

CHAPTER I INTRODUCTION

1.1. Background of the Research

Humans as social beings in social existence will not be divorced from communication events. The most important communication instrument is language. Language is a communication system that allows humans to communicate meaning, thoughts, and ideas using an organized collection of symbols, sounds, or gestures. It is an essential feature of human intellect and social interaction. People may convey their ideas, feelings, desires, and experiences via language, as well as understand and interpret the words of others. In line with Yule (1988), human communities employ language as a systematic traditional way of communication and self-expression. He emphasized that language is not a random collection of words, but rather adheres to particular principles and patterns that regulate the organization of words and sentences. Within a linguistic community, these norms are shared and agreed upon, allowing for successful communication between members. In simpler terms, communication is the broader process of exchanging information, and meaning often relies on coherent discourse, allowing for clear and meaningful exchanges of information.

According to Halliday & Hasan (1976) discourse refers to the ways in which sentences and utterances are connected and organized to form meaningful texts or spoken/written communication. It focuses on the larger units of language beyond individual sentences, considering how language functions in context to convey meaning effectively. Further, Halliday & Hasan (1976) introduced the concept of

cohesion, which refers to the linguistic devices that tie a text together, making it coherent and cohesive. As Paltridge (2012) emphasized, cohesion is the use of words or phrases to link various elements of a text and make it flow smoothly. It comprises the use of pronouns, conjunctions, and the repetition of essential words. Coherence, on the other hand, is concerned with ensuring that the text as a whole makes sense, with concepts fitting together logically.

In line with Tanskanen (2006) cohesion refers to the observable grammatical and lexical components inside a text that might build relationships between various areas of the text. Coherence, on the other hand, develops from a relationship between the text and its audience, whether listener or reader. According to Halliday & Hasan (1976) the cohesive relations in a text, sentence, and communication help connect different parts together, making the whole thing easier to understand. as like using puzzle pieces that fit perfectly. Therefore, the message becomes clear and makes sense. Being cohesive means creating a clear, organized, and logical structure in a text or communication by using appropriate language elements to link the different parts seamlessly. Thus, it is essential to be aware of the presuppositions that underlie the text. Presuppositions can affect how certain linguistic elements are interpreted, and they provide context and background knowledge that assists make sense of the cohesive ties in the text.

Besides, cohesive devices are to create coherence and maintain the logical flow within a text or communication. In other words, if the different parts of the text are well-connected and logically linked together, the reader will be able to understand the entire text as a single cohesive unit. As defined by Halliday & Hasan

(1976) cohesion in a text is achieved when the meaning of a particular word or lexical item depends on the understanding of another word or lexical item that appeared earlier in the text. In other words, the interpretation of one word relies on the context provided by previous words. This phenomenon can occur in any conversation, for instance, in the YouTube video of The David Rubenstein show entitled “Bill Gates on The David Rubenstein Show” which was published on June 24, 2019. In the beginning of the show, David asked the opinion of Bill Gates about being the second wealthiest man in the world after giving away so much money recently.

David Rubenstein : “For about 20 years or so **you**'ve been the wealthiest man in the world but because you've given away so much money recently Jeff Bezos became wealthier do you think if you had stayed in college and gotten **your** college degree. I mean you don't feel inadequate now because being only the second wealthiest man in the world, is that right?”

In the utterance above, the speaker used personal reference such as, “You and Your” In the utterance there is personal reference “You”. The personal reference “You” in the sentence refers to the addressee. “You” categories as second person pronouns. The second-person pronoun is employed to address the person or persons being addressed both in the singular and plural. Therefore, “You” is determined as a personal reference that refers to the one who speaks to the speaker. In this case the second person in the phrase is Bill Gates. Aligned with Halliday & Hasan (1976) the second person in English is a grammatical person that designates the person or people being addressed.

The second phenomenon that identified as personal reference is “Your”. The word “your” is a possessive adjective that denotes possession or a sense of

belonging. It implies that the object being addressed is a part of or related to the individual or group of individuals being addressed. In the utterance, “your” refers to the belonging of the person who speaks to the speaker, in other words it refers to possession of the second person in the conversation. In this situation, the speaker was focus on talking about another person in the conversation proven by using addressing “you” were identified as second person pronoun. Thus, it related to “your” aimed to point to the belonging of the addressee. Congruent with Halliday & Hasan (1976) in order to denote possession or identification with the person or individuals being addressed, the possessive pronoun "your" can be used in the second person, singular or plural.

Furthermore, the researcher also found several examples of cohesive relations in a podcast of Tim Ferriss. These phenomena occurred in a conversation between John Romero and Tim Ferriss with a title “Doom Legend John Romero - The Path to Prolific Innovation and Making 130+ Games”

Tim Ferriss : “It seems like when your mom met this military man, that it was a real significant chapter shift and Aggressor Squadron shift of environment, shift of experience. And I'm not sure how far ahead we'd be skipping, but could you explain what **Aggressor Squadron** was and how you became involved with **that**?”

John Romero: “The **Aggressor Squadron** was one of the divisions on the military base that he was stationed at in 1983. **That** was a place where the pilots — this is the Cold War, by the way. The pilots are learning Russian flight maneuvers, combat maneuvers, and the Aggressor Squadron is where they all learned all of the flight training, I guess, that they needed in case they got in contact with Russians. And the point was not to ever get in contact, because this space was primarily a reconnaissance space where they were flying U-2s and TR-1s to do reconnaissance over Russia, to try and find out what they're doing. But in case something happened, they would know what they would do. So, they flew a lot of other planes out of there.”

In the conversation above, can be found the speaker and the addressee used grammatical cohesion including “that and there” identified as demonstrative reference. When something is demonstrated, it is basically pointing with words. By positioning it on a proximity scale, the speaker locates the referent. It is classified as a demonstrative reference. In the conversation above, there are two “that” used by the speaker and the addressee. The word "that" is used to identify or allude to a particular subject, object, concept, or occurrence that is further away or occurred in the past. The first “that” in the sentences above refers to a concept where the speaker was not familiar and showed proximity with the thing he addressed therefore, the first “that” refers to Aggressor Squadron that was pointed as a thing by the speaker. Meanwhile, the second “that” used by the addressee is referred to a place that is not near the addressee. The second “that” also referred to Aggressor Squadron however the addressee is the one who is being asked. Thus, he gives details of what he referred to. Therefore, “that” categories as demonstrative reference as in Halliday & Hasan, (1976) demonstrative reference show how close or far away something is from the speaker or the topic of discussion and associate with past-time referent. Cohesion refers to the grammatical and lexical devices used to connect various parts of a text to create a unified and coherent whole (Halliday & Hasan, 1976)

In order to support this research, the researcher correlates some previous studies. The first research done by Prasetyaningrum et al. (2022). The purpose of this study was to examine the most common and least common grammatical coherence devices revealed in ten theses from the eighth semester of Hamzanwadi University's English education study program. This study applied the theory of

Halliday & Hasan (1976). The findings of this study showed, the most common form of cohesive grammatical device was reference, which appeared 6149 times or 65.29% of the time, followed by conjunction, which appeared 3107 times or 32.99% of the time. Meanwhile, substitution (1, 53%) and ellipsis (0, 16%) are present.

Another previous study about cohesive devices was investigated by Aqmarina (2020). Aims to analyze and identify cohesive devices, The data were gathered from 40 summary essays created by the fourth and fifth semester English Study Program undergraduates at Universitas Gadjah Mada. This study used the theory of Halliday & Hasan (1976). The results revealed that repetition was the most often used kind, followed by reference, conjunction, and collocation, with frequencies of 2,193 (56.94%), 1,405 (36.48%), 64 (2.92%), and 252 (6.54%) times, accordingly. Other forms with a low frequency of occurrence were elliptical and substitutional cohesion, which happened three (0.078%) and two (0.051%) times, accordingly. Students tended to overuse and underuse cohesive devices in various circumstances.

Following a review of the previous studies, the novelty was found in the research in term of similarity, the previous research and the present research were used the same theory, Halliday & Hasan (1976) and supported by the theory of Paltridge (2012). Whereas the difference would be in the data source or the subject that were used. The previous research investigated cohesive devices in written discourse. Whereas, the present research done in spoken discourse in the Tim Ferriss podcast. Additionally, the Tim Ferriss podcast has never been investigated.

These two reasons create a gap in the current body of research, proving the research's uniqueness. Therefore, this research entitled “Cohesion Analysis in Building the Coherence Between Utterances Found in the “Tim Ferriss” Podcast: Study of Spoken Discourse”.

1.2. Identification of the Problem

1. The missing of discourse elements effecting the crucial part of meaning in conversation.
2. The presence of cohesive devices in the conversation.
3. Disparate use of cohesive devices in the interview.
4. Types of grammatical cohesive devices in the Tim Ferriss Podcast.
5. Types of lexical cohesive devices in the Tim Ferriss Podcast.

1.3. Limitation of the Problem

Based on the identification of the problem, the researcher limited the problems as follow.

1. Types of grammatical cohesive devices in the Tim Ferriss Podcast.
2. Types of lexical cohesive devices in the Tim Ferriss Podcast.

1.4. Formulation of the Problem

Thus, the researcher formulated the problem as in the following questions.

1. What are the types of grammatical cohesive devices in the podcast of The Tim Ferriss?
2. What are the types of lexical cohesive devices in the podcast of The Tim Ferriss?

1.5.Objective of the Problem

This research is designed to address the research problem, potentially paving the way for future studies that delve into grammatical cohesion. The objectives of this research are:

1. To identify the types of grammatical cohesive devices used in the Tim Ferriss Podcast.
2. To identify the types of lexical cohesive devices used in the Tim Ferriss Podcast.

1.6.Significance of the research

1. Theoretical Significance

The theoretical significance of this research lies in its application of established linguistic frameworks, namely Halliday and Hasan's theory of grammatical cohesion and Paltridge's concept of lexical cohesion, to analyze discourse patterns within the "Tim Ferriss" podcast. By employing these frameworks, the study elucidates how speakers maintain coherence and cohesion in informal spoken communication, contributing to our understanding of language use in contemporary digital media platforms. Moreover, by extending linguistic theories to the realm of podcasts, the research provides valuable insights into the unique characteristics of informal spoken discourse in digital contexts, thereby enriching our understanding of language use in modern communication environments and offering avenues for further exploration in discourse analysis and linguistic theory.

2. Practical Significance

The practical significance of this research is its potential to enhance communication skills and comprehension for various stakeholders, including language learners, educators, and podcast producers. By identifying and analyzing cohesive devices in the "Tim Ferriss" podcast, language learners can gain insight into how language is structured and maintained in informal spoken discourse, thereby improving their listening and comprehension skills. Educators can utilize the findings to design more effective teaching materials and activities that target the use of cohesive devices in spoken communication. Additionally, podcast producers can leverage the insights to enhance the clarity and coherence of their content, leading to more engaging and impactful communication experiences for their listeners. Ultimately, the practical significance of this research lies in its ability to bridge theoretical linguistic frameworks with real-world applications, facilitating more effective communication practices in diverse contexts.

1.7 Definition of Key Terms

- Discourse Analysis:** Discourse analysis is the study of the linguistic and rhetorical aspects of texts in order to understand how meaning is formed, transmitted, and negotiated in different contexts (Flowerdew, 2013).
- Cohesion:** Cohesion serves to establish a sense of unity and flow in a text, making it simpler for readers to follow the discourse.

- Coherence:** Coherence refers to the logical and meaningful relationships that exist between distinct ideas and information in a text. Coherence extends beyond grammatical ties to include the general organization of thoughts to form a cohesive and meaningful whole paragraphs (Halliday & Hasan, 1976).
- Grammatical Cohesion:** Grammatical cohesion guarantees that the text is coherent by logically connecting phrases and paragraphs (Halliday & Hasan, 1976)
- Lexical Cohesion:** Lexical cohesion refers to the meaning links between words within a text, with a particular emphasis on content words and their connotations (Paltridge, 2012).