

CHAPTER II

REVIEW OF RELATED LITERATURES AND THEORETICAL FRAMEWORK

2.1 Discourse Analysis

Discourse analysis focused on knowledge about language beyond the word, clause, phrase and sentence that is needed for successful communication. Discourse analysis considers the ways that the use of language presents different views of the world and different understanding (Paltridge). Another definition of discourse analysis is considered the relationship between language and the context in which used and concerned with the description and analysis of both spoken and written interaction (Johnstone in Paltridge). It is to provide a deeper understanding and appreciation of text and how they become meaningful to their users.

Discourse analysis is committed to an investigation of what language is used for. There are discourse and society, discourse and pragmatics, discourse and genre, discourse and conversation, and discourse and grammar. Discourse grammar combines grammar and vocabulary to tie meanings in the text together as well as connect the text to the social context in which it occurs. Discourse based grammar makes a strong connection between form, functions, and context and aims to place appropriateness and use at the center of its descriptions (Huges and McCarthy in Paltridge)

Grammar in discourse has a function as to make the text cohesive and give it unity texture. Important aspect in discourse analysis especially in text is cohesion and coherence. Cohesion and coherence are term used to describe the properties of written texts. Cohesion refers to the relation of meaning that exists within the text and defines as the text. Cohesion occurs when the interpretation of some elements in the discourse. Meanwhile, coherence is semantic property of discourse which is formed by interpretation of each relative sentence to other sentences. The coherent text is meaningful, unified, and gives the impression. Therefore, a discourse becomes coherent through the cohesion.

2.2 Coherence

Coherence is explained as the word which is derived from the Latin words, *Co-* is a Latin prefix that means “together” or “with”. The verb *cohere* means “hold together”. In order to have coherence in writing, the movement from one sentence to the next (and in longer essays, from one paragraph to the next) must be logical and smooth (Mubarak et al.). Coherence is the arrangement of ideas in a clear and logical way. When a text is unified and coherent, the reader can easily understand the main points.

The main thing that makes a text is relationship or connections. Sometimes these relationships are between words, sentences or other elements inside the text. These kinds of relationship create what we refer to as cohesion. In other words, coherence means it can make paragraph easier to read and understand because the

supporting sentences are in some kind of logical order and the ideas are connected by the use of appropriate transition signals. Coherence includes developing and supporting your argument in texts, whereas text does not mean just connection the ideas, there is cohesion that refers to grammatically correct.

2.3 Cohesion

Cohesion is a part of the system of a language which expressed partly through the grammar and partly through the vocabulary. In discussing cohesion, an important matter should be put forward, namely a text. A text refers to any passage, spoken, spoken or written, of whatever length, that does form a unified whole (Halliday and Hassan in Paltridge)

Cohesion refers to “the grammatical and lexical elements on the surface of a text which can form connections between parts of the text. Coherence, on the other hand, resides not in the text, but is rather the outcome of a dialogue between the text and its listener or reader” (Tanskanen in Mubarak et al.).

There are two kinds of cohesion, grammatical cohesion and lexical cohesion. Grammatical cohesion is the combination of sentences that formed by grammatical aspect. Grammatical cohesion consists of reference, substitution, ellipsis, and conjunction. While, lexical cohesion is the combination of sentences that formed by lexical component. Lexical cohesion consist of reiteration (synonymy, antonymy, hyponymy, meronymy) and collocation (Halliday and Hasan in Paltridge).

2.3.1 Grammatical Cohesion

Cohesion has a semantic concept, which refers to relations of meaning that exist within the text and define it as a text (Halliday and Hassan in Shahnaz & Imtiaz). Cohesion occurs where the interpretation of some elements in discourse is dependent on that of another. Grammatical cohesion is the way that a grammatical feature is attached across sentences boundaries. Grammatical cohesion consists of reference, substitution, ellipsis, and conjunction (Halliday and Hasan in Paltridge).

2.3.1.1 Reference

Reference is a semantic relation between an element and the others in the text in which the interpretation of the element involves that act of referring to a preceding or following element (Halliday and Hassan in Paltridge). Reference is the term used as a referential item to something or someone within the framework of the discourse. Halliday and Hassan refer two situational references, endophora (textual) and exophora (situational).

The first one is endophora (textual) is the interpretation of an element in a text by referring to a thing as identified in the surrounding text. There are two kinds of endophora relations: anaphora and cataphora. Anaphora reference is an item in the text forms a cohesive link with another item which has already occurred. It refers back to and replaces that item (Halliday and Hassan in Paltridge).

For example: “*I bought a new car yesterday. It was a real bargain*”. From the example, “it” refers back to or replaces “a new car”. So, “a new car” has already occurred in the first sentence, then “it” replaces in the next sentence as reference.

While, cataphora reference is reference is an item in the text forms a cohesive link with another item which occurs later. It refers forward to that item. For example; “*I walked around the corner and stopped dead. It was the biggest dog I have ever seen*”. From the example, “dog” refers forward to “dog”(Halliday and Hassan in Paltridge).

The second one is exophora (situational) is the interpretation of an element in a text by referring to a thing as identified in the context of situation (outside the text or the knowledge of the world). Exophora is an item in the text refers to something completely outside the text but understandable from the context (Halliday and Hassan in Paltridge). For example, “*Can you give me that book?* “That book” refers to something completely outside the text and the hearer understand what the speaker means.

2.3.1.2 Substitution

Substitution takes place when one feature in a text replaces a previous word or expression. It concerns with relations related with wording. It is important to mention that substitution and reference are different in what and where they operate. Substitution is away to avoid repetition in the text itself (Halliday and Hassan in Paltridge). Substitution is the replacement of one item by another. It is a relation in

the wording rather than in the meaning. This implies that as a general rule, the substitute item has some structural function as that for which it substitutes (Jabeen et al.).

Another explanation of substitution is the use of a word or phrase that substitutes another in the same grammatical slot for material elsewhere in the text (Johnstone in Paltridge). Substitution occurs when an item is replaced by another item in the text to avoid repetition. There are three types of substitution: nominal, verbal, and clausal (Bahaziq). Nominal substitution is substituting a noun or a nominal group with another noun. Elements of this type are one, ones, and same. In the following example, "*This car is old. I will buy a new one*". From the example, "one" substitutes the word "car".

Verbal substitution involves substituting a verb or a verbal group with another verb. The verb element used to replace items in this type is "do" (Halliday and Hassan in Paltridge). For example, "*I challenge you to win the game before I do!*". Here, "do" is the substitution for "win the game".

Clausal substitution there is one further type of substitution in which what is presupposed is not the element within the clause but an entire clause. Clause can be usually substitute by "so" or "not" (Halliday and Hassan in Paltridge). In clausal substitution the entire clause presupposed and the contrasting element is outside the clause. The example: A: *Do you think the teacher is going to be absent tomorrow?* B: *No. I don't think so.* In this example, "so" substitutes the clause "going to be absent".

2.3.1.3 Ellipsis

Ellipsis is the process of omitting an unnecessary item, which has been mentioned earlier in a text, and replacing it with nothing (Halliday and Hassan in Bahaziq). Ellipsis occurs when something this structurally necessary is left unsaid. The essential characteristic of ellipsis is that something which is present in the selection of underlying options is omitted in the structure. `

Ellipsis is used to indicate omission of elements that are inferable from the context. When ellipsis occurs, the item that is omitted from the structure of the text, can still be understood. For example, A: “*Who is writing on the board?* B: Alice (is writing on the board)”. From the example, B commits ellipsis when B answer A’s question about who is writing on board. B answers Alice without added writing on the board and A already understands what B means.

Ellipsis and substitution are similar. In substitution, and explicit “counter” is used; one or do, as a place marker for what is presupposed, whereas in ellipsis nothing is inserted into the slot.

2.3.1.4 Conjunction

Conjunction is the term used to describe the cohesive tie between clauses or sections of text in such a way as to demonstrate a meaningful relationship between them. Conjunction refers to words, such as “and”, “however”, “finally” and in” conjunction that join phrases, clauses or sections of a text in such a way that they

express the ‘logical semantic’ relationship between them. They are a further important part of discourse knowledge that both speakers and writers, and readers and listener, draw on as they both produces and interpret spoken and written discourse (Paltridge).

According to (Martin and Rose in Paltridge) state basic options of conjunction:

Table 2.1 Types of Conjunction

Logical Relation	Meaning	Examples
Addition	Addition (add more information to what is already there)	And, besides, in addition, if not-then,
	Replacement (replacement replace one piece of information with another)	Alternatively, or, or else
Comparison	Similarity (used to link two ideas that are considered to be similar)	Like, as, similarly, in the same way, just as, both...and
	Contrastive (link two ideas that are considered to be different)	But, however, whereas, on the other hand, even though, in contrast
Time	Sequence events or ideas in time. Ideas or events can be located in real world time or text time	Then, after, subsequently, before, previously While, meanwhile, at the same time
Consequence	Cause (a cause-effect relationship between two ideas or give a reason why something happens or is the case)	So, because, since, therefore, when
	Condition (suggest the conditions under which something happens or is the case)	If, provided that, unless

2.3.2 Lexical Cohesion

Lexical cohesion refers to relationship in meaning between lexical items in a text and in particular, content words and the relationship between them (Paltridge). Cohesion exists when the interpretation of certain features in discourse being dependent with one another. At the same way lexical cohesion is related to the meaning in a text which the lexical items connect to each other and other cohesive device to build the continuity of the text (Flowerdew and Mahlberg in Nor, Haris, & Yunus).

Lexical cohesion is the single most important form of cohesion, accounting for something like forty percent of cohesive ties in texts. He continues that various lexical relationships between the different sentences making up a text provide a measure of the cohesiveness of the text (Hoey in Aghdam).

Lexical cohesion is related to conceptual structures and has the capability to signal the relationship between those structures. Cohesion devices prompt the successful interpretation of message to the receiver, whether there is a close link between knowledge structures and cohesion (Tanskanen in Nor et al.).

Lexical cohesion is divided into two parts which are reiteration and collocation. Reiteration involves doing or saying something numerous times while collocation involves the connotation of lexical items that frequently appears which involves pairs of words from the same order series. Reiteration consists of repetition, hyponymy, meronymy, synonymy, and antonymy (Osisanwo in Nor et al.).

2.3.2.1 Repetition

Repetition refers to word that are repeated in a text. This includes words which are inflected for tense or number and words which are derived from particular (Paltridge). Repetition is a literary device that repeats the same words or phrases a few times to make an idea clearer and more memorable. For example; “*If you think you can do it, you can do it*”. From the example it shows repetition clause “*you can do it*” where the speaker says the clause to make clear and more memorable that you can do it.

2.3.2.2 Hyponymy

Hyponymy refers to classes of lexical items where the relationship between them is one of “general-specific” (Paltridge). Hyponym is one of the cohesive devices which is refer to the set or a group of words that are included into a higher term or word called super ordinate, whereas the lower term is called hyponym (Finegan). For example: “*Go to vegetable area and buy some spinach*”. In this sentence, spinach is the hyponym of vegetable.

2.3.2.3 Meronymy

Meronymy is where lexical items as are in a whole to part relationship with each other, such as relationship between “Jen” and “Stuart” in relation to the item “couple” (Paltridge). The word meronymy comes from Greek, *meros*= part of

anoma= name. So, meronymy is the device which denotes a constituent part of or a member of something. For example: “Give me your *hand!*” I will see if you already cut your nails”. Nails are the part of hand (Finegan).

2.3.2.4 Synonym

Synonymy refers to the fact of two or more words or expressions having the same meaning. In this case, lexical cohesion results from the choice of a lexical item that is in some sense synonymous with a preceding one for example sound and noise (Halliday and Hassan in Aghdam). Two or more words with very closely related meaning are called synonyms. They can often, though not always, be substituted for each other in sentences (Yule). In the appropriate circumstances, we can say; *What was his answer?* or *What was his reply?* with much the same meaning. Other common examples of synonyms are the pairs; *almost/nearly*, *big/large*, *freedom/liberty*.

2.3.2.5 Antonymy

Antonymy describes opposite or contrastive meanings such as “shy” and “forward” in the earlier text and “women” and “men” (Paltridge). Antonym may be characterized as a relationship of incompatibility between two terms with respect to some given dimension of contrast. Some words seem to have more than one antonym, depending on the dimension of contrast involved (girl has both boy and woman,

depending on whether the dimension of contrast is sex or age; sweet has both bitter and sour (Murphy in Riemer).

Differ from synonym which deals with the close or similar meaning, antonym deals with the opposites of a meaning. It occurred when a word had a total opposite of meaning from the other. For example: "*I do not have much money, and have less skill*". Much and less has the opposite meaning each other (Finegan).

The principal distinction we have to make is between gradable and non-gradable antonyms (Riemer). Non-gradable antonyms are antonyms which do not admit a midpoint, such as male-female or pass-fail. Assertion of one of these typically entails the denial of the other. Thus, if someone is female, they are necessarily not male, and someone who has failed an exam has necessarily not passed it.

Gradable antonyms, however, like hot-cold or good-bad, seem to be more common than non-gradable ones. A gradable pair of antonyms names points on a scale which contains a midpoint: thus, hot and cold are two points towards different ends of a scale which has a midpoint, lexicalized by adjectives like tepid, which is used to refer to the temperature of liquids which are neither hot nor cold, but somewhere in between.

2.3.2.6 Collocation

Collocation is achieved through the association created by habitually co-occurring lexical items. The items occur in similar environments because they describe things or happenings that occur in similar situations (Halliday and Hassan in Aghdam). A collocation is two or more words that often go together. For example: “*Pretty collocates with girl, woman, flower, garden*”.

2.4 Previous Studies

There are five previous studies that related to this research. The first study analyzed about cohesion and coherence in Political Newspapers and discussion section of Academic Articles. The purpose of this research is to explore and explain the occurrence of two types of lexical cohesive devices, i.e. collocation and synonymy evident generally in both academic and news genre. The result of this study shows that in the discussion sections of academic articles, synonymy is the prominent cohesive device which manifests itself within a large number of cohesive chains (Aghdam).

The second study analyzed about student's ability in building cohesion and coherence in argumentative essays written by fourth year students of English Department at University of Bengkulu. The purpose of this study is to find the ability of fourth year student in developing cohesion and coherence in writing essay argumentative at English education course of University of Bengkulu. The result of

this study shows that the student's ability to build cohesion is Low Average (LA) and the student's ability in coherent building is Low Average (LA) where the average score indicates that some students have scores with a range of 3-3-5 its mean that they have a low understanding of a kind of cohesion and coherence(Mubarak et al.).

The third study conducted to analysis about cohesion and coherence of student's English writings the second grade of SMA N 1 Labuapi, West Lombok. This study aimed at analyzing students' writings in terms of: (1) the types of cohesive devices used; (2) the types of topical progressions; and (3) the problems of coherence. The result of the study indicates that cohesion and coherence have to be the emphasis in teaching writing and the English teachers have (Seken and Suarnajaya)

Another study that related to this research is analyzed about cohesive devices in second language writings. The purpose of the study is to investigate cohesive devices is used in different genres composed by learners from around the globe and the relationship between the use of CDs and quality of their essays. The result of this study is some CDs were more preferred than some others for a variety of reasons. This dynamic nature in the use of CDs could be contributed to the nature of the data collection procedure since some CDs belong to the conversational data in oral performance (Ghasemi).

The last study analyzed about the use of lexical cohesion among TESL post graduate students in Academic Writing. The purpose of this study is analyzed the use of lexical cohesion among Teaching English as Second Language (TESL) post-graduate students in academic writing. The result of this research is there were about

four types of lexical cohesion which were commonly occurred in the essay writings. This included repetition, collocation, synonym and antonym. The result also show that there is overused of certain types of lexical cohesion, which was repetition in the analysis apparently affects the variety of the words chosen by the students (Nor et al.)

2.5 Theoretical Framework

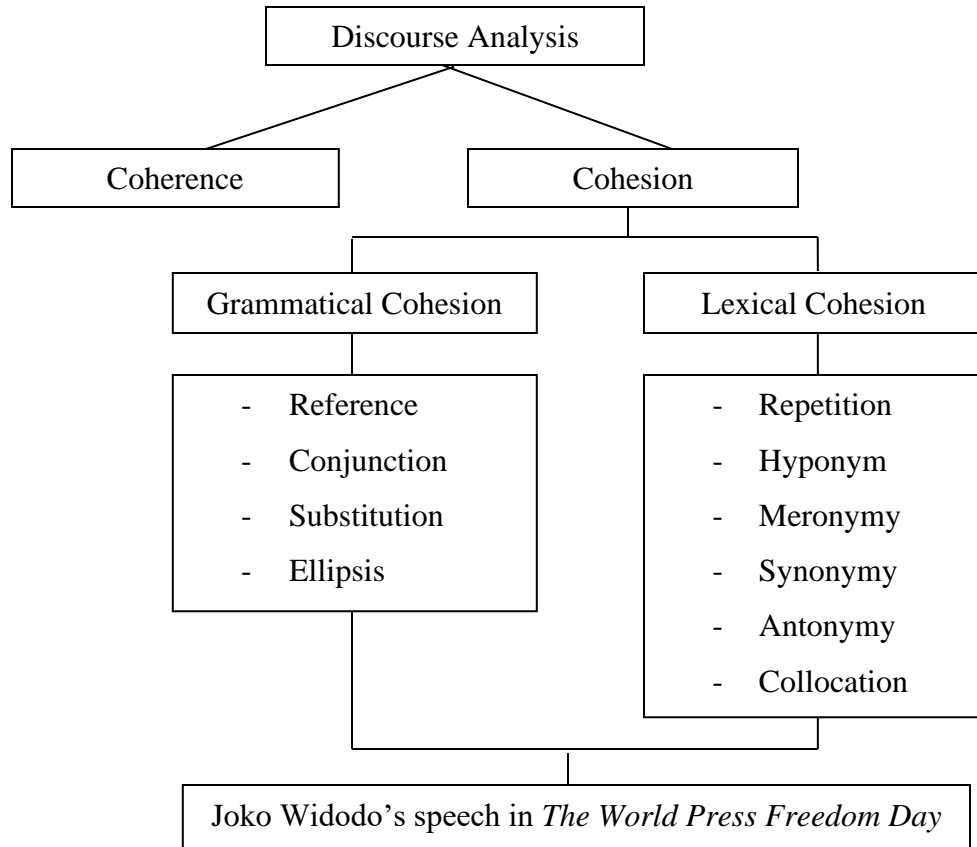


Figure 2.1 Theoretical framework

From the theories that have been described, the researcher focuses the problem of this research based on the theoretical framework above. Halliday and Hassan (1976) are used as the framework in analyzing the data. They state one aspect of discourse analysis is coherence and cohesion. Coherence is how the text spoken or written is easy to understand with connection the ideas each paragraph whereas cohesion is grammatical correct of spoken or written. Cohesion includes grammatical and lexical cohesion. Grammatical cohesion consists of reference, conjunction,

substitution and ellipsis. While lexical cohesion consists of repetition, hyponymy, synonymy, antonymy, meronymy, and collocation (Paltridge). This theoretical framework aims to show what problems concerned in this research.