135) distinguishes between cohesion and coherence saying

> It is possible to produce language, which is cohesive as text without being coherent as discourse and vice-versa. That is not to say that there is no correspondence between cohesion and coherence, very often and particularly in written language, there might be a very close correspondence between cohesion and coherence. But they remain two different aspects of linguistic organization: cohesion

is the link between sentences, and coherence is the link between communicative acts which the sentences perform.

4- The Ideational Structure and its Components

The ideational mirrors certain connections between the ideas (propositions) found inside the talk. It is semantic in nature which includes propositions. Scholars like Halliday (2004:29-30); and Dirven and Verspoor (2004:183), explain that the ideational meaning is the content meaning that concerns only the description of the items in the external world. Schiffrin (1987:26) terms the ideational structure as the 'ideas' or 'propositions'. According to Schiffrin (ibid), different types of relations are configured between ideas to create an overall idea structure.

4-1 Cohesive Relations

Schiffrin (1987:26), in her model of coherence and discourse structure, uses the view of Halliday & Hasan (1976) about cohesive relations or ties. Cohesive ties are the exhibit of semantic relations that frame the reason for attachment between the messages of a text. Halliday & Hasan (1976: 4) take note of the idea of cohesion makes it conceivable to break down a text as far as its cohesion properties, and it gives a methodical record of its examples and surface. Moreover, the numbers and kinds of explicit devices used will point out the quality of text, since such numbers and kinds underlie functional relations which are also incorporated in Schifrin's (1987) model of discourse structure. Cohesive ties can be shown in the types of reference, substitution, ellipsis, conjunction and lexical cohesion. Halliday & Hasan (1985:73) note further that the idea of tie is the most essential thing when discussing the surface of a text. Therefore, the researcher will provide much detail about these ties by integrating Halliday & Hasan (1976) model of cohesion selecting only the lexical cohesion.

4-1-1 Classifications of Lexical Cohesion

There have been many attempts to find the appropriate classes to describe lexical cohesion. Previous studies show how difficult it is to identify the lexical cohesive relations and to provide an appropriate categorization for the analysis of lexical cohesion. Lexical cohesion looks at the semantic network of the lexical elements in the text. In short, by definition there are two types of cohesion which reveal the semantic relations of the surface items in the text. They are Reiteration and Collocation.

4-1-1-1 Reiteration

Reiteration is a form of lexical cohesion which involves the repetition of a lexical item, the use of a general word to refer back to a lexical item, and a number of things in between—the use of synonym, near-synonym, or superordinate. There are four kinds of reiteration; they are repetition, synonym, hyponym and general noun.

4-1-1-1-1 Repetition

Repetition is the act of repeating exactly the same word. For example:

- ➢ There's a boy climbing that tree. The boy's going to fall if he's not careful (repetition of ''boy'') (Halliday & Hasan, 1976:279).

4-1-1-1-2 Synonym

Synonym is lexeme which has the same meaning- a definition which sounds straightforward enough (Crystal, 1995: 164). Synonymy deals with sameness of meaning, more than one word having the same meaning, or alternatively the same meaning being expressed by more than one word (Jackson, 1988: 64). Synonym is an expression with the same meaning of the words. For example:

- ➢ There's a boy climbing that tree. The lad's going to fall if he's not careful(synonym)

4-1-1-1-3 General Noun

The class of general noun is "a small set of nouns having generalized reference within the major noun classes" (Halliday & Hasan, 1976: 274). They (ibid) distinguish some classifications of general noun those such as 'human nouns', 'place nouns', 'fact nouns' and so on. They form important source of cohesion especially in spoken language (ibid). Below are the classifications each with example as adopted by Halliday & Hasan (1976: 274)

1- Human (people, person, boy, man…)
a. Creature (non-human animate)
b. Thing, object (inanimate concrete count)
c. Stuff (inanimate concrete mass)
d. Business, affair, matter (inanimate abstract)
e. Move(action)
2- Place (place)
3- Fact (question, idea)

4-1-1-1-4 Hyponym (Subordinate) or Superordinate

Hyponym refers to the hierarchical relationship between the meanings of lexemes, in which the meaning of one lexeme is included in (under) the meaning of another lexeme (Jackson, 1988: 65). Hyponym is a subordinate, and/or a specific term whose referent is included in the referent of a superordinate term (Finegan, 2004:189).

For example:

- ➢ My mother was in supermarket for fruit. She bought a fresh apple. Apple is hyponym (subordinate) of the fruit (fruit is superordinate).

4-1-1-2 Collocation

Collocation deals with the relationship between words, on the basis of the fact that these words often occur in the same surroundings or are associated with each other in the same domain (Renkema, 1993: 39). Jackson (1988: 97) explains that collocation refers to the combination of

words that have a certain mutual expectancy; the words regularly keep company with certain other words. Examples are such as: fish….water, orchid….fragrant….flower, hospital….doctor….blood, etc.

4-2 Topic Relations

In the cohesive relations, the semantic relations are what underlie a text and idea structure (Schiffrin,1987:26 & Halliday & Hasan 1976:11), In addition, Schiffrin (1987:26) states that "Another part of an idea structure is its organization of topics and sub-topics"(Schiffrin,1987:26). For her, finding topics and sub-topics is not easy and there is no solution to be proposed. Never the less, when topics shift, the topics come to be clear. According to Schiffrin (1987:26), the most promising view is when the "topic is the summary of the important parts of discourse content-like a title". Brown and Yule (1983: 68) state that "the notion of topic is an important part in the organization of discourse content". The data analyzed in the present study are much concerned with the notion of topic. They follow the considered characterization of topic as being "the top-most elements in the hierarchical representation" (ibid).When the title of the topic is stated, text comprehension and recall will be facilitated by topic title (ibid:72). The researcher tries to find how the notion of topic relations which are represented by topics and sub-topics (title) in a given genre approaches the function of the cohesive devices as being topic markers. The nature of discourse is fragmentary, as it is the case with the IC of legal text. Therefore, topic notion is important as to identify each fragment of discourse.

4-3 Functional Relations

McCarthy (1991: 37) states that the notion of discourse segments must be considered as "functional units, rather than concentrating on sentences (…) and to see the writer/speaker as faced with a number of strategic choices as to how to relate segments to one another and how to present them to the receiver". For the idea structure to be completed, one important type of relations between ideas is the 'functional relations' (Schiffrin, 1987:26). They provide the reader with the typical background which forms a characterization of a text type, for example, "in a narrative, some ideas may serve as a descriptive background for others; in explanatory discourse, some may provide specific instances to illustrate a generalization, or reason to support the position"(ibid). It comprises the implicit conceptual meaning signaled by the explicit markers of cohesive ties. When the reader interprets a text in a communication process, discourse markers do as a guidance to facilitate the process of communication. This is because "markers select a meaning relation from whatever potential meanings are provided through the content of talk, and display that relation" (Schiffrin, ibid: 318). For Schiffrin (ibid: 326), coherence is the contribution of discourse. This contribution is so because "discourse markers provide contextual coordinates for utterances: they index an utterance to the local

contexts in which utterances are produced and in which they are to be interpreted'' (ibid). As a result and according to Schiffrin (ibid), coherence is the main function of DMs, and, thus, a text will be coherent in this way.

5- Data Analysis

In this section, sample from speech for the full transcript from the White House of Trump's speech is selected to be analyzed. It is Trump's gratuitously Political Boy Scouts written by a senior political reporter Aaron Blake on July 25th 2017, as provided by the White House, will be analyzed depending on the classification of lexical cohesion by Halliday & Hasan (1976); Reiteration and collocation.

AUDIENCE: USA! USA! *USA*!**(Rep.)**

TRUMP: Thank you, *everybody* **(GN)**. *Thank you* **(Rep.)** very much. (Applause.) I am thrilled to be here. *Thrilled* **(Rep.)**. (Applause.) And if you think that was an easy *trip* **(Sub.)**, you're wrong, but *I am thrilled* **(Rep.)** -- *19th Boy Scout Jamboree* **(GN.)** -- Wow -- and to address such a *tremendous group* **(Syn.)**. *Boy*, **(Rep.),(GN.)&(Sub.)** you have a lot of *people* **(GN.)** here. *The press* **(GN.)** will say it's about *200 people* **(Sub.)**. (Laughter.) It looks like about *45,000 people* **(Sub.)**. You set a record today. (Applause.) *You set a record*.**(Rep.)** That's *a great honor* **(Syn.)**, believe me.

Tonight, we put aside all of the policy fights in Washington, D.C. -- you've been hearing about with *the fake news* (**Rep**.) and all of that (Applause.) *We're going to put that aside*.**(Rep.)** And instead we're going to talk about *success* **(Sub.)**, about how all of you amazing *young Scouts* **(Rep.)** & **(Coll.)** can achieve your dreams. What to think of -- what I've been thinking about -- you want to *achieve your dreams* **(Rep.)**. I said, *who the hell* (**GN.**) wants to speak about politics when I'm in front of the *Boy Scouts* **(Coll.)**?**(GN.)**, **(Coll.)** &**(Rep.)** *Right?* (**GN.**) (Applause.)

There are many *great honors* **(Rep.)**that come with the job of being *President of the United States* **(Rep.)** & **(G.)**, but looking out at this incredible gathering of *mostly young patriots* -- *mostly young* **(Rep.)** -- I'm especially proud to speak to you as *the honorary President of the Boy Scouts***(Rep. &Coll.)** *of America*. **(Syn.)** (Applause.)

AUDIENCE: *USA*! *USA*! *USA*!**(Rep.)**

TRUMP: You are *the young people of character and integrity* **(Syn.)** who will serve as *leaders* **(Syn.)** in our *communities* **(GN.)**, and uphold the sacred values of our *nation* **(GN.)**.

I want to thank *Boy Scouts* **(Rep.** & **Coll.)** *President Randall Stephenson, Chief Scout Executive Michael Surbaugh, Jamboree Chairman Ralph de la Vega*,**(Coll.)** and the thousands of *volunteers* **(Syn.)**who have made this a life-changing experience for all of you, and when they asked me to be here I said absolutely, yes. (Applause.)

Finally, and we can't forget these *people*,**(GN.)** I especially want to salute *the moms and the dads and troop leaders* **(Sub.)** who are here tonight.

(Applause.) Thank you for making *scouting* **(Syn.)** possible. *Thank you, mom and dad -- troop leaders*.**(Rep.)** & **(Coll.)**

When you *volunteer* **(Syn**.) for the *Boy Scouts*,**(Rep. & Coll.)** you are not only *shaping young lives,***(Syn.)** & **(Coll.)**you are *shaping the future of America* **(Syn.)** & **(Coll.)**. (Applause.) *The United States* **(GN.)** has no better citizens than its *Boy Scouts* **(Rep.)**&**(Coll.)**. (Applause.) *No better*.**(Rep.)** *The values, traditions, and skills* **(Coll.)** you learn here will serve you throughout your lives, and just as importantly they *will serve* **(Rep.)** your *families*, **(GN.)** your *cities*, **(GN.)** and in the future and in the present, *will serve* **(Rep.)** your *country* **(GN.)**. (Applause.) *The Scouts* **(Rep.)** believe in putting *America* **(GN.)** first. (Applause.)

You know, I go to *Washington* **(GN.)** and I see all these *politicians*, **(Sub.)** and I see the swamp**(Syn.)** And it's not a good *place* **(Syn.)**.In fact today I said we ought to change it from the word swamp to the word *cesspool* **(Syn.)** or, perhaps, to the word *sewer***.(Syn.)** But it's not good. *Not good*. **(Rep.)** (Applause.) And I see what's going on, and believe me I'd much rather be with you. That I can tell you. (Applause.)

I'll tell you the reason that I love this and the reason that I really wanted to be here is because as President, I rely on *former Boy Scouts* **(Rep.)**& **(Coll.)** every single day, and so do the American people. It's amazing how many *Boy Scouts* **(Rep.)** we have at the highest level of our great *government* **(GN.)**. Many of my top advisors in the *White House* **(GN.)** were *Scouts* **(Rep.)**. Ten *members* **(sub.)** of my *cabinet* **(Sub.)** were *Scouts* **(Rep.)**. Can you believe that? **(GN.)** *Ten* **(Rep.)**. (Applause.) *Secretary of State Rex Tillerson* **(Coll.)** is not only a *Boy Scout* **(Rep.)** & **(Coll.)**, he's your former *national president*.**(Coll.)** (Applause.)

The *Vice President* **(Coll.)** of *the United States*,**(GN.)** Mike Pence -- good *guy* **(Syn.)** -- was a *Scout* **(Rep.)**, and it meant so much to him. (Applause.) Some of you here tonight might even have camped out in this yard when Mike was the *governor of Indiana* **(GN.),** but the scouting was very, *very* **(Rep.)** important. And by the way, *where are our Indiana Scouts tonight?* **(GN.)** (Applause.). I wonder if the television cameras will follow you. They don't like doing that when they see these massive crowds. *They don't like doing that*.**(Rep.)** Hi, *folks*.**(Syn.)** (Applause.) A lot of love in this big, beautiful *place*. **(Syn.)** *A lot of love* **(Rep.)**, and *a lot of love* **(Rep.)** for our *country* **(GN.)** There's *a lot of love* **(Rep.)**for our *country*.**(Rep.)** & **(GN.)**

Secretary of the Interior Ryan Zinke **(Coll.)** is here tonight. Come here, *Ryan* **(Rep.)**. (Applause.) *Ryan* **(Rep.)** is an *Eagle Scout* **(Syn.) , (Rep.)** & **(Coll.)** from *Big Sky Country in Montana*.**(GN.)** (Applause.) Pretty good. And by the way, he is doing *a fantastic job* **(Syn.)**. He makes sure that we leave our *national parks* **(Coll.)** and *federal lands* **(Coll.)** better than we found them in the best *Scouting* **(Rep.)** tradition,So thank you very much, Ryan. (Applause.)

Secretary of Energy **(Coll.)** Rick Perry, of *Texas*,**(GN.)** an *Eagle Scout* (Rep.) from the *Great State*.**(GN.)** (Applause.) The first time he came to the *national jamboree* (**GN.**) was in 1964. He was very young then. And *Rick* **(Rep.)** told me just a little while ago, it totally changed his life. So, *Rick* **(Rep.)**, thank you very much for being here. And we're doing a lot with energy. (Applause.)

And very soon, *Rick* **(Rep.)**, we will be an *energy exporter* **(Coll.)**. *Isn't that nice -- an energy exporter?*(**GN.**) & **(Rep.)** (Applause.) In other words we'll be selling our energy instead of buying it from *everybody* **(GN.)** all over *the globe* **(GN.)**.So that's good. (Applause.) We will be *energy dominant*.**(Syn.)** And I'll tell you what, *the folks* **(Syn.)** in *West Virginia* **(GN.)** who were so nice to me, *boy* **(Rep.)**, have we kept *our promise* **(Syn.)**. We are going on and *on* **(Rep.)**. So we love *West Virginia*.**(GN.)** & **(Rep.)**We want to thank you. *Where's West Virginia by the way?* **(GN.)** (Applause.) *Thank you* **(Rep.)**.

Secretary Tom Price is also here. Today *Dr. Price* **(Syn.)** still lives the *Scout Oath*,**(Syn.)** & **(Coll.)** helping to keep millions of Americans strong and healthy as our Secretary of Health and Human Services. And he's doing *a great job* **(Syn.)**. And hopefully, he's going to get the votes tomorrow to start our path toward killing this *horrible thing* **(Syn.)** known as Obama care that's really hurting us, *folks* **(Syn.)**. (Applause.)

TRUMP: By the way, you going to get the votes? **(GN.)**

He better get them. *He better get them*.**(Rep.)** Oh, *he better* **(Rep.)** -- otherwise, I'll say, *Tom*,**(Rep.)** you're fired. I'll get *somebody*.**(GN.)** (Applause.)

He better get *Senator Capito* **(GN.)** to vote for it. You got to get the other senators to vote for it. It's time. After seven years of saying repeal and replace *Obama care*,**(Rep.)** we have a chance to now do it. They *better do it* **(Rep.)**. *Hopefully they'll do it*. **(Syn.) & (Rep.)**

As we can see just by looking at our *government*,**(GN.)** in *America* **(GN.)**, *Scouts* **(Rep.)**lead the way. And another thing I've noticed -- and *I've noticed* **(Rep.)** it all my life -- there is a tremendous spirit with being a *Scout*,**(Rep.)** more so than almost anything I can think of. So whatever is going on, keep doing it. It's incredible to watch. Believe me. (Applause.)

Each of these leaders will tell you that their road to American success -- and you have to understand, their American success, and they are a great, *great* **(Rep.)** story was paved with the patriotic American values as traditions they learned in the *Boy Scouts* **(Rep.)** & **(Coll.)**. And some day, many years from now, when you look back on all of the adventures in your lives, you will be able to say the same: I got my start as a *Scout* **(Rep.)** just like these incredibly great *people* **(Rep.)** that are doing such a *good job* **(Rep.)** for our *country* **(GN.)**. So that's going to happen. (Applause.)

Boy Scout values **(Rep.)** & **(Coll.)** are *American values* **(Syn.)**, and *great Boy Scouts* **(Rep.)** & **(Coll.)** become great, *great **(Rep.)** Americans*

(Syn.). As the _Scout_ **(Rep.)**Law says: "A Scout is trustworthy, loyal" -- we could use some more _loyalty_,**(Syn.**) I will tell you that.

AUDIENCE: "helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent." (Applause.)

TRUMP: That was very impressive. (Laughter.) You've heard that before. But here you learn the rewards of hard work and perseverance. Never ever give up, _never quit_ **(Syn.)**. _Persevere_ **(Syn.)**. _Never, ever quit_ **(Rep.)**.

You learn the _satisfaction of building a roaring campfire,_ **(Syn.)** _reaching a mountain summit,_**(Syn.)** or earning _a merit badge_ **(Syn.)** after mastering a certain skill. _There's no better feeling than an achievement that you've earned with your own sweat, tears, resolve, hard work. There's nothing like it_.**(Syn.)** _Do you agree with that?_ **(GN.)**.

TRUMP: I'm waving to _people_ **(Rep.)**back there so small I can't even see them. _Man_ **(G.)**, this is a lot of _people_ **(Rep.)**. Turn those cameras back there, please. That is so incredible.

By the way, _what do you think the chances are that this incredible, massive crowd, record-setting is going to be shown on television tonight?_ **(GN.)** _One percent or zero?_ **(GN.)** (Applause.)

The _fake media_ **(Coll.)** will say: President Trump -- and you know what this is -- _President Trump_ **(Rep.)** spoke before a small crowd of _Boy Scouts_ **(Rep.)** today.

That's some -- that is some crowd. (Applause.)

Fake media **(Rep.)**. _Fake news_ **(Syn.)** & **(Coll.)** Thank you. And I'm honored by that, by the way, all of you people **(Sub.)** they can't even see you. So thank you. I hope you can hear.

Through _scouting_ **(Syn.)** you also learn to believe in yourselves -- so important -- to have confidence in your ability, and to take responsibility for your own life. When you face down new challenges, and you will have plenty of them, _develop talents you never thought possible, and lead your teammates through daring trials_ **(Syn.)** , you discover that you can handle anything. And you learn it by being a _scout_ (**Syn**. & **Rep**.). It's great. (Applause.)

You can do anything. _You can be anything_ **(Syn.)**you want to be. But in order to succeed, _you must find out what you love to do_ **(Syn.)**. You have to find your _passion_ **(Syn.)**. No matter what they tell you -- if you don't -- I love you, too. I don't know. It's _a nice guy_ **(Syn.)**. (Applause.) Hey, _what am I going to do?_ **(GN.)** He sounds like a nice _person_ **(Rep.)**. He, _he, he, he_ **(Rep.)**. Thank you. _I do. I do_**(Rep.)** _love you_ **(Rep.)**.

AUDIENCE: We love Trump! We love Trump! _We love Trump!_ **(Rep.)**

TRUMP: By the way, just a question, did President Obama ever come to a jamboree?**(GN.)** & **(Coll.)**.

AUDIENCE: No!

TRUMP: And we'll be back. _We'll be back_ **(Rep.)**. The answer is no, but _we'll be back_**. (Rep.)**

In life, in order to be successful, and you *people* **(GN.)** are well on the road to success, you have to find out what makes you *excited* **(Syn.)**. *What makes you want to get up each morning and go to work?* **(Syn. &GN.)** You have to find it.

If you love what you do and *dedicate* **(Syn.)**yourself to your work, then you will gain *momentum* **(GN.)**, and look -- you *have to*, you *need to* **(Syn.)**. *The word momentum* **(Rep.)** -- *you will gain that momentum* **(Rep.)**, and each *success* **(Rep.)** will create another *success* **(Rep.)**. *The word momentum* **(Rep.)**. In the Boy Scouts you learn *right* from *wrong*, correct?

AUDIENCE: Yes!

TRUMP: You learn to contribute to your communities, to take pride in your nation, and to seek out opportunities to serve. You pledge to help other people at all times. (Applause.)

In the *Scout Oath* **(Coll.)**, you pledge on your honor to do your best and to do your duty to God and your *country* **(GN.)**. (Applause.)

And by the way, under the Trump administration, you'll be saying, merry Christmas again when you go shopping. Believe me. *Merry Christmas* **(Rep.)**. (Applause.)

They've been downplaying that little, beautiful *phrase* **(Syn.)**. You're going to be saying, *merry Christmas again*(**Rep.**), *folks* **(Syn.)**. (Applause.)

But the words *duty, country, and God* **(Sub.)** are beautiful words. In other words, basically what you're doing is you're *pledging* to be a great American patriot . (Applause.)

For more than a century that is exactly what our *Boy Scouts* **(Rep.)** have been. Last year you gave more than 15 million hours of service to helping *people* **(GN.)** & **(Sub.)**in your *communities* **(GN.).** (Applause.)

Incredible. That's an incredible stat.

All of you here tonight will contribute more than 100,000 hours of service by the end of this jamboree -- *100,000*.**(Rep.)** (Applause.)

When natural disaster strikes, when people face hardship, when the beauty and glory of our outdoor spaces must be restored and taken care of **(Sub.)**, America turns to *the Boy Scouts* **(Rep.)** because we know that the *Boy Scouts* **(Rep.)**never, *ever*, *ever* **(Rep.)** let us down. (Applause.)

Just like you know you *can count* on me, we know we *can count* on you because we know the *values* that you live by. (Applause.)

Your values are the same values that have always kept America strong, proud, and free. And by the way, *do you see the billions and billions and billions of additional money that we're putting back into our military*? **(GN.)***Billions of dollars. (*Applause.) *New planes*, *new ships*, *great equipment* **(Sub.)**for our *people* **(Sub.)** that are so great to us. We love our *vets*. We love our *soldiers*. And we love our police, by the way. Firemen, police -- *we love our police*. **(Rep.)** (Applause.) Those are all *special people* **(Syn.)**. *Uniformed services.***(Syn.)**

This is a very, _very_ (**Rep.**)special occasion for me. I've known so many Scouts over the years. Winners. I've known so many great people. They've been taught so well, and they love _their heritage_.(**Sub.**) But this is _very special_ (**Rep.**)for me. And I just want to end by saying very importantly: God bless you. _God bless_ (**Rep**.)_the Boy Scouts_.(**Rep**.) God bless the _United States of America_**.(GN.)**

Go out. Have a _great time_ (**Sub.**)in life. Compete and go out and show me that there is nobody – _nobody_ (**Rep.**) -- like a _Boy Scout_ (**Rep.**).

Thank you very much, _everybody_(**GN.**). _Thank you very much_ (**Rep.**). _Thank you. Thank you very much(_**Rep.**). (Applause.)

6- Discussion and Results

The table below summarizes the results of the lexical cohesive devices and their frequency in the analyzed data.

No.	Lexical Cohesion	Frequency
1-	**Reiteration**	**231**
A	**Repetition**	**100**
B	**Synonymy**	**54**
C	**General Noun**	**59**
D	**Subordinate**	**16**
2-	**Collocation**	**29**
3-	**Total**	**260**

Table (1) Types and Frequency of Lexical Cohesion

Politically, the topic of Trump's discourse "the Boy Scouts" is handled. The implicit structure of political discourse is the base for most lexical devices interpretations and roles. The speaker uses a number of explicit lexical cohesive devices to achieve his political goals. First of all, the subject of scouting in relation to the communicative events of political text helps to understand and interpret the meaning of the president's discourse. The topic of the discourse provides summary about the information of the content of the discourse. The title topic is important and something crucial in the interpretation of the discourse structure as it helps withdraw the items into one point, that is, the point of interpretation that limits the reader to think only about the conventional meaning relevant to the topic of discourse topic.

The results of the analyzed data reveal that there are (260) recurrence of lexical cohesion (Reiteration & Collocation).Among lexical cohesive devices of reiteration type, the most frequently used devices are repetitive devices. Repetition is the most prolific form that is used to stress the speaker's ideas. There are (100) recurrence for repetitive devices. Trump through his repetition of some words, phrases and sentences tries to

introduce some form of authenticity and emphasis to his business to make it vivid and efficient on his people. All in all, repetition is useful factor to help get his political business. As examples taken from the data, the noun phrase 'The Boy Scouts' which refer to the major participants in the discourse can be repeated in the form of whole or exact repetition 'The Boy Scouts' or some part repetition like 'Boy', 'The Scouts', 'Scout', 'Scouting'. The repetitive items are seen once preceded with definite article and another without.

The same reference is repeated over and over to make the discourse coherent. Moreover, repetition in the political text is directed to add discoursal value functions at influencing the nation and achieving particular purposes. For example the repetition of Trump's greeting to mom and dad and troop leaders, the repetition of 'the fake news and you set a record' all aims to convince the people about the president's intention. Above, the recurring of the adjective 'thrilled' three times in the first discourse has an impact on the people. This lexical cohesive device of repetition can help in conveying the president's feeling and create the spirit of enthusiasm and nationality between the president and his people. Some political figures and personalities appear in the discourse have their full name instead of repeating them pronominally. This opens up another possibility, that of introducing an interpersonal element into the meaning, which is absent in the case of the personal pronoun. It helps the president Trump to focus attention and give high value to those figures of people.

The next reiteration type is the general noun. It appears in (59) recurrence to come among reiteration types. The generalized meaning of a set of noun classes is employed in this discourse such as **human noun** as in 'man' ' Boy', 'people', 'folks',…ext, **place** 'jamboree', 'Washington', 'country', 'government', 'The White House'… ext, **facts** as in **questions** "did president Obama ever come to see jamboree?', "…who the hell wants to speak about politics when I'm in front of the Boy Scouts?'…ext. (It is the fact that no one will speak' and it is the fact that president Obama did not come to jamboree, 'do you see the billions and billions and billions of additional money that we're putting back into our military?' forms a fact through which the president Trump is trying to urge the Boy Scouts. By arising such a question, Trump will   make his speech more efficient), **stuff**   like 'government', 'The United States', 'country', 'The White House',_'19th Boy Scout Jamboree'… ext. The use of the full form of referents instead of their pro-forms indicates the new concepts in the text and that these referents are in the focus of attention. Halliday & Hasan (1976: 276) state the difference between using the generalized reference of the class of the general noun and the use of the anaphoric reference is that "the form with general noun, the man, opens up another possibility, that of introducing an interpersonal element into the meaning, which is absent in the case of the personal pronoun.". Hence the lexical devices of general noun are of interest in the

political discourse as they appear in their occurrence in the analyzed text.

The following lexical cohesive device of reiteration is employed in the discourse is synonymy. Synonymous types rate (54) occurrence. They are used to extend the discourse with efficient ideas. Each synonymy used adds a new sense which has at its bases of political implications. President Trump tries to make his people accounted with the ideas and subject matter through the use of this device. For example, people will know that 'The Boy Scouts' values are 'American values' and that 'Eagle Scout' is 'Boy Scout'.

Synonyms take different word classes in the analyzed discourse. They can be synonymous nouns such as 'fake media' and 'fake news', 'folks' and 'people', adjectives and nouns like 'swamp', 'place', 'cesspool' and 'sewer' refers back to 'politicians', '19th Boy Scout Jamboree' refers back to 'tremendous group', 'horrible thing' refers back to 'Obama care' …ext. A whole sentence with a complete idea can stand as a synonym for one word as in 'the satisfaction of building a roaring campfire…' is a synonym which redress back to 'success' the phrase 'great honor' is a synonym to the whole activity of president Trump's visiting a tremendous group of 19th Boy Scout jamboree, and 'There is no better feeling …' is a synonym for the activity of 'scouting'. This type of synonymy is understood through the cooperation of collocation device through tracing the lexical field that these two elements share in the discourse and by the cooperation of the topic of the discourse. The two phrases 'special people' and 'Uniformed services' can refer forward to 'Firemen' and 'police'.

Also, the text contains some cohesive links through the use of the subordinate devices. There are (16) instances of subordinate forms. For example 'an easy trip' is a subordinate form since its meaning is included in the existence of Trump before his people. So a trip is understood to be Trump's coming to jamboree and '…to be here today' is a superordinate form. The items 'Boy', '200 people' and '45.000' are subordinate (hyponyms) forms of the superordinate the phrase '19th Boy Scout Jamboree'. A hierarchical semantic relationship also found between the forms 'the moms and dads and troop leaders' (subordinates) and 'people' (superordinate). The words 'duty, country, and God' are subordinate forms which included in the meaning of the superordinate phrase 'American Patriot'. Above, the general idea about the glory of America and its being free, proud and strong is included in the phrase 'The Boy Scout', that is, 'The Boy Scouts' forms the source of energy, protect safety …ext for America and its people._ The phrases 'new planes, new ships, great equipment' comes under the heading of the superordinate "military". Through these forms of subordinate, the president Trump is trying to urge the Boy Scouts to go on and to develop, he is trying to provide them with the spirit of enthusiasm. The word 'people' in '…all for our people' is a subordinate form of the superordinate 'country'.

The second type of lexical cohesion is collocation. Collocation shows (29) occurrences. They are as presented in the discourse above create more

dynamic and comprehensive discourse which resulted from the concurrence of the lexical items employed in the text such as the occurrence, recurrence and co-occurrence of 'The Boy Scouts' all over the discourse. The two terms share the lexical field of Scouting. The question 'did president Obama ever come to see jamboree?' is understood that the president Trump come to see jamboree and Obama not, so the two presidents (Obama and trump) share the same lexical field and thus they are collocated words. The evidence of the interpretation of above meaning is followed by Trump's announcing in the repetitive device 'we'll come back'. Another question carries the same sense '…who the hell wants to speak about politics when I'm in front of the Boy Scouts?' What collocates with this idea is that no one is able to speak about politics. This question moreover, is understood to explain the political importance of 'The Boy Scouts'.

7- Conclusion

The lexicosemantic relationships that are shared among items of the text create to the hearer connectedness among the different part in the text. The cohesive devices within political discourse of Trump's speech achieve the maximal understanding of the text since their occurrence collaborate and construct each other in order to give results in cohesive relation which provide a good coherent to whole. The phrase 'The Boy Scouts' is seen as topic relation, they are: Repetitive, synonym, collocation and general noun device. The unity of the subject is available at each device when the function of each device in the text is the one that completes the other function device.

Repetition stresses the speakers' ideas. Synonym, hyponym and general noun indicate the occurrence of themselves by which the sentences seem to be interesting. Last, collocation indicates co-occurrence of lexical items. However, the general function of cohesive devices is to collaborate paternal links of the text in order to produce a good coherence within the text. At each use of these devices, there is certain purpose. The reader can reach to such purpose through using his/her knowledge of the world which is related to this particular topic of discourse.

الملخص
وظيفة الشكوى المعجزة في الخطابات السياسية
عبد الكريم فاضل جميل

من خلال الخطب السياسية، تستخدم أنواع مختلفة من الأدوات التي تساعد في تماسك النص. يتناول هذا البحث أهمية وظائف الأجهزة المترابطة المعجمية وتحاول تسليط الضوء على أنواع الأدوات المعجمية المستخدمة في الخطاب السياسي من خلال تحليل خطاب الرئيس الأمريكي دونالد ترامب اعتمادا على تصنيف شيفرين (١٩٨٧) للهيكل الإيديولوجي (١٩٨٧: ٢٥)، و هاليداي و حسن (١٩٧٦) تصنيفات التماسك المعجمي. والتكرار والتجميع. يتم البحث عن الأدوات المعجمية في هذا البحث من خلال هدفين (١) تحديد الأجهزة المترابطة المعجمية التي تميز خطاب ترامب و (٢) لتحديد الدور الذي يلعبه كل أداة متماسك معجمي في خطاب ترامب. وأظهرت النتائج أن هذه الأجهزة المتماسكة المعجمية لها قيمة الخطاب التي تمكنها من العمل كوسيلة للتفاعل الاجتماعي تهدف إلى التأثير على الأمة.

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