

CHAPTER II

REVIEW RELATED LITERATURE

A. Cohesion

Cohesion is part of discourse analysis. Cohesion also can be defined as the linguistic element that makes a discourse semantically coherent. As stated by Cook, cohesion is manifestation of certain aspects of coherence (Cook, 1995:33). That is the important element in discourse. It is interconnection between sentences in text. We do not only call cohesion as a cohesive pair, where only one element refers to another element in a next sentence. Thus form can be called as cohesive tie which connects the two sentences. Cohesion occurs where the interpretation of some element in the discourse is dependent on that of another (Halliday and Hasan, 1976:4).

Cohesion connects any passage or speech to function as a text form in semantic relation. According to Janjua (2012:149) the function of cohesion is to differentiate text from the collection of unrelated sentence. Also it knits the semantic pattern of a text that shapes the meaning.

In a similar way, cohesion can be defined as connection between the sentence in a discourse, both in the stratum of grammatical and lexical (Gutwinsky, 1976:93). It means that cohesive is a condition where the discourse is being interconnected because of linguistic factor. According to Halliday and Hasan (1976) cohesive devices

divided into two types, they are Grammatical Cohesive Devices and Lexical Cohesive Devices.

Grammatical Cohesive Devices include Reference, Ellipsis Conjunction and Substitution. Lexical Cohesive Devices include Repetition, Synonymy, Hyponymy, Metonymy, and Antonymy. Those two types will be main discussion in this research.

B. Grammatical Cohesive Devices

Grammatical Cohesive Devices is device functioning to connect sentences in grammatical aspect. Grammatical cohesive devices divided as follow:

1. Reference

Reference is a word that has relationship with another word, in which one provides the information necessary to interpret the other. Brown and Yule (1988: 205) stated the successful reference depends on the hearer's identifying, for the purpose of understanding he current linguistic message, the speaker's intended referent, on the basis of the referring expression used.

Example :

(a) "Maya is a smart student. **She** studies everyday"

(b) "I buy two pieces of bread in **his** bakery"

(c) "I told **him** about my experience"

In the example (a), *she* refers to Maya. In the example (b) and (c), *his* refers to earlier or later word. Those are some example which is refers to formal properties appear in the text.

Haliday and Hasan (1976:33) classify textual reference into two types, they are anaphoric reference and cataphoric reference. *Anaphoric* reference is a reference where we have to look at the before expression in the text to understand the meaning.

Example : *Ana is a smart student. She always studies every day. Her score become the best one in the class. Sometime her friends feel envy with her, because her achievement.*

In the example, the word **she** is an anaphor and refers back to a preceding expression, in this case **she** refers to **Ana**. We can understand the meaning of **she**, because the previous sentence has told us who **she** is. As can be seen in the example, an anaphor is an item which refers to the backward.

Cataphoric reference is a reference where we have to look at the next expression in the text to understand the meaning.

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 Ani is.*

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

forward. In other point of view, Halliday and Hasan divide the Reference into three types, they are personal referece, demonstrative reference, and comparative reference.

a. Personal reference

Personal reference represent person by specifying its role in the speech situation. The term person includes interpersonal meaning (human but not individualized) and non-personal (object) which are relevant to the speech situation. In general, personal reference involves personal pronouns, possessive determiners, and possessive pronouns.

Table 2.1 Personal Reference (Halliday & Hasan 1976: 38)

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

b. 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. “this” and “that” refer to singular participant, while “these” and “those” refer to plural participant. On other hand, “here” and “there” are related to the palce, and “now” and “then” are related to time. For the clear explanation, we can look at the following table.

Table 2.2 Demonstrative Reference (Halliday & Hasan, 1976: 38)

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

Example :

Global warming became a serious problem in the world.
Actually, **this** condition happened cause of uncontrolled human lifestyle.

The example above shows the use of near singular participant. “This” in the last sentence refers to *Global warming became a serious problem in the world*”.

c. Comparative Reference

Comparative reference is a type of reference based on the consideration that a thing is similar or different (in terms of likeness and likeness). 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 2.3 Comparative Reference (Halliday & Hasan, 1976: 39)

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

Example :

Ratna's performance today is **better** than her performance yesterday

In that example, "better" refer to the Ratna's performance. The writers compare of Ratna's performance today with her performance yesterday.

2. Substitution

Substitution is replacement a word or a group of word with other word which have same meaning in order to make variation in sentence. According to Halliday & Hasan (1876 : 89) substitution as the replacement of one item to another. In other hand, substitution also can used to make sentence briefer. There are three types of substitution such as nominal, verbal, and clausal.

a. Nominal Substitution

Nominal substitution includes *one*, *one*, and *same*. It's function always as Head of nominal group, and can substitute only for an item which is itself Head of nominal group.

Example : *I shoot the hippopotamus
With bullets of platinum
Because if I use leaden ones
His hide is sure to flatten 'om*

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 & Hasan, 1976: 91)

b. Verbal Substitution

The verbal substitution in English is *do*. This operates as the head of a verbal group in the place that is occupied by the lexical verb and it is always in the final position in the group.

Example :

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

Rani : Yes, I do

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

c. Clausal Substitution

The words used as clausal substitution are *so* and *not*. There are three environments in which clausal substitution take place report, condition, and modality. Each of those environments it may take of two forms, positive or negative; the positive expressed by *so* and negative expressed by *not*.

Substitution of Reported Clauses

The reported clause that is substituted by *so* or *not* is always declarative, whatever the mood of the presupposed clauses. There is no substitution for interrogative or imperative indirect questions or command.

Example :

“...if you've seen them so often, of course you know what they're like”

“I believe so” (Halliday & Hasan, 1976: 131).

Here *so* substitutes *I know what they're like*.

Substitution of Conditional Clauses

Conditional clauses are frequently substituted by *so* and *not*, especially following *if*, but also in other forms such as *assuming so*, *suppose not*.

Example :

- (1) *Everyone seems to think he's guilty. If so, no doubt he'll offer to resign.*
- (2) *We should recognize the place when we come to it Yes, but supposing not: then what do we do?(Halliday & Hasan, 1976:134)*

In sentence (1) *so* substitutes *he is guilty*, whereas *not* in the sentence (2) substitutes *we don't recognize the place when we come to it*.

Substitution of Modalized Clauses

So and *not* also can occur as substitution for clauses expressing modality .

Example :

“*Oh, I beg your pardon!*” cried Alice hastily, afraid that she had hurt the poor animal's feeling. “I quite forgot you didn't like cats”
Not like cats! Cried the mouse, in a shrill, passionate voice,
 “*Would you like cats if you were me?*”
 “*Well, perhaps not,* said Alice in a shooting tone:(Halliday & Hasan, 1976: 134)

In the example above, *not* substitutes *like cats if you were me?*. Modality is the speaker's assessment of the probabilities inherent in the situation, as in the example above.

3. Ellipsis

Ellipsis is deletion of parts of sentences under the assumption without alleviate the meaning. Sometime we thought that we do not need to repeat the same word or phrase to say something which has the clear meaning.

Example :

Zakia : *Do you want to try this candy?*

Rania : *Yes*

In the example above, tell us that Rania just say "yes". She delete some word. From the example above, actually the complete answer is "yes, I want to try this candy. The underlying word disappeared, because that already understood.

There are three types of ellipsis. They are nominal, verbal, and clausal ellipsis. The types of ellipsis will be explain below

a. Nominal Ellipsis

Nominal ellipsis is a type of ellipsis in the nominal group. The nominal ellipsis lifts a word positioning as pre modifier (deictic, numerative, epithet, and classifiers) to Head

Example:

*My kids play an awful lot of sport. **Both** are incredibly energetic* (Nunan, 1993:26)

The ellipsis in the example above is **both**, it is replace the word *my kids*

b. Verbal Ellipsis

Verbal ellipsis refers to ellipsis within the verbal group. The verbal group before presupposes the next verbal group which is not always expressed in its systematic features. The interpretation is made in the verbal system

Example:

*A: Have you been reading? Yes I **have***

*B: What have you been doing? **Swimming***

Have and *swimming* can interpreted as stands for I have been swimming

c. Clausal Ellipsis

The clauses in English divided into two elements, they are modal and propositional elements. Modal elements consist of subject and the finite element in the verbal group. The propositional element includes the remainder of the verbal group and any complement or adjunct that may be occurred.

Example:

“The duke was going to plant a row of poplars in the park”

(1) What was duke going to do? Plant a row of poplars

(2) Who was going to plant a row of poplars in the park?

The duke was

(Halliday & Hasan, 1976: 197)

In the example (1), the modal element is omitted in the answer, while in the example (2) the prepositional element is omitted

4. Conjunction

Conjunction is a word which connecting word, phrase, or clause. Conjunction is classified into two types, they are coordinating conjunction and subordinating conjunction.

a. Coordinating conjunction

Coordinating conjunction is words which connecting words, phrases, or sentences which have related to other and have same level. Based on the function, coordinating conjunction divided into some parts :

1) For adding more information (*and, furthermore*)

Example:

- a. *I have a beautiful garden beside my house **and** I also plant many flowers on it.*
- b. *Last holiday some students went to museum to see the historical things, **furthermore** they visited the garden which placed near the museum.*

2) For simplifying and elaborating previous text (for example, *in other word, thus*)

Example :

- a. *He has another appointment on Thursday. **In other words**, I don't think he'll be attending your gathering.*
- b. *If you throw the ball **thus**, as I'm showing you, you will have better luck hitting the target.*

- 3) For contrasting and comparing between the old and new information (by contrast, on the other hand, however, meanwhile)

Example :

- a. *I'm not a professional chef, **however** I still can make us a nice breakfast*
- b. *She spent four years studying for her law degree. **Meanwhile**, she continued to work at the bank*
- c. *He is a smart student who has many achievements. **By contrast** his brother is a lazy student who often absent in the class.*
- d. *Maya wants to be a doctor. **On the other hand**, she also to be a popular singer.*

b. Subordinating conjunction

Subordinating conjunction is interconnection which is used to connecting subordinate clause with main clause (after, before, when, while as, because, etc)

Example :

- a. *I will go to the library to read some new books **after** lunch*
- b. *Today she can't follow the English class **because** she has problem in her stomach*
- c. *My phone was ringing **when** Doni asked me to help him*

C. Lexical Cohesive Devices

Lexical cohesive devices is cohesion between or among sentence because of lexical choices. Lexical cohesive devices include repetition, synonymy, hyponymy, metonymy, and antonymy.

1. Repetition

Repetition is repeating of word or phrase to create interconnection. In other hand repetition can be defined as literary device that repeats the same words or phrases a few times to make an idea clearer.

Example : *“To foster the harmony, bring together fellow **muslims**. Between the immigrants and the ansar was brotherhood so on an Islamic society there is more tribal properties. Among **muslim** care and helping each other. There is differences between immigrants and natives. The people of Medina had been bound by the **muslim** brotherhood. Fellow **muslim** brothers to each other.”*

In that example, the word **muslim** is repeated three times. As we can see in the example, the main topic occur on the text is about **muslim**. The writer uses the repetition to build interconnection among the sentences. So we can understand what the writer means.

2. Synonymy

Synonymy is two or more words / expression which have similar meaning. In other statement synonymy can be define as different phonological words which have very closely related meaning (Yule, 1996: 104)

Example :

Look = see

Search = looking for

Determine = decide

Based on that example, two or more words have similar meaning. We can use it to make variation a in our speaking or writing. There is no rule to use the words which have a similar meaning. We can use them anytime and anywhere.

3. Hyponymy

Hyponymy is word or phrase which have general-specific meaning relation. When the meaning of one form is included in th meaning of another, the relationship is described as hyponymy (Yule, 1996:105)

Example :

Naya : have you ever visited "Taman Safari"?

Nely : ohh I haven't, I heard there are some wild animal there?

Naya : Yes, there are tiger, lion, crocodile and others

Nely : ohh it sounds scary

In that example we can know that tiger, lion, and crocodile included to wild animal.

4. Metonymy

Metonymy is the connection between part and whole meaning relation. It means that some word can replace by other words which have a part of whole meaning relation.

Example :

class = blackboard

market = butcher

kitchen = knife

From that example, we can know that blackboard is a part of class, butcher is a part of market, also knife is part of kitchen.

5. Antonymy

Antonymy is word, phrase, expression which have opposite meaning. We also can define antonymy as oppositeness of meaning between a word and the other word or among words in the same part of speech. According to Lyons (1977:286) who stated that antonymy covers the relation between lexical items whose meaning stand in opposition to each other and it is often thought as the opposite of synonymy.

Example :

Nara : good morning Dafa?

*Dafa : good morning. Oh Nara today you look so **nice***

*Nara : are you sure? I think today I'm look **bad***

From the dialogue, we can see the use of antonymy. The word **nice** is antonymy from the word **bad**. The meaning of both are contrast.

D. World Islamic Economic Forum

The World Islamic Economic Forum is a global conference that acts as an international business sectors of the Muslim world meet for business opportunities and together with the government leaders act as

a hub. WIEF started from Organization of Islamic Cooperation which held in 15th October 2003. It was together with Konferensi Tingkat Tinggi (KTT) OIC in Putrajaya, Malaysia. This forum was created to find the opportunity of new business among OIC member countries by confronting president, the industry leader, scientist, expert, and factory leader. When the second forum of OIC was held in 2004, the member of this forum had an idea to create WIEF.

The founding of WIEF is important to give an great economic opportunity for the moslem society. Besides, this forum is independent and dedicated. It will give the greater business opportunity in regional and international.

The first World Islamic Economic Forum was held in Kuala Lumpur. This was an important shift that allowed the WIFE to fully focus on promoting business collaborations, building bridges between the Moslem and non-Moslem worlds, and steering the world towards peace and prosperity.

The WIEF Foundation is the organizing body of the Annual World Islamic Economic Forum (WIEF), It comprises the Board of Trustees who is supported by an International Advisory Panel and a Permanent Secretariat based in Kuala Lumpur.

The Foundation also undertakes various capacity building programs under the WIEF initiatives of the Businesswomen Network

(WBN), Young Leaders Network (WYN), Education Trust (WET) and Roundtable Series.

Member States of WIEF

Africa

Algeria	Gambia	Niger
Benin	Guinea-Bissau	Nigeria
Burkina Faso	Guinea	.Senegal
Cameroon	Ivory Coast	Sierra Leone
Comoros	Libya	Somalia
Chad	Mali	Sudan
Djibouti	Mauritania	Togo
Egypt	Morocco	Tunisia
Gabon	Mozambique	Uganda

Asia

Afghanistan	Jordan	Pakistan
Bahrain	Kuwait	Palestine
Bangladesh	Kyrgyzstan	Qatar
Brunei	Lebanon	Saudi Arabia
Indonesia	Malaysia	.Syria
Iran	Maldives	Tajikistan
Iraq	Oman	Turkmenistan
Yemen	Uzbekistan	United Arab Emirates

Europe

Albania

Azerbaijan

Kazakhstan

Turkey

South America: Guyana, Suriname

List of Countries Place WIEF Held will show as follow

1. Malaysia (2003)
2. Pakistan (2004)
3. Malaysia (2007)
4. Kuwait (2008)
5. Indonesia (2009)
6. Malaysia (2010)
7. Indonesia (2011)
8. Kazakhstan (2012)
9. United Kingdom (2013)
10. Dubai (2014)
11. Malaysia (2015)
12. Indonesia (2016)

E. Previous Studies

Cohesion research has been studied since years ago. There are many people interested in cohesion study. Therefore, there are also many people who conducting reserach especially in analyzing the

types of cohesion. In order to avoid the research from similar corpus and explanation, the previous researchers are needed to review. Here are the previous researches which explain as follow:

First, the research entitled *The analysis of Cohesion in Obama's speech Text "Time has Come to Reaffirm our Enduring Spirit"* (Sahaningrum, 2012). This research is published by Universitas Muria Kudus in 2012. The goal of this research is to know the types of cohesion are constructed in Obama's speech text "Time Has Come to Reaffirm Our Enduring Spirit. Moreover, the method of this research is qualitative method with descriptive analysis. In addition, the result of this research can be concluded as the follow:

1. There are 177 reference which consist of 34 Homophora, 116 anaphora, and 30 cataphora : 73 conjunctions which consist of 47 additive, 14 comparative, 3 temporal and 9 consequential
2. 565 lexical cohesion which consist of 426 repetition, 35 synonym, 79 antonym, 4 hyponym, and 21 meronym.

Second is the research entitled "*Cohesion in Narrative Text Presented in the Electronic Textbook of Senior High School Grade X Entitled Developing English Competence* (Kuncahya, 2015) This research is published by State University of Yogyakarta in 2015. The goal of this research are to identify the types of cohesion and to interpret the occurring types of cohesion in tern of compatibility as language input in t5he

electronic textbook of senior high school grade X entitled “Developing English Competence”.

Moreover, the method of this research is qualitative method with descriptive analysis. In addition, the result of this research can be concluded as the follow:

1. Reiteration appeared to be the most frequent types of all subcategories of cohesion.
2. There were 404 instances of reiteration or 40,64% of the total occurrences.

Third is the research conducted by Ulil Dina Hamida entitled “*Translated Text of Susilo Bambang Yudhoyono’s speech of Jakarta Bomb Attack*”. This research is published by State Islamic Institute of Tulungagung in 2012. The aim of this research is to analyze grammatical and lexical cohesive devices are used in *translated text of Susilo Bambang Yudhoyono’s speech of Jakarta bomb attacks*.

The method of this research is qualitative method with descriptive analysis. In addition, the result of this research can be concluded as the follow:

1. Cohesive devices occurring in *translated text of Susilo Bambang Yudhoyono’s speech* are conjunction, reference and substitution.
2. The writer also found grammatical cohesive devices which is often occur and rarely occur in translated text Susilo Bambang Yudhoyono’s speech of Jakarta bomb attacks

In short, those previous studies above are different to this research. The first is the object of this research is Jokowi's speech in WIEF 2016. The second is the object of this research is Indonesian people who speak English originally, not by translating. In the previous study there was a researcher who used translated speech delivered by Susilo Bambang Yudhoyono . translated text usually created the different arrangement which influence the use of grammatical and lexical cohesive devices. So, this research in this case the researcher focuses on findings in level discourse, not sentence or phrase. The previous studies have conducted by some researchers analyzed all of the grammatical and lexical cohesive devices types without classified among phrase, sentence, and discourse.