

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher would like to review the theories that are related to the topic of the study about the connection within a text which is done through discourse analysis. These theories include the concept of cohesion and cohesive devices. All of these theories are given explanation and examples which are able to support them.

A. Discourse Analysis

Linguistics is the systematic study of the structure of language and the way it is used. According to Chojimah (2011:1) linguistics is the study covering lexical patterns and discourse level. Discourse studies is the discipline dedicate to the investigation of the relationships between language and the contexts in which it used. Renkema (1993:32) says that the aim of discourse studies is to provide an explanatory description of systematic differences in form and functions and the relation between them.

Discourse analysis is the study of language in use, both in spoken or and written contexts. There are many definitions of discourse. Stubbs (1983:1) defines discourse as a study of organization of language above sentence or above clause, therefore to study longer than linguistic units, such as conversational exchanges or written texts. Its mean that study discourse not only focus in sentence analysis and describing composition of sentence but also the composition of whole text which consist more than

one sentence. In other words, discourse has higher occupation than phoneme, morpheme, word, phrase, clause and sentence.

According to Chojimah (2014:3) discourse as a collection of sentences having the quality of unity, or linguistic unit larger than sentence. The focus of discourse analysis is on language use because discourse could be understood as written or spoken language which has quality and unity. Van Dijk (1980:354) stated that language use, discourse, verbal interaction, and communication belong to the micro-level. In this level, it's consist of what is the language component, how these component are ordered, or how they may be combined in the larger constructs.

B. Cohesion

Cohesion is part of discourse analysis, which can not be separated from the concept of "text". Halliday and Hasan (1976:2) state that a text is the best regarded as a semantic unit, a unit not of form but of meaning. However, a text can be spoken or written that does from a unified whole, so that not only in the form of sentence but also should has meaning. In addition, the difference between text and non-text lies on the "texture" which is constructed by the cohesive relationship between its linguistics features.

Halliday and Hasan (1976:299) define the general meaning of cohesion as "the continuity that exists between one part of the text and another". This means that cohesion must be interpret and that hold a text together and give it meaning. Halliday and Hasan (1976:4) put the example:

Example:

- Time flies

You can't; they fly too quickly

In the example above, the cohesion is expressed in no less than three ties, the elliptical form *you can't*, the reference item *they*, and the lexical repetition *fly*.

The difference between cohesive and not-cohesive text, see example below:

- (1) To reach the movie theater you will need to turn right on the next intersection and then go straight for about 5 minutes. You will see *it* on your right-hand side.
- (2) A cat catches a mouse. The car broken down. *I* go swimming.

(1) and (2) are constituted by two or more sentences. Although, (1) is cohesive one each other, while (2) is not.

Renkema (1993:35) give more explanation about cohesion is the connection which result when the interpretation of a textual is independent on another element in the text. This means that because of cohesive devices no part of text which does not have relationship with other parts.

Cohesion is interconnection some of part (sentences) in text, caused by internal factor language, cohesive interconnection signed by cohesive devices. Chojimah (2014:8) states that cohesion covers grammatical and lexical cohesion which each of them has several cohesive devices. Grammatical cohesion is the unity of a discourse because of grammar factor that include reference, substitution, ellipsis and conjunction. On the other

hand, lexical cohesion is the connection within a discourse because of lexical choices that include repetition, synonymy, antonymy, hyponymy, and metonymy.

Cohesive devices of the text or language are tools that is used to the relationship between one part of sentence to another sentences, and one clause to another clauses in the text. Halliday and Hassan (1976:6) has provided an important framework for identifying and analyzing cohesive devices in spoken and written discourse. Halliday and Hasan presents the division of the types of cohesion:

Table 2.1. Type of Cohesive Devices

COHESIVE DEVICES	
GRAMMATICAL COHESION	LEXICAL COHESION
1. REFERENCE a. Personal reference b. Demonstrative reference c. Comparative reference 2. SUBSTITUTION a. Nominal substitution b. Verbal substitution c. Clausal substitution 3. ELLIPSIS a. Nominal ellipsis b. Verbal ellipsis c. Clausal ellipsis 4. CONJUNCTION a. Additive b. Adversative c. Causal d. Temporal	1. REITERATION a. Repetition b. Synonym c. Super-ordinate d. General word 2. COLLOCATION

C. Grammatical Cohesive Devices.

Grammatical cohesive devices is a condition in which a discourse is connected because of grammatical factors. In addition, grammatical cohesion refers to the linguistic structure. Halliday and Hasan (1976:28) states that the highest structural unit in the grammar is the sentence. This means that the structure determines the order in which grammatical elements occur and the way they are related within a sentence. The word “grammar” has two meanings, as suggested by Fromkin (as cited in Kirvalidze, 2013:3) that in wide perspective, grammar is a theory to describe the speaker’s linguistic competence. Based on Halliday and Hasan (1976:6) illustrates the types of grammatical cohesion that will be discussed further:

Table 2.2. Types of Grammatical Cohesion

Grammatical Cohesion				
Reference		Substitution	Ellipsis	Conjunction
Personals		Nominal	Nominal	Additive
Extential	Possessive	One/ones, the same, so		And, and also, nor, or, or else, in other words, likewise, on the other hand, thus, furthermore, by the way
I, you, they, we, he, she, it, one	My/mine, your/yours, their/theirs our/ours, his, her/hers, its, one’s			
Demonstrative		Verbal	Verbal	Adversative
This/that, these/those, here/there		Do, have, be, do the same,		Yet, but, though, Only, however, at least, in fact,

	likewise, do so, be so, do it/that, be it/that		rather, on the contrary, in any case, I mean
Definite article	Clausal	Clausal	Clausal
The	So not		So, then, therefore, because, otherwise
Comparatives			Temporal
Same, identical, similar(ly), such, different, else, other			Then, next, before that, first...then, at once, in conclusin.

1. Reference

Reference is a word that has relationship with another word, in some of case reference are referring to third person (he, his, him), (she, her, her), (it, it, its), (they, their, them). According to Halliday and Hasan (1976:31) reference is the specific nature of the information that is signaled for retrieval. Reference used to identify the participants through text to track retrieve the participants, we can have cohesive relation that gives meaning. In similar way, Brown and Yule (1983: 205) state that the successful reference depends on the hearer's identifying, for the purpose of understanding the current linguistic message, the speaker intended referent on the basis of the referring expression used.

Example of reference:

“Bianca is sick, I advise her to eat her medicine” (a)

“I like study in this school” (b)

“I pick up him from airport” (c)

In sentence (a), the word “her” refers to *Bianca*. In sentence (b) and (c) the words “this” and “him” are refer to earlier or later sentences, these some examples which is refer to formal properties existing inside text.

The study of grammatical cohesion in students’ essays requires the retrieval of the information necessary for interpretation from the given context. This refers to endophoric reference. This type of reference directs readers or hearers to look outside the text and to interpret the information from the context of situation. Moreover, Halliday and Hasan (1976:33) give a diagram of types of reference as follows:

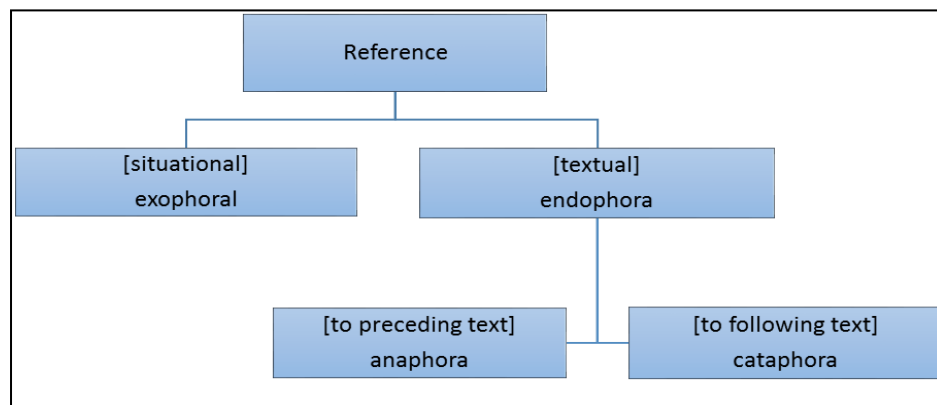


Fig. 1: Types of Reference (Halliday and Hasan 1976:33)

a. Anaphoric reference

Anaphoric reference is a reference where we have to look at the before expression in the text to understand the meaning, for example:

The man is living alone. His wife left him for 10 years.

In this sentence, “his” and “him” is anaphoric which refers to “the man”. Without having a presupposed clause “the man is living alone”, we cannot decide what “his” and “him” refer to. Because we need to look at the sentence gone before, these are anaphoric.

b. Cataphoric reference

Cataphoric reference is a reference where we have to look at the next expression in the text to understand the meaning, for example:

Her writing is very good. **Her** speech is also good. **Her** interpersonal skill is excellent. A yeach, **she** is multitalented person, indeed. How lucky **Dinda** is.

In the example, the word **her** is refers to the next expression. In this case, **her** refers to **Dinda**. We can understand the meaning of **her** from the next sentences. We will understand if we read all of sentence, because the explanation of **her** place in the last sentence. So, we can say that cataphoric is an item which refers to the forward.

Reference item in English included personal, demonstrative and comparative reference.

1) Personal reference

Personal reference represent person by specifying its role in the speech situation. It is used to identify individuals and things or subjects that are named at some other point in the text.

In general, personal reference involves personal pronouns, possessive determiners, and possessive pronouns.

Table 2.3. Personal Reference (Halliday and Hasan 1976:38)

Semantic category	Existential	Possessive	
Grammatical function	Head		
Class	Noun (pronoun)	Determiner	
Person:			
Speaker (only)	I	Mine	My
Addressee(s),	You	Yours	Your
with/without other			
Person(s)			
Speaker and other	We, us	Ours	Our
person(s)			
Other person, male	He, him	His	His
Other person,	She, her	Hers	Her
female			
Other persons,	They, them	Theirs	Their
objects			
Object: passage of	It	(Its)	Its
text			
Generalized person	one		One's

Example: I have a blue hat. **It** is a gift from my mother.

It in second sentence refers to **a blue hat**. This kind of personal reference is expressed through pronoun.

2) Demonstrative reference

Demonstrative reference is a type of reference that is identified through the scale of proximity. It can be functioned as head, modifier, and adjunct. The word “this” and “that” refer to singular participant, while “these” and “those” refer to plural

participant. On the other hand, “here” and “there” are related to the place, and “now” and “then” are related to time. For the clear explanation, look at the following table!

Table 2.4. Demonstrative Reference (Halliday and Hasan, 1976:38)

Semantic category	Selective		Non selective
Grammatical function	Modifier/head	Adjunct	Modifier
Class	Determiner	Adverb	Determiner
Proximity: Near Far Neutral	This/these That/those	Here, now There then	The

Example:

There I was born and grew up. ***There*** I met him, my beloved one.

There we raised our kids. ***There***, in a small town called

Tulungagung

The example above shows the use of far place. “there” in the sentence refers to ***Tulungagung***.

3) Comparative pronoun

Comparative pronoun is a type of reference that used to show the identity or similarity (Halliday and Hasan, 1976:37). Then, the elements that are compared are the quantity and the quality of the thing. The comparison is expressed by certain class of adjectives and adverbs. There are called adjectives of comparison (adjunct).

Table 2.5. Comparative Reference (Halliday and Hasan, 1976:39)

Grammatical Function	Modifier (deicic and aphabetic)	Sub modifier adjunct
Class	Adjective	Adverb
General Comparison:		
Identity	Same, identical, equal	Identically
General similarity	Similar, additional	Similarly, likewise, so, such
Difference (non-identity or similarity)	Other, different, else	Differently
Particular comparison	Better, more, etc. (comparative adjectives and quantifiers)	So, more, less, equally

Example:

Kai's performance today is **better** than her performance yesterday.

In that example, "better" refers to Kai's performance. The writers compare Kai's performance today with her performance yesterday.

Table 2.6. Pronoun based on Michel A. Pyle and Mary Ellen Munoz (1991:109)

GRAMMATICAL CLASS	DETERMINER	ADVERB
General Comparison		
Identical	Same, Equal, Identical	Identically
Similarity	Similar, Additional	Similarly, Likewise
Difference	Other, Different, Else	Differently, Otherwise
Particular Comparison	Better, More, etc.	So, More, Less, Equally

2. Substitution

Another type of grammatical cohesive device is the substitution which substitutes or replaces a word or a group of words that have appeared in an earlier sentence. According to Halliday and Hasan (1976:89)

substitution as the replacement of one item to another. In addition, Cook (1989:20) given example that if we had always answered a question like “*Do you like mangoes?*” With a sentence like “*Yes I like mangoes*” or “*Yes I think I like mangoes*”. It is quicker and means the same if we say “*Yes, I do*” or “*Yes, I think so*”, in this case the word ***do*** replace *like mangoes* in sentence “*Yes I think I like mangoes*”. Therefore, it could be said that substitution in a kind replacement. It means that a word or a group of word is replaced by another expression. So, substitution helps the users to make sentence briefer by making a replacement item in simplifying the expression. Besides, Renkema (2004: 101) explains that substitution is the replacement of a word or sentence segment by a “dummy word”. Here, dummy word is another word that still has the same meaning.

As suggested by Halliday and Hasan (1976:90) substitution is divided into three types: nominal, verbal and clausal substitution.

a) Nominal substitution

Nominal substitution includes *one*, *ones* and *same*. It's function as head of nominal group and can substitute only an item that also has a head function of nominal group.

Example:

<p><i>I shoot the hippopotamus</i> <i>With bullets of platinum</i> <i>Because if I use leaden ones</i> <i>His hide is sure to flatten 'om</i></p>
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In the example above, *bullets* is head of the nominal group *bullets made of platinum* and *ones* is head of the nominal group *leaden ones*.
(Halliday and Hasan, 1976:91)

b) Verbal substitution

Verbal substitution composed of *do*, *does*, *did*, and *done* which has function as a head of verbal sentence and can substitute only item that also has a head function of verbal group.

Example:

Alia : Do you still get in touch with your old friends?

Farida : Yes, I do.

In the example above, Farida replace “still get in touch with your old friends” by “do”.

c) Clausal substitution

Clausal substitution is relation in which the entire clause not an element within the clause is presupposed and contrasting element is outside the clause. It composed of ‘*so*’ and ‘*not*’. The positive expression by *so* and negative expression by *not*. The substitutes *so* (a) and *not* (b) are used in clausal substitution:

Example:

(a) *Are you feeling better? I think so.*

(b) *Did you stand up to be counted in the old days? I think not.*

In the example (a), *so* stands for I am feeling better; in (b) *not* substitutes for he did not stand up to be counted in the old days.

3. Ellipsis

According to Chojimah (2014:10) ellipsis and substitution are basically abridgement, since substitution has some expression that can replace a noun, a verb, and even a clause into the simply one, and ellipsis also take the similar role as substitution. Ellipsis is omitting some items in the text, which required by the grammar, but the writer thinks the items are clearly understandable by the reader, for that reason it does not need to be repeated. Actually, ellipsis is as substitution by zero (Renkema, 1993:38), because the process can be interpreted as that form of substitution in which an item is replaced by nothing. Ellipsis divided into three types, there are nominal, verbal, clausal ellipsis.

a) Nominal ellipsis

Nominal ellipsis is the omission of noun head within nominal group.

McCharty (1991:43) "Nominal ellipsis often involves omission of noun headword".

Example:

<i>Ana liked the red rose, while Laura preferred the white.</i>

In the example above the word *rose* is omitted in the second clause, if we put a nominal substitute the clause will be *Laura preferred the white one*, in this case we lose the word *one*, that is what nominal ellipsis work, omitting the nominal group.

b) Verbal ellipsis

Verbal ellipsis is the omission of verb head within verb group. McCharty (1991:43) explains “Two very common types of verbal-group ellipsis are what Thomas calls *echoing* and *auxiliary contrasting*.”

1) Echoing

Echoing is repetition of elements within verbal group.

Example:

A: *Will* anyone be waiting?

B: Jim *will*, I should think.

2) Auxiliary contrasting

Auxiliary contrasting is when the auxiliary changes.

Example:

A: *Has* she remarried?

B: No, but she *will* one day, I'm sure.

c) Clausal ellipsis

McCharty (1991:43) “with clausal ellipsis in English, individual clause elements may be omitted; especially common are subject-pronoun omissions (‘doesn’t matter’, ‘hope so’, ‘sorry’, ‘can’t help you’, etc).”

Example:

Mark : “*Peter will be there.*”

Nana : “*Are you sure?*”

In this case the clause *Peter will be there* is omitted sentence, if we keep the clause there will be *Are you sure Peter will be there?* Since it has omitted then the expression become shorter.

4. Conjunction

Conjunction refers to a specification of the way in which what is to follow is systematically connected to what has gone before. Halliday and Hasan (1976), Martin and Rose (2007), Nunan (1993) treat conjunction and conjunctive elements as cohesive devices. These meanings presuppose the presence of other components in the discourse. Thus, Nunan (1993:26) states that the relationships signalled by conjunction can be fully understood through reference to other parts of the text.

Conjunction is divided into four categories there are additive, adversative, causal and temporal (Halliday and Hasan, 1976: 238).

a. Additive Conjunction

Additive conjunction include words that simply add more information to what has already said by adding to the presupposed item and are signaled through *and, also, that, furthermore, in addition to, moreover*, etc. Additive conjunction may also have negative form of the additive relation has are expressed item and signaled by *nor, and...not, not...either, neither, and...neither*, etc. (Halliday and Hasan, 1976: 246). The example of positive form:

*Internet technology can advance **and** harm. Many people look for something in internet **and** doing illegal download.*

Next, the example of negative form:

*I couldn't send all the horses, you know, because two of them are wanted in the game. **And** I haven't sent two Messenger **either**.*

b. Adversative Conjunction

Adversative conjunction is a contrary to expectation. The expectation may come from the content of what is being said. It is signaled from the simple words such as *but, in fact, yet, though, however, only, in the other hand*, etc. (Halliday and Hasan, 1976: 250)

Example: *National Exam online remains necessary, especially confront the challenges of the world is growing very fast.*

***However**, we have to think more careful if use is not ready.*

c. Causal Conjunction

Causal Conjunction is signaled by using words such as *so, consequently, because, for this reason, in the respect, thus, hence, therefore, then, as a result*, etc. It has function to show a specific ones of result, reason, and purpose. (Halliday and Hasan, 1976: 256).

Example: *National exam online did not rule matter can leak **because** hackers can penetrate and steal the data.*

d. Temporal Conjunction

Another type of conjunction is temporal conjunction. It is relation between two sentences in relating to external terms as content and perhaps be simply on of sequence in time by using words such as *then*,

next, after that, next day, until then, at the same time, at this point and subsequently, etc. (Halliday and Hasan, 1976: 261)

Example: “*Ticket, please!*” said the Guard, putting his head in at the window. ***In a moment*** everybody was holding out a ticket.

Halliday and Hasan (1976: 242-43) summarize the categories of conjunction, as shown in the following table:

Table 2.8. The categories of Conjunction

Categories	Relationship	Example
Additive	Additive ‘proper’	and, in addition, furthermore, besides
	Negative	Nor, alternatively
	Alternative	Or, else, alternatively
	Expository	That is, in other words, i.e.
	Exemplification	Such, for example, for same way
	Similar	As, likewise, similarly, in the same way
Adversative	Adversative ‘proper’	Yet, though, but, however, nevertheless, whereas
	Avowal	In fact, actually
	Correction of meaning	As a matter of part
	Dismissal	Contrary, in any/either case
Causal	Causal general	So, hence, then
	Reversed causal	Consequently, for, because
	Reason	For this reason, it follows
	Result	As a result, in consequence
	Purpose	For this purpose
	Conditional (direct)	That being the case, under the circumstance
	Conditional (reversed polarity)	Under other circumstance
	Respective (direct)	Therefore, in this respect/regard
	Respective (reserved polarity)	Otherwise, in other respects
Temporal	Sequential	At first, to start with, next

	Past	Previously, before this/that
	Present	Hitherto, at this point, here, from now on
	Future	Forward, soon, after a time just then
	Durative	Meanwhile, in the meantime
	Summarizing	Finally, in conclusion, to sum up, in short, briefly
	Simultaneous	At the same time

Example:

- a) She's intelligent. And she's very reliable. (Additive)
- b) He is poor but he is honest. (Adversative)
- c) He fell in the river because caught a chill. (Causal)
- d) I got up after that made my breakfast. (Temporal sequence)

D. Language in Media

Language is the substance media communication consist of. Like human being as social creature cannot live alone in this world. They need language to communicate with other because they live in society and need each other. Communication can be realized in various way, one of them through mass media. Mass media is a means of communication that reach a numbers of people, nationally or internationally. Mass media serves to give information and educate or may entertain their audiences. Mass media will sent the message for their audience. It serves to give information and educate or may entertain their audiences. There are various forms of mass media which used for sending the message such as newspaper, films, radio, magazine, television, and internet.

Language is mass media also gives big influence in society. As one of mass media which provide much information about anyone and anything in the world, newspaper is a tool that inform actual news in written form. It also publishes in some edition or periodical such as daily and weekly which purpose is to give the information in factual manner. Reah (2002:2) states the term newspaper suggests that the content of a newspaper will be primarily dedicated to the news of the day, and same analysis and comment on this news. This means that, the news in a newspaper should be the factual or newest so the readers can know what happening is in their environment by reading it.

A text in top of newspaper article is called headline. It is indicating the nature of the article below. The headline summarizes important fact of the story. When reporting the news, the editors have freedom to choose the words and expressions in order to express their idea. Newspapers have developed special kind of headline language, such as it is using any key words which express the main idea of the story, it is using short words in place of long ones, the headline is using only two kinds of tenses that is present and future, then the headlines is leaving out needlss words. Each headline expresses a comple thought in term of state/action. Headline is very important because have great impact on the readers. So, the headlines should be brief, impacted, eye catching, effective and memorable.

A text could have cohesiveness. Cohesiveness of a text or discourse shows that cohesion helps the process of understanding a text by using its

connective, so that the information will be easy to understand. Actually, in the newspaper, the most dominant this is how to make the content of news starting from preproduction-production-postproduction (Nellyullathil, 2011). The difference between news and essay one on the structure. The structure of news is headline, lead, most recent and most important details, background and further details, then optional details. While, the structure of essay is tittle, thesis, body paragraphs, conclusion and bibliography.

E. Previous Study

There are many people interested in cohesion research so it has been studied since years ago especially in analyzing the types of cohesion. Here the three previous researchers can explain as follows:

The first relevant research is conducted by Azzous, 2009 entitled “A Discourse Analysis of Grammatical Cohesion in Student’s Writing”. This research is published by Mentori University, Constantine. The purpose of this research is to check whether students are familiar with the use of grammatical cohesive devices in writing essays and find the importance of using cohesive discourse.

The second is the research conducted by Romdiyah (2015) entitled “Grammatical Cohesive Devices are used in the selected 23 article of TEFLIN journal”. This research is published by State Islamic Institute of Tulungagung. The purpose of this research is to analyze the types of grammatical cohesive devices used in the selected article in TEFLIN journal. The method of this research is quantitative method with descriptive analysis.

One of the result of this research is the writer found lexical cohesive devices which is often occur and rarely occur in the selected article in TEFLIN journal.

The last is the research conducted by Rahmawati (2015) entitled “*Grammatical Cohesive Devices found in Argumentative Essays Written by the Fourth Semester students of IAIN Tulungagung*”. This research is published by State Islamic Institute of Tulungagung. The purpose of this research is to analyze grammatical cohesive devices are used in *Argumentative Essays written by the fourth semester students of IAIN Tulungagung*. The method of this research is quantitative approach with descriptive design. The result of this research can be concluded as the follow:

- 1) The writer found grammatical cohesive devices as follow reference, substitution and conjunction, ellipsis can not found in *Argumentative Essays written by the fourth semester students of IAIN Tulungagung*.
- 2) The writer can be assumed that students are more familiar with the use of conjunction than the other type of grammatical.

Based on the previous studies above, every text has different grammatical cohesion to link the meaning relations in the text contribute to its unity. Newspaper as a discourse consists of many texts that present different grammatical cohesion.