CHAPTER II

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

This chapter shows the detail about the theory of cohesive device proposed by Halliday and Hasan (1975) that will be used in this research. The framework of the research also introduced in this chapter. This chapter also include several previous studies that are became the base of this research. Lastly, this chapter discussed about the result of cohesive devices research that are performed before this research and became a reference for this research.

2.1 Discourse Analysis

This research used discourse analysis as the approach to this matter. It focused on cohesive devices to make cohesion between sentences. This chapter explains the theories that are used in this research. There are 2 types of cohesive devices where it is divided into sub-categories. Both types of cohesive devices intertwined with each other to create cohesion. Thus, it is important to understand both types of cohesive devices to increase the quality of a discourse.

Discourse analysis is an approach that focused on studying language under particular context. According to Yule, (1996), discourse analysis is the analysis of language in use. It focused more on what the language used for instead of the formal properties of the language. Meanwhile, according to Paltridge (2012), discourse analysis purpose is to analyze the relation that the language have with culture and social contexts and also the effect of it in forming the social identities

as well as relationship between participants. It is also consider another way of using the language in different views with possibility of different meanings. Flowerdew (2013) stated that discourse analysis is the analysis that focused on the language in its context where the language is used and the analysis of the language above the level of sentence. He further added that discourse analysis is not only concerned with analysis, but also concerned with theory and application.

One of the scopes of discourse analysis is to study the language in the level above sentence. According to Halliday and Hasan (1976), Cohesion is a study that focused on relation between sentences that unified them into a whole unit. It is further described by Halliday and Matthiessen (2014), which define cohesion as the highest ranking of grammatical unit. This research objective is to identify types of cohesive devices. In order to identify the types of cohesive devices, this research will use discourse analysis approach since the concern of this approach is the language above the level of sentence.

2.1.1   Cohesion

Cohesion is one of the most essential elements in writing. A written text must fulfill two conditions in order to be coherent. The first one is the unchanging context from the very first sentence to the last one. While the second one is that the text must have cohesive, which in other words is that each sentences must have ties that connect them together. And these ties can be constructed with cohesive devices (Halliday & Hasan, 1976)

2.1.1.1 Cohesive Devices

To make cohesion, it requires the use of cohesive device to create the cohesive ties. It works as connector between sentences. Halliday and Hasan (1976) said that cohesive devices works in pair, whereas the relation of cohesive devices will only have a cohesive forces when there is other element which mentioned the exact same word or the word related to it that works as a presupposition. Without the presupposition, the word "them", or "apples" stand alone will not give any ties at all. Thus, it is important to give presupposition or antecedent as a pair to ties the sentences.

2.1.1.1.1   Grammatical Cohesion

Grammatical cohesion is a cohesive relation that ties sentences through the grammatical structure. As Halliday and Hasan (1976) stated, grammatical cohesion construct grammatical cohesion that cross between sentences. They identified grammatical cohesion into 4 types, which are reference, substitution, ellipsis, and conjunction.

A. Reference

Reference means refers to, where in this case reference create cohesive relations by referring to something that has been said before or something that is about to be said in the latter. Halliday and Hasan (1976) divide the reference into endophoric and exophoric. Endophoric refers to something in the discourse itself and used in sit, while exophoric refers to something that is outside the discourse where it occurs. Thus, in this research, the exophoric reference is outside of the research topic since it is refers to something that exists from outside of the discourse where it occurs. Meanwhile, Halliday and Hasan (1976) also divide the

endophoric into two types, anaphoric which refers to something that has been said before, and cataphoric which refers to something that will be said in the latter. Furthermore, Halliday and Hasan (1976) also categorized reference as a personal reference, demonstrative reference, and comparative reference.

Personal reference is a type of reference that refers to the person in the text. In some occasion, personal reference also used to refer into things such as animal and even a car. According to Halliday and Hasan (1976), Personal reference comes in a form of pronoun, possessive pronoun, and possessive determiner.

Example:

When **he** arrived, **Andi** was surprised to see that his door is open (Nurhidayat et al., 2021).

Demonstrative reference is a reference that used as a way to address an item or person based on the position of the object in the moment it said. According to Halliday and Hasan (1976), the reference used determiners such as this, that, here, there, those, these, and the, to fulfill its position as a cohesive device. They further added that demonstrative reference often accompanied with a gesture which indicating the object that is referred to. In written discourse however, the gesture replaced by mentioning the object it refers to in the previous sentences. According to Halliday and Hasan (1976), the usage of the determiner relies on the distance the object that the speaker is pointing to from the speaker location. This and here used to express something which is near from the speaker, while that and there used to express something which is located somewhat not near from the speaker.

Meanwhile, these and those used to pointing something plural that is near and 'not near' respectively.

Example:

We went to opera last night. **That** was our first outing for months (Halliday & Hasan, 1976).

Another type of reference is comparative reference. Comparative reference is a reference that connects sentences using comparison of two or more objects. Halliday and Hasan (1976) explain that there are two types of comparative reference, general and particular reference. General comparative reference is simply comparison where things that it refers to may be same, similar, or different. Meanwhile, the particular comparative reference focused on the comparison in quantities and qualities.

Comparative reference use adverb and adjective as its cohesive tools in making ties between sentences. These tools tie the sentences in a form of comparison between the things mentioned in the sentences. According to Halliday and Hasan (1976), tools such as same, similar, not similar, differently otherwise, likewise, equal, and identical is used in general comparative reference. It is because these adverb and adjective does not explain the differences or the likeness between the two things. Meanwhile, particular comparative reference use adjective and adverbs that more detailed and focused on the similarity or the differences between two things. It presented with the adverbs and adjectives such as less, more, many, fewer, better, so, as, further. It can also use quantifiers in comparing the two things.

Example:

Jennings is here to see you. I was expecting someone **different** (Halliday & Hasan, 1976).

B. Substitution

Substitution is a synonym of replacement. Practically it is the same as reference, however in substitution the replacement based on the wording instead of the meaning. Halliday and Hasan (1976), explain that substitution is a relation on the lexicogrammatical level. This means the cohesive relation of substitution came in the level of wording, grammar, and vocabulary. Moreover, Halliday and Hasan (1976) divide the Substitution into three categories which are nominal, verbal, and clausal substitution.

Nominal substitution is a substitution where the word replaced by 'one', or 'ones'. Instead of repeating the same word, one or ones used to replace it.

Example:

My **axe** is too blunt. I must get a sharper **one** (Halliday & Hasan, 1976).

Verbal substitution is a substitution where the presupposition words replaced by 'do'. This substitution mostly appeared in a spoken language instead of written ones. The substitution 'do' stands as a verb to replace the verb that ties to it, or the whole clause.

Example:

Just finish off **watering** those plants. And let me know when you've done **so** (Halliday & Hasan, 1976).

This substitution replaced the elements with 'so'. This substitution can replace not only replace word, but also used as a substitute for a whole clause.

Example:

Everyone seems to think he's guilty. If **so**, no doubt he'll offer to resign (Halliday & Hasan, 1976).

C. Substitution

Ellipsis is very similar to substitution, however in Ellipsis the word replaced with nothing. This means that the element that supposed to be replaced is omitted instead. It could be said that it is in a state of 'left unsaid' purposely. Halliday and Hasan (1976) simplified ellipsis as a substitution by zero. Usually, ellipsis used when the writer tries to avoid repetition or when the context is too obvious to miss by the reader. Moreover, just like substitution, it divided into three types of ellipsis, which are nominal, verbal, and clausal ellipsis.

Nominal ellipsis is an ellipsis that occurs in noun clause or also called nominal group, hence called nominal ellipsis. Halliday and Hasan (1976) defined nominal ellipsis is an omission of an element in the nominal group.

Example:

Four other **Oysters** followed them, and yet another four (Halliday & Hasan, 1976).

↑

Ellipsis

Just like nominal ellipsis, verbal ellipsis always occurs in verbal group or verbal clause. The verb in the previous sentence is omitted in order to either avoid repetition or shorten the sentence. Despite the sentence missing its verb, the reader can understand it clearly.

Example:

> A: Cats **like** cheese do they?-
> B: Yes, they do. Well, some do and some don't.
>
>   ↑   ↑   ↑
>   Ellipsis   Ellipsis   Ellipsis

(Halliday & Hasan, 1976).

Clausal ellipsis is an ellipsis that occurs in a clause. Clause consists of modal and propositional element. Halliday and Hasan (1976) stated that modal consist of subject and other element in verbal group, while propositional element consist of complements and adjunction. Moreover, they also said that in clausal ellipsis, both modal and propositional are omitted, only some part of it remains which shows the existence of ellipsis in the sentences.

Example:

> A: Who was going to plant a row of poplars in the park?
> B: The Duke was.
>
>   ↑   (Halliday & Hasan, 1976)
>   Ellipsis

D. Conjunction

Conjunction is a cohesive device that ties sentence indirectly using its own specific meanings. Halliday and Hasan (1976) stated that conjunction is not a device for reaching into the preceding or following text, but instead it has specific meaning of its own which indicating the connection between the sentences. Conjunction does not have presupposition or antecedent in the text because it does not specifically refer to any specific elements. Thus, it is quite different with other grammatical cohesive ties. Halliday and Hasan (1976) categorize conjunction into additive, adversative, causal, and temporal conjunction.

Additive conjunction is a type of conjunction that connects sentences with their additional information. Halliday and Hasan (1976) said that one of the usages of additive conjunction is to arrange the flow of information.

Example:

I couldn't send all the horses, you know, because two of them are wanted in the game. **And** I haven't sent the two Messengers either (Halliday & Hasan, 1976).

Adversative conjunction is a tie that shows contrary to expectation. According to Halliday and Hasan (1976), the expectation can be derived from the previous sentence, communication process, or speaker-hearer situation. Many usage of adversative conjunction were omitted, however in some circumstances it cannot be omitted.

Example:

He's not exactly good-looking. **But** he's got brains (Halliday & Hasan, 1976).

Causal conjunction is conjunction that connects a cause and the result. Halliday and Hasan (1976) stated that causal conjunction used when the content of one sentence is the result of something that happened in other sentence.

Example:

I was not informed. **Otherwise** I should have taken some action (Halliday & Hasan, 1976).

Temporal conjunction also called as time conjunction. According to Halliday and Hasan (1976), temporal conjunction is used when the connection between sentences is about time and sequence of activity. Temporal conjunction

gives a connection that shows time sequence or systematically about which came first or latter.

Example:

Ahmed lived in Jeddah **after** he got his Ph.D. (Locatell, 2020).

2.1.1.1.2 Lexical Cohesion

Lexical cohesion is the relation that relies on the meaning of the sentences. Halliday and Hasan (1976) said that lexical cohesion is a cohesion that achieved through the vocabulary selection. According to Paltridge (2012), there are 6 types of lexical cohesion which are repetition, synonymy, antonymy, hyponymy, meronomy, and collocation.

A. Repetition

Repetition is a kind of lexical cohesion where the cohesion ties made by repetition of a lexical item. According to Halliday and Hasan (1976), the usage of repetition refer back to the referent in previous sentence is called repetition.

Example:

> JF: ... What was the training like, you **mean**?
> Z: I **mean**...
>
> (Mubarak, 2019)

B. Synonymy

Synonym is an exploitation of words with similar meaning. Paltridge, (2012) explained that Synonymy is a lexical cohesion that ties sentences through the usage of words with similar meaning.

Example:

Some students **found** difficulties in learning English. Besides, they also **encountered** difficulties in grasping the materials (Rijal, Et al., 2019).

C. Antonymy

Antonymy is the opposite of synonymy. Paltridge, (2012) said that Antonymy creates ties between sentences through the contrastive meanings.

Example:

The materials which are given today are so **difficult**. Students told the teacher that previous materials were **easy** (Rijal, Et al., 2019).

D. Hyponymy

Hyponymy is a lexical cohesion that created by using words that are somehow related based on the level of the words or as Halliday and Hasan (1976) said as superordinate of lexical taxonomies. In addition Paltridge (2012) explained it as a general-specific relation between words.

Example:

I said there's someone I'm waiting for if it's **a day, a month, a year** (Dyah & Irawan, 2013).

E. Meronymy

Meronymy is a lexical tie that is built on the relation between words under the same general term. Halliday and Hasan (1976) stated that meronymy is a relation between composition words under the same superordinate. In addition, Paltridge (2012) added that meronymy is a relation between co-meronyms or "whole to part" relationship.

Example:

The farmer takes care of the **plant** so that the **roots** can be harvested for natural medicine (Sidabutar, 2021).

F. Collocation

Collocation is a lexical cohesion where it refers to precedent elements in the previous sentence which dependent with the context of the discourse. Halliday and Hasan (1976) stated that collocation is a cohesive tie that made between lexical items that regularly co-occur. In addition, collocation does not stop with pairs but instead it can form cohesive chains depend on the vocabulary selection. To put it simply, Collocation is all lexical cohesion that does not fall under the category of reiterations, which are repetition, general word, repetition, and superordinate, but still achieved cohesive meanings because of the context of the discourse. Another theory come from Nijat (2022) who said that collocation is a pair of words that come together and related to each other.

Example:

Did you **watch TV** last night? (Mccarthy & Dell, 2017)

The single people of **today** were the children of **yesterday** and are the parents of **tomorrow**. (Tanskanen, 2006)

2.1.1.2 Cohesive Relation

Cohesive devices will create ties between sentences, phrase, and clause that show the connection between the two elements. This ties that cohesive devices made is called as a cohesive relation. Cohesive relation according to Halliday and Hasan (1976) are the ties between sentences, clause, or phrase which are the results of using cohesive device. Furthermore, they categorized the cohesive relation into three categories based on where the connection lies.

A. Semantic Relation

Semantic relation is one of the three relations that cohesive can make. as its name suggest, the semantic relation is a cohesive ties where to cohesion lies in the meaning of the cohesive devices itself. According to Halliday and Hasan (1976), semantic relation is the cohesion that created by creating a meaning between sentences in order to connect it.

B. Relatedness of form

Relatedness of form is another cohesive relation in Halliday and Hasan's (1976) theory. This type of relation created through the formal relation between word and and the one that replace it. According to Halliday and Hasan, this type almost the same with the relatedness of reference. However, in the reference it is impossible to restore the word that was replaced.

C. Relatedness of Reference

Relatedness of reference is the last type of cohesive relation in Halliday and Hasan's theory. This is a relation where it was created because there is a connection between a reference and the word it refers to. Halliday and Hasan (1976) explained that relatedness of reference is a relation that created if there is a word that was referred in the other sentences.

2.2 Previous Studies

Many researchers have conducted research about cohesive devices in the past years. The type of source that been analyzed varies from narratives text, descriptive text, even the project of university students.

The first previous research was conducted by Kusumawati and Aziza (2019) which aimed at analyzing cohesive devices in abstract journal. The research took 10 abstract of PREMISE journal of English Education from Muhammadiyah University as their data source. Furthermore, the data analyzed using Halliday and Hasan theory of cohesion. The research found that the total number of cohesion in the abstract is 318. It was consist of 254 reference types and 64 reiteration types where 9.8% of it was personal reference, 63.8% demonstrative reference, and 6.3% comparative reference. Meanwhile, there are 17.3% of repetition, 2.2% synonymy, and 0.3% for both hyponymy and antonymy.

Amperawaty and Warsono (2019) conducted a research that aimed at analyzing cohesion and coherence through the usage of cohesive devices. The research conducted to the student final projects available in background sections from undergraduate students at Universitas Negeri Semarang. The research was based on the theory of the importance of cohesion and coherence in a discourse to achieve well-constructed and understandable writing (Halliday & Hasan, 1976).The result of the research was that the data source was well written with a cohesive devices. Despite that, there is a lack of connection in using a repetition. The students were not able to use a repetition to achieve cohesion.

Astariani (2020) analyzed the cohesion and coherent of anecdote Good-Bye. The research aim at analyzing the types of cohesive devices found in Goo-Bye. . The analysis conducted using Halliday and Hasan's theory about cohesive devices. The result showed that four types of cohesive devices could be found which are

reference, ellipsis, conjunction and lexical cohesion. In addition, substitution was not found in the anecdote.

Jayanti and Hidayat (2021) investigated grammatical cohesive device that occurred in the reading text that used for English test for junior high school. The investigation based on the theory of Halliday and Hasan about cohesion. The research took sixteen reading texts of English National Final Examination Test as a data source for the investigation. The result showed that from 621 grammatical cohesive devices that found, 67.47% (419) cohesive devices was the reference, 5.15% (32) was the substitution, 2.58% (16) was the ellipsis, and 24.80% (154) was the conjunction.

Nurhidayat, et al., (2021) investigated cohesive devices used by Tertiary English students in writing English paragraphs. The data collected from ten undergraduate English students from an institute in Curup, Bengkulu, Indonesia. The data then processed using cohesion theory proposed by Halliday and Hasan. The investigation showed that the students use reference in a form of personal and demonstrative reference. Conjunction used in the form of additive, adversative, and clausal conjunction. Reiteration used in the form of repetition. Meanwhile, the students have problem with using substitution, ellipsis, conjunction, reiteration, and collocation.

Nijat, et al. (2022) examined types of cohesive devices and their usage in the news articles from BBC and TOLO news about overturning the courts' decision for Ahmad Omar Sheikh. The research conducted using Theory of cohesion proposed by Halliday and Hasan. The findings of this research were that

there were total of (92) cohesive devices in BBC article, 73 of them are grammatical cohesion, while 19 of them were lexical cohesions. Meanwhile, in TOLO news article, there were total of 105 cohesive devices, 64 of them were grammatical cohesive device and 41 were lexical cohesive devices.

Islami, et al. (2022) examined the use of both lexical and grammatical cohesive devices that used in descriptive text by English training participants at PST. The research used Halliday and Hasan's theory, Coh-Metrix 3.0, and Spearman Correlation in order to analyze the data. The data was taken from eleven selected employee of Pura Smart Technology (PST). The result showed that 54.92% cohesive devices that were found was the repetition, 6.81% was the synonym, 33.71% was the hyponymy, 3.40% was the meronym, and collocation with 1.14%. Meanwhile, for grammatical cohesion, the researcher found a reference with 29.54% and conjunction with 69.31%

Looking at the previous research, there are similarities and dissimilarities between present and previous research. The similarities can be seen by the focus of the research which is the types of grammatical and lexical cohesive devices. Although, many research focused on one type of cohesive devices, there are few research that focused on both types of cohesive devices. Besides that, both research use Haliday's theory to determine the types of grammatical and lexical cohesive devices. On the other hand, the dissimilarity of the research is on the data source selection. This research used news conference of NATO Secretary General Stoltenberg on April 7th 2022.

2.3 Theoretical Framework

The research will use Discourse analysis as the approach of the research. The discourse approach is chosen because the object of this research is cohesion of discourse. The cohesion of the text will be studied based on the usage of cohesive devices. This research aims to determine the cohesive devices from grammatical and lexical point of view. Grammatical cohesive device consists of reference, substitution, ellipsis, and conjunction. Meanwhile, Lexical cohesive device divided into two types, reiteration and collocation. Both of cohesive devices were taken from Halliday and Hasan (1976) who stated that cohesiveness of discourse can be seen through the usage of cohesive devices. The research use news conference of NATO Secretary General Stoltenberg's on April 7th 2022.

```
                    ┌─────────────────────────────────────┐
                    │         Discourse Analysis          │
                    │ (Paltridge, 2012) (Yule, 1983) Flowerdew (2013) │
                    └─────────────────────────────────────┘
                                      │
                    ┌─────────────────────────────────────┐
                    │       Cohesion and Coherence        │
                    │       (Halliday & Hasan, 1976)      │
                    └─────────────────────────────────────┘
```

Cohesive devices
(Halliday & Hasan, 1976)

Cohesive Relation
(Halliday & Hasan, 1976)

Grammatical Cohesion
(Halliday & Hasan, 1976)

Lexical Cohesion
Paltridge (2012)

Repetition

Ellipsis

Substitution

Reference

Conjunction

Synonymy

Antonymy

Meronymy

Collocation

Hyponymy

Semantic
Connection

Relatedness of
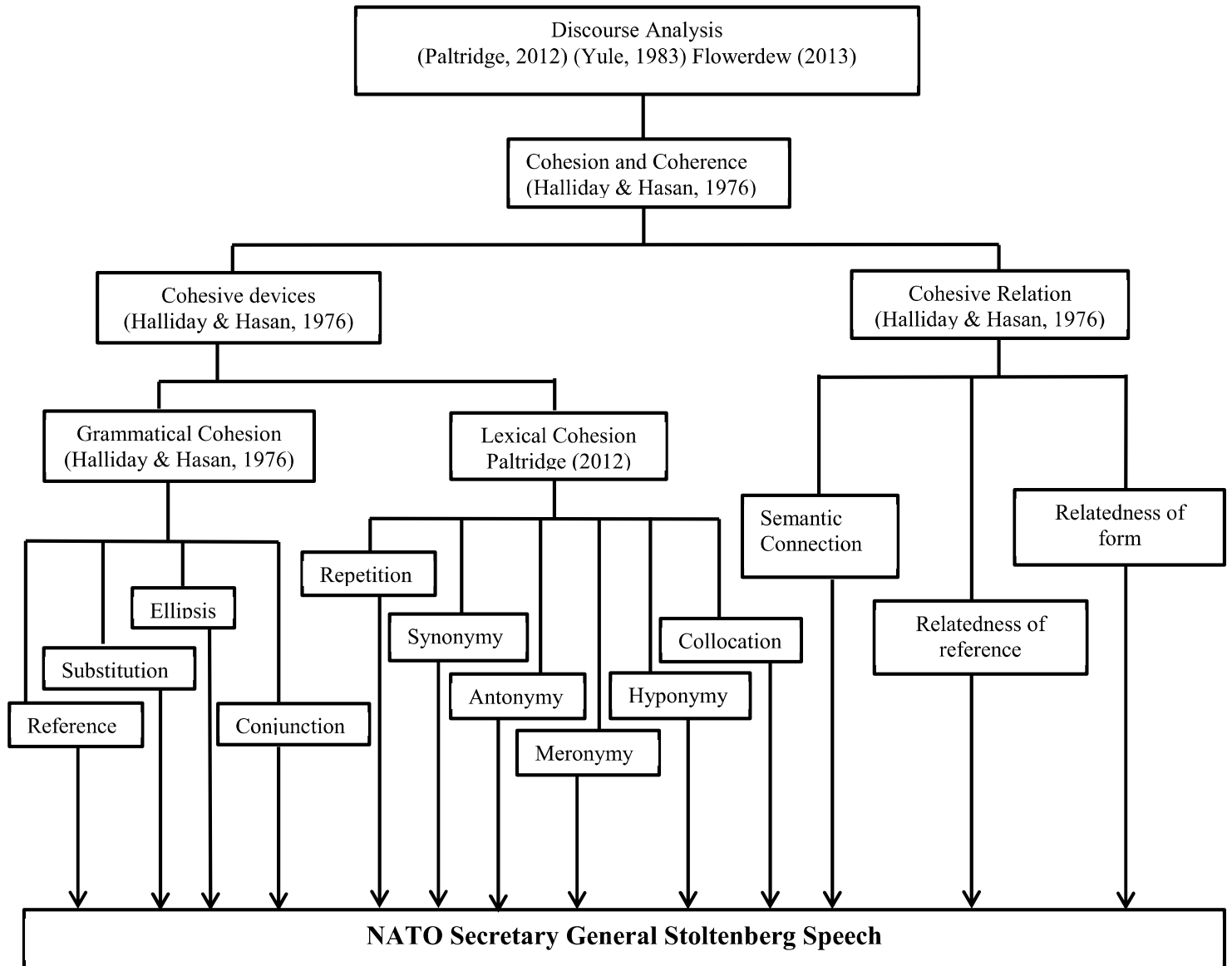form

Relatedness of
reference

NATO Secretary General Stoltenberg Speech

Figure 2.1 Theoretical Framework