

CHAPTER II REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

This chapter discusses the theory of cohesive devices by Halliday & Hasan (1976) which serves as the theoretical framework for this research. The chapter also presents the research framework used in the study. Several important previous studies are also presented as the research's foundation. Furthermore, the chapter addresses previous research findings on cohesive devices, which serve as important references for the current study.

2.1 Discourse Analysis

This research applied discourse analysis approach, focusing on grammatical cohesion and lexical cohesion to create a relationship between sentences. This chapter reviewed the theoretical frameworks that were used in the research. Grammatical cohesion is divided into four categories. Meanwhile, Lexical cohesion is classified into six types. Each with its own set of sub-categories. To achieve coherence, these cohesive devices are linked in a complementary method. As a result, understanding the two forms of cohesive devices becoming crucial for improving comprehensive conversation quality.

Gee (2011) stated that discourse analysis focuses on specific characteristics of communication such as voice, gaze, gestures, and actions that are thought to be significant in the context in which the communication occurred. The relevance of these items to the arguments offered in the analysis is considered while selecting them. The study does not contain all physical traits, nor does it include every

potentially useful element, particularly those that may be important in other settings or analyses with other goals.

Moreover, Flowerdew (2013) defined that 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. Meanwhile, according to Brown & Yule (1983) discourse analysis is as an inquiry of how language operates in context to create effective communication. It involves studying how language users go beyond the stated meaning of words to transmit implicit meanings, intentions, and social activities.

Based on the explanation above it can be concluded that discourse is concerned with the comprehensive examination of human communication within the framework of contextual functioning. It allows the successful transmission of individuals' conceptual thoughts and ideas, allowing their intentions to be understood by others. Discourse is used to investigate techniques of expressing distinct aspects, the interdependence of individual utterances, and the transformation of phrases into a cohesive framework. Discourse analysis is a complex field of research that is connected with the coherence and cohesion.

Halliday & Hasan (1976) stated that cohesion serves to establish a sense of unity and flow in a text, making it simpler for readers to follow the discourse. 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. In addition, Matthiessen & Halliday (2014) described that cohesion is

related to the grammatical and lexical strategies used to link diverse components within a text, making it more cohesive and aiding the flow of information. Coherence relates to a text's overall feeling of unity and logical flow.

Furthermore, Halliday & Hasan (1976) defined that cohesion is divided into two types: grammatical cohesion and lexical cohesion. Reference, substitution, ellipsis, and conjunction are all examples of grammatical cohesion. Lexical cohesion, on the other hand, is further subdivided into reiteration (repetition, synonymy, antonymy, hyponymy, meronymy) and collocation (the occurrence of lexical elements together). Thus, the objective of this research is to identify different forms of cohesive devices. Therefore, this research applied a study of spoken discourse in order to identify type of cohesive device.

2.1.1 Grammatical Cohesion

Grammatical cohesion is the cohesive association that connects sentences through their grammatical structure. As defined by Halliday & Hasan (1976) that grammatical cohesion is produced by applying multiple processes that extend across phrases. they classified grammatical cohesion into four categories: reference, substitution, ellipsis, and conjunction.

2.1.1.1 Reference

Reference is a method of connecting several sections of a discourse, text, or conversation. It entails employing words, phrases, or other linguistic features to refer to something that has previously been stated, is currently being discussed, or will be discussed in the future. Halliday & Hasan (1976) divided reference into endophoric and exophoric. Endophoric means concerning items contained inside

the same discourse or text. It can contain both anaphoric (which refers to something said before) and cataphoric (pointing to something that will be discussed later). Meanwhile, exophoric indicates components that are not part of the present conversation or text. It can refer to actual objects or shared knowledge between the speaker and listener. Furthermore, Halliday & Hasan (1976) classified reference as personal reference, demonstrative reference, and comparative reference.

A. Personal Reference

Personal reference tends to indicate persons, things, or items that are identified elsewhere in the text Halliday & Hasan (1976). Personal reference consists of three classes, Personal pronouns (such as I/me, you, he/him, she, it, we/us, they/them), possessive determiners (such as my, your, our, her, his, its, their), and possessive pronouns (such as mine, yours, ours, his, hers, its, theirs).

Example1:

Suddenly a knocking was heard at the city gate, and the old king went to open **it** (Afriliani & Cahyati, 2022).

Example2:

I started **my** business borrowing 2000 US dollars from **my** relatives and friends (Andre et al., 2022).

B. Demonstrative Reference

According to Halliday & Hasan (1976) the term demonstrative reference refers to the linguistic resources that speakers utilize to point out or reference certain items or aspects in the surrounding context. Demonstratives are words or phrases that express proximity or distance. Expressions “This” for single near, “that” for single far, and plural near is “these” and plural far is “those”. Near Place “here” and Far Place “there”, “Now” indicates near time, while “then” indicates distant time.

Example:

‘It’s not easy to find work **these days** when all you have is a secondary school certificate.’
 ‘What can she do **then**?’ (Warid et al., 2021).

C. Comparative Reference

This concept is connected to how language is used to describe comparisons between instances or elements. The grammatical and lexical resources that speakers utilize to make comparisons between various things or elements are included in the construal of comparison. In the theory of Halliday & Hasan (1976) comparative reference is classified into two types: general comparative and particular comparative (“Numerative: Equally, quantifier e.g.: so many, as many. Comparative adjective/adverb e.g.: Better, so...as, more, less, equally.” “epithet: Comparative adjective/adverb e.g. Equally good.”)

Example:

“**This year**, they were prepared **more** thoroughly and scientifically than normal by a young teacher famous for his intelligence” (Khoirunnisa et al., 2018)

2.1.1.2 Substitution

Cohesion relates to how distinct elements of a text are related and relate to one another. According Satria & Handayani (2018) when one element of a text replaces a previously used word or phrase, it is known as substitution. It is concerned with the relationships that are formed by the use of language. Despite the substitution, the meaning of the statement remains consistent since the new word or phrase relates to the same item or concept as the original. This element generally to reduce repetition or to provide diversity to the text. Moreover, Halliday & Hasan (1976) classify the substitution into three types which are nominal, verbal, and clausal substitution.

A. Nominal Substitution

Nominal substitution is the process of substituting a noun or noun phrase with another word or phrase that refers to the same object in which the word is substituted by one' or ones'. The purpose is to avoid using the same term over and over again and to provide variation to the text.

Example:

Job applicant who masters English is more favorable than **ones** who don't (Al Khairi & Wahyuni, 2020)

B. Verbal Substitution

Verbal substitution is the process of replacing a particular verb with one another. The verb element that is used to substitute objects of this type is "do". This serves as the head of a verbal group, replacing the lexical verb, and its position is always the last in the group of words.

Example:

I do not know the meaning of **half those long words**, and, what is more, I do not believe you **do** either! (Sinurat, 2022).

C. Clausal Substitution

Clausal substitution indicates the capacity of one cohesive element in a text to be substituted by another cohesive element while keeping the overall causal link between the items being connected. In other words, it involves replacing a word, phrase, or clause in a sentence with another word, phrase, or clause that has a comparable causal or logical role, without materially affecting the meaning or the

causal relationship between the concepts. The words used as substitutes are so and not (Halliday & Hasan, 1976)

Example:

If you've seen them so often, of course you know what they're like. 'I believe so,' Alice replied throughfully (Halliday & Hasan, 1976)

2.1.1.3 Ellipsis

Ellipsis and substitution have many similarities, yet they differ in how they express information. In the case of ellipsis, a word or phrase is purposefully omitted, producing the impression of something left unsaid. This omission is typically used as an intentional option to avoid duplication or when the context becomes clear to the reader. In simplest words, ellipsis is a type of "substitution by zero," the concept introduced by (Halliday & Hasan, 1976). In simple terms, when implementing ellipsis, the writer chooses to omit a certain element rather than replace it with another. This purposeful omission provides an intentional pause, asking the reader to deduce and actively connect with the text. This strategy is especially beneficial for keeping a smooth and interesting narrative flow and avoiding excessive repetition. Halliday & Hasan (1976) categorized the ellipsis into three terms: nominal ellipsis, verbal ellipsis, and clausal ellipsis.

A. Nominal Ellipsis

Nominal ellipsis is linguistic phenomena characterized by the omission of a noun phrase (NP) or a nominal structure in a sentence when its reference may be recovered from the context. In other words, if a noun phrase has already been

addressed and its identity is apparent, it can be deleted from following sentences while preserving consistency and clarity (Halliday & Hasan, 1976)

Example:

Teachers can enhance students' curiosity by having closed emotional to the students. By **those**, students are really inspired by their others active friends to learn English language (Akbar et al., 2022)

Example:

Lennie told her that he loves petting soft things, and she offered him to feel her hair. When he grabbed \emptyset too tightly, she cried out (Aqmarina, 2020).

↑
Ellipsis

B. Verbal Ellipsis

Verbal ellipsis refers to the absence of a verb phrase (VP) or a predicate in a sentence when the meaning may be deduced from the context. This omission happens when the verb or predicate has been addressed before in the discourse and its repetition is not required for sentence comprehension. Verbal ellipsis is a technique used in language to preserve coherence and prevent duplication. It's especially prevalent when two or more sentences share or have similar predicates (Halliday & Hasan, 1976).

Example:

He's always being teased about it. I don't think he likes being (Lingga et al., 2021)

↑
Ellipsis

C. Clausal Ellipsis

Clausal ellipsis, also known as "ellipsis of a clause" is the removal of a whole clause or a portion of a clause in a phrase while keeping the intended meaning. When the missed item may be inferred from the context or a preceding or

subsequent sentence, this omission happens. Clausal ellipsis is the removal of whole phrases or sentences, usually to minimize redundancy or repetition. Clausal ellipsis is a typical language phenomena utilized to make communication more succinct and effective (Halliday & Hasan, 1976)

Example:

How did **they break in**? I'll show you how (Lingga et al., 2021).

↑
Ellipsis

Example:

A: **Who was going to plant a row of poplars in the park?**

B: The Duke was. (Halliday & Hasan, 1976).

↑
Ellipsis

2.1.1.4 Conjunction

Conjunctions in text are used to create understandable connections between words, phrases, sentences, and paragraphs Ambalegin & Arianto (2019). In line with Halliday & Hasan (1976) Conjunctions are utilized to highlight links between various linguistic components, and they help to organize and flow a text. Conjunctions aid in the establishment of connections and coherence in a discourse by showing many forms of interactions such as addition, contrast, cause and effect, condition. Ambalegin & Arianto (2019) then added that conjunctive relations refer to the links that exist between sentences in writing. These connections illustrate several forms of interconnections seen in text. These links convey two basic meanings: one about how we recognize language and experience, and the other about how we engage in conversations or speech situations. Then Halliday & Hasan

(1976) claimed that a conjunction had inherent significance, indicating the link between sentences. A conjunction, unlike other grammatical cohesive devices, does not need presupposed elements inside the text because it does not explicitly relate to specific elements. As a result, their technique distinguishes it from other grammatical cohesive processes. Halliday & Hasan (1976) classified conjunctions into additive, adversative, causal, and temporal conjunction.

A. Additive Conjunction

Additive conjunction is a kind of conjunction that connects items in a phrase or speech in an additive or continuous manner. Additive conjunctions represent that the information being added is of a similar kind or reinforces the same general idea. Additive conjunctions serve to highlight the links between distinct bits of information and to build cohesiveness within an item of information. These assist to emphasize that the information supplied is supportive or addition rather than competing or conflicting (Halliday & Hasan, 1976).

Example:

English becomes lingua franca in international business communication between local **and** foreign professionals within a company (Muttaqin et al., 2021).

B. Adversative Conjunction

An adversative conjunction is a sort of conjunction that indicates a contrast or opposition between two or more parts in a phrase or discourse. When there is a disagreement, contradiction, or conflict between the concepts being conveyed, an adversative conjunction is utilized. Adversative conjunctions demonstrate the link

between opposing concepts by demonstrating how they are opposed or contradictory to one another (Halliday & Hasan, 1976).

Example:

He then concluded that Daisy is in fact a disreputable woman and would not bother about her anymore. **However**, he is still concerned for her health and urges Giovanelli to take her home (Aqmarina, 2020).

C. Causal Conjunction

A causal conjunction is a kind of conjunction that expresses a cause-and-effect link between two or more items in a phrase or discourse. Causal conjunctions are used to explain why something happened or to show the cause of an occurrence, action, or circumstance. Causal conjunctions are useful for drawing links between events and explaining why specific acts or occurrences occur. They aid in the demonstration of cause-and-effect linkages between various elements of a document, making the information more cohesive and intelligible (Halliday & Hasan, 1976).

Example:

Tecnalia says that developing robot's intelligence is to adapt it to industry, **so** that it can carry out different actions (Nurwahidah et al., 2022).

D. Temporal Conjunction

A temporal conjunction is a form of conjunction that indicates a time link between distinct parts in a phrase or discourse. Temporal conjunctions are used to indicate when something occurred, is now occurring, or will occur in connection to other events, activities, or circumstances. Moreover, it is essential for organizing a text's temporal structure and establishing a chronological sequence of events and

acts. They let readers or listeners follow the evolution of the narrative or argument and contribute to the overall coherence of the discourse by presenting a clear timetable (Halliday & Hasan, 1976).

Example:

Then, the presenters have an obligation to give respond to the audience in target language too (Nurwahidah et al., 2022).

2.1.2 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). Meanwhile, Halliday & Hasan (1976) described the cohesive impact generated by word choice, and it includes meaningful associations within text established by the use of words, without necessarily relying on grammatical relationships for cohesion. In addition, Matthiensen & Halliday (2014) defined that lexical coherence is achieved by selecting words that are related in some way to those previously used. Furthermore, Halliday & Hasan (1976) distinguished lexical cohesion into two categories: reiteration and collocation. Whereas, Matthiensen & Halliday (2014) mentioned in their book that there are three primary groups The first category is elaborative relations, which involve methods like repetition, synonymy (using synonyms), and hyponymy (exploring broader and narrower word categories). The second category is expansive relations, which revolve around meronymy, describing the relationship between wholes and their parts. Finally, the third category is collocation, which relates to the habitual pairing or grouping of words in language. However, according to Paltridge (2012) the main categories of

lexical cohesion are repetition, synonymy, antonymy, hyponymy, meronymy and collocation.

2.1.2.1 Repetition

Repetition is a sort of lexical cohesion that involves pointing out a single word or phrase at one end of a clause or sentence after it has already been stated earlier in the text Halliday & Hasan (1976). In line with Paltridge (2012) repetition referred to the usage of words more than once inside a text.

Example:

“O: You know **it was** /ah/ **it was** one thing...” (Mubarak, 2019).

2.1.2.2 Synonymy

Synonymy is referring to words that have similar meanings, such as 'date' and 'go out,' yet express the same notion in various ways Paltridge (2012). Synonyms are used as a sort of lexical cohesion to produce a sense of reader-friendly familiarity and to emphasize a point, therefore increasing the text's attractiveness and diversity while avoiding repetition (Halliday & Hasan, 1976)

Example:

“He has worked in a **coal mine** all his life. He first went down **the pit** when he was a boy” Flowerdew (2013).

2.1.2.3 Antonymy

(Flowerdew, 2013) explained that antonymy is fundamentally equivalent with the idea of difference as it is described in other systems. Paltridge (2012) defines this linguistic phenomenon as terms with conflicting or diverging meanings, such as 'shy' and 'forward.' Antonymy is largely concerned with opposites, as seen by

pairings like 'big' and 'small,' and 'happy' and 'sad,' which are termed antonyms by (Flowerdew, 2013).

Example:

“He fell **asleep**. What **woke** him was a loud crash” (Matthiessen & Halliday, 2014)

2.1.2.4 Hyponymy

According to Paltridge (2012) hyponymy refers to collections of lexical words that are distinguished by a 'general-specific' relationship. These terms have a 'kind of' connection with one another, which Halliday & Hasan (1976) define as superordination. Meanwhile, Matthiessen & Halliday (2014) mentioned in their book that the classification system used in hyponymy advances from the specific to the more general which the first word represents class of things, and the second word might represent a superclass, a subclass or other class of equal significance within the classification hierarchy.

Example:

“Noah’s wife and his sons’ wives went to the fields to gather **fruit** and **grain** and **vegetables**. They would need plenty of **food** for themselves and the animals on the ark” (Matthiessen & Halliday, 2014).

2.1.2.5 Meronymy

According to Paltridge (2012) meronymy involves lexical elements that are linked by a whole to part' connection. Matthiessen & Halliday (2014) defined meronymy as 'being a part of.' Furthermore, Flowerdew (2013) considered meronymy in his book as a supplementary notion to generalization, often describing the parts and pieces of the whole.

Example:

“Every human has two **hands**, and each hand has five **fingers**” (Siregar & Zein, 2023)

2.1.2.6 Collocation

According to Paltridge (2012) collocation refers to the relationships between words that have a pattern of occurring together, such as adjective-noun combinations. Moreover, It is a type of lexical cohesiveness that does not rely on broad semantic linkages but rather on precise associations between certain terms, as stated by Matthiessen & Halliday (2014) In addition, collocation basically indicates how words are routinely employed in tandem, frequently demonstrating links between adjoining concepts. As Halliday & Hasan (1976) point out, words might have a semantic link without necessarily referring to the same item. Furthermore, Tanskanen (2006) concerned in her book that the emphasis in collocation is on nearby elements, with the principal item being investigated referred to as the "node," and it being connected with a limited selection of additional things.

For example:

“Judy: **Monday?**

Doreen: First thing, first thing. Mm. And come back about nine o'clock the **Saturday night.**”-ordered set (Tanskanen, 2006).

“They will have the utmost difficulty in paying for their **meals** in the refectories and that means that the refectories go into deficit if they can't afford to **eat here**”-activity related (Tanskanen, 2006).

2.2 Previous Studies

In addition, according to the discussion of the theory that was applied by the researcher, the researcher connects some relevant previous research in order to assist and support in conducting the research.

Trisnaningrum et al. (2019), this research was proposed to find out the types of grammatical cohesion devices specification in college students' writing essay by employing the theory of Halliday & Hasan (1976). The data source of this research was from an essay of 42 college students enrolling on an online writing course. The finding of this research showed that there were 1048 grammatical cohesions used in the essays. The most dominant is reference, which found 435 of personal reference, 122 of demonstrative reference and 7 of comparative reference. The second dominant is conjunction, there were 276 classified as additive conjunction, 77 classified as clausal conjunction and 43 classified as adversative conjunction. The rarely used in the essays is substitution in which found 5 items that indicate verbal substitution.

Rodliyah & Liani (2022) this research Focused on how students use cohesive devices while producing analytical exposition papers and examined the inaccurate uses. The data source of this research comes from six analytical exposition texts authored by 11th grade students in Cimahi. This research applied the theory of Halliday & Hasan (1976). The research revealed that the most frequently used lexical devices which the major utilized are reiteration and collocation with 514 items found (62.8% of 819 items). The second most frequently use is reference with 198 found. The third frequently use is in conjunction with 94 items found. And the rarely used in the data source are substitution and ellipsis.

Furthermore, the error identification of cohesive devices found by this research, there were 13 out of 198 references. Then, there were 11.7% occurrences of 94 items of conjunction used inaccurately. There was zero occurrence of error in substitution and ellipsis. Finally, there were 40 of 514 items of lexical devices used inaccurately.

Lingga et al. (2021), the goal of this research is to examine the different kinds of grammatical cohesion and their functions in Barack Obama's and Donald Trump's inaugural addresses. This research is based on Halliday & Hasan (1976)'s theory. The research findings indicated 136 instances of grammatical cohesion in Barack Obama's inaugural speech; there were 87 references which were divided into 60 personal references, 17 demonstrative references, and 10 comparative references. There were also 41 conjunctions, which included 20 adversative, 11 causal, 8 additive, and 2 temporal conjunctions. In addition, 8 occurrences of ellipsis were found, including 7 nominal ellipses and 1 verbal ellipsis. Meanwhile, in Donald Trump's inauguration speech, there were 89 cases of grammatical cohesion. There were 66 references with 50 personal references, 9 demonstrative references, and 7 comparative references. Then, there were 19 conjunctions with 11 adversative, 4 additive, 2 causal, and 2 temporal conjunctions. There were 3 occurrences of nominal ellipsis and 1 incident of nominal substitution.

Telaumbanua (2021), the main objective of this research was to find out grammatical and lexical cohesion persistence in song lyrics from Ed Sheeran's "Plus" album. In order to conduct this analysis, this research used Halliday & Hasan (1976)'s theoretical framework on grammatical and lexical cohesion. The results of

the investigation revealed four distinct types of grammatical cohesion, including reference, substitution, ellipsis, and conjunction, as well as two categories of lexical cohesion, namely reiteration and collocation. In summary, the research found a higher occurrence of grammatical cohesion in song lyrics than lexical cohesion. In terms of grammatical cohesion, references were very common, appearing 556 times in the lyrics, whereas conjunctions appeared 79 times. In terms of lexical cohesion, reiteration appeared 98 times in the lyrics, as opposed to collocation appeared 7 times.

Nurwahidah et al. (2022) conducted a research purpose to identify the grammatical coherence mechanisms used in a news story from a 12th-grade English textbook titled "Symphony 3" and investigate the use of reference, substitution, ellipsis, and conjunction in defining cohesiveness in the news article presented in the senior high school textbook "Symphony 3" for 12th-grade students. The research employed the theory of Halliday & Hasan (1976). The result of this research showed that 77 occurrences of grammatical cohesion were discovered within 28 sentences of a textbook news item extract. There are 47 references (representing 61% of the total), 29 conjunctions (38%), and a single ellipsis (representing 1%). Notably, there are no substitutions in the analyzed text.

Rizki et al. (2022) aimed to investigate the use of cohesive grammatical features in explanation text authored by twelfth-grade students. The goal is to discover the specific types of grammatical cohesion found in twelfth-grade students' explanation text. This research was based on the theoretical framework proposed by Halliday & Hasan (1976). The findings demonstrate that 146

occurrences of cohesive grammatical devices were identified in the students' explanation texts. References were mentioned 68 times in total, accounting for 46.5% of the total. Conjunctions were utilized 53 times, accounting for 36.3% of the total. Substitutions were used 23 times, accounting for 15.7% of the time. Ellipsis was the least common form, occurring only twice and accounting for only 1.3% of the total. These findings indicate that the students' explanation texts have all four forms of grammatical cohesion. Among the cohesive grammatical devices, references and conjunctions emerged as the most prominent, compared to ellipses featured the least frequently.

Siregar & Zein (2023) conducted the research which the primary goal of this study was to look at how EFL students used coherent devices in their essay writing during the second semester at a State University in North Sumatera's English Language Department. Essays and interview transcripts were used as data sources for this inquiry. The study used qualitative content analysis and a case study approach. The analytical models used included frequency count and content analysis via interactive stages, which included data collecting, data condensation, data display, and conclusion. Moreover, the study was based on the theory of Halliday & Hasan (1976). According to the research findings, grammatical cohesive devices, specifically Reference, were the most common type, accounting for 59% of usage by EFL students in their essay writing. Ellipsis, on the other hand, had the lowest occurrence rate of 0.3%. Furthermore, when it came to lexical coherent devices, repetition was the most commonly used method (89%), while the usage of hyponyms was the least common (0.3%). Meronyms were noticeably

lacking in the study. Furthermore, the students displayed a proficient grasp of using grammatical cohesive devices effectively, as proven by 990 instances, but incohesive use was identified in 105 cases. In terms of lexical cohesive devices, all of the phrases are cohesive.

Nouhou & Fuh (2023) This research investigated several cohesive features, especially reference, repetition, and collocation, in Phoenix messages from internet users around the world in response to the death of Queen Elizabeth II of the United Kingdom. 400 e-messages were collected on the Phoenix platform from 175 participants, with each participant providing up to three messages. The study examined the many sorts of cohesive devices used in texting chats. The study was based on the theory of Halliday & Hasan (1976). According to data research, the most common cohesive device was reference. Demonstrative pronouns (28.57%) were the most used referential objects, followed by possessive pronouns (23.42%), while personal pronouns (20.57%) were the least frequently used devices.

Zahara et al. (2023) This research investigated the use of cohesive devices in recount texts written by EFL students as well as the difficulties they encountered during the writing process. 33 essays from high school students were reviewed, and the students were interviewed. The study used a descriptive qualitative approach, based on Halliday & Hasan (1976) framework of five basic cohesive device kinds for analyzing essays. The findings found that all five cohesive device types were present in the students' works, with reference being the most common, followed by conjunction, lexical coherence, ellipsis, and substitution being the least common. Three cohesive device types of conjunction, reference, and lexical cohesion were

identified as troublesome for the pupils. Furthermore, four factors were found was contributing to the students' difficulties in applying these coherent devices: pure error, lack of knowledge, overuse, and insufficient writing practice.

Nehe & Ambalegin (2024) the goal of this study was to identify several types of grammatical cohesion, specifically reference, generated by children aged two to nine in New York City using Halliday & Hasan (1976) theory. The Recess Therapy YouTube channel served as the investigation's primary data source. The study used the observational approach for data collecting, following the qualitative research method given by Creswell (2013) During the data analysis, the researchers used both the identification method and the identity methodology. The results of this research revealed 364 data points classified into three groups. Among these, 180 data points indicated personal references, 97 as demonstrative references, and the remaining 87 as comparative references.

The researcher found novelty between the earlier research and the present research. In terms of similarity, the previous research and present research utilized the same theoretical framework, the theory of Halliday & Hasan (1976) Cohesion in English. However, the differences of previous research and present research resided at first, the objective of the research. In which three of previous research and the present research were concerned on both types of cohesive devices; grammatical cohesion and lexical cohesion meanwhile the rest previous research focused on the grammatical cohesion. Another distinction was found on the subject of the research. 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.

2.3 Theoretical framework

This research applied study of spoken discourse as the approach of the research. The study of spoken discourse selected due to the objective of this research is a cohesive device of discourse. The objective of the research is to determine cohesive devices from a grammatical and lexical point of view. Grammatical cohesive device divided into four categories. The first is reference, which includes personal, demonstrative, and comparative references. The second category is substitution, which comes in three varieties: nominal, verbal, and clausal. The third is ellipsis, which is divided into three types: nominal ellipsis, verbal ellipsis, and clausal ellipsis. The final category is conjunction, which categorizes conjunctions as additive, adversative, causal, and temporal. On the other hand, lexical cohesive devices consist of repetition, synonymy, antonymy, hyponymy, meronymy and collocation. Grammatical cohesion came from the theory of Halliday & Hasan (1976) *Cohesion in English*. Meanwhile, Lexical cohesion was taken from Paltridge (2012) *Discourse Analysis*. The data source of this research came from the “Tim Ferriss” Podcast.

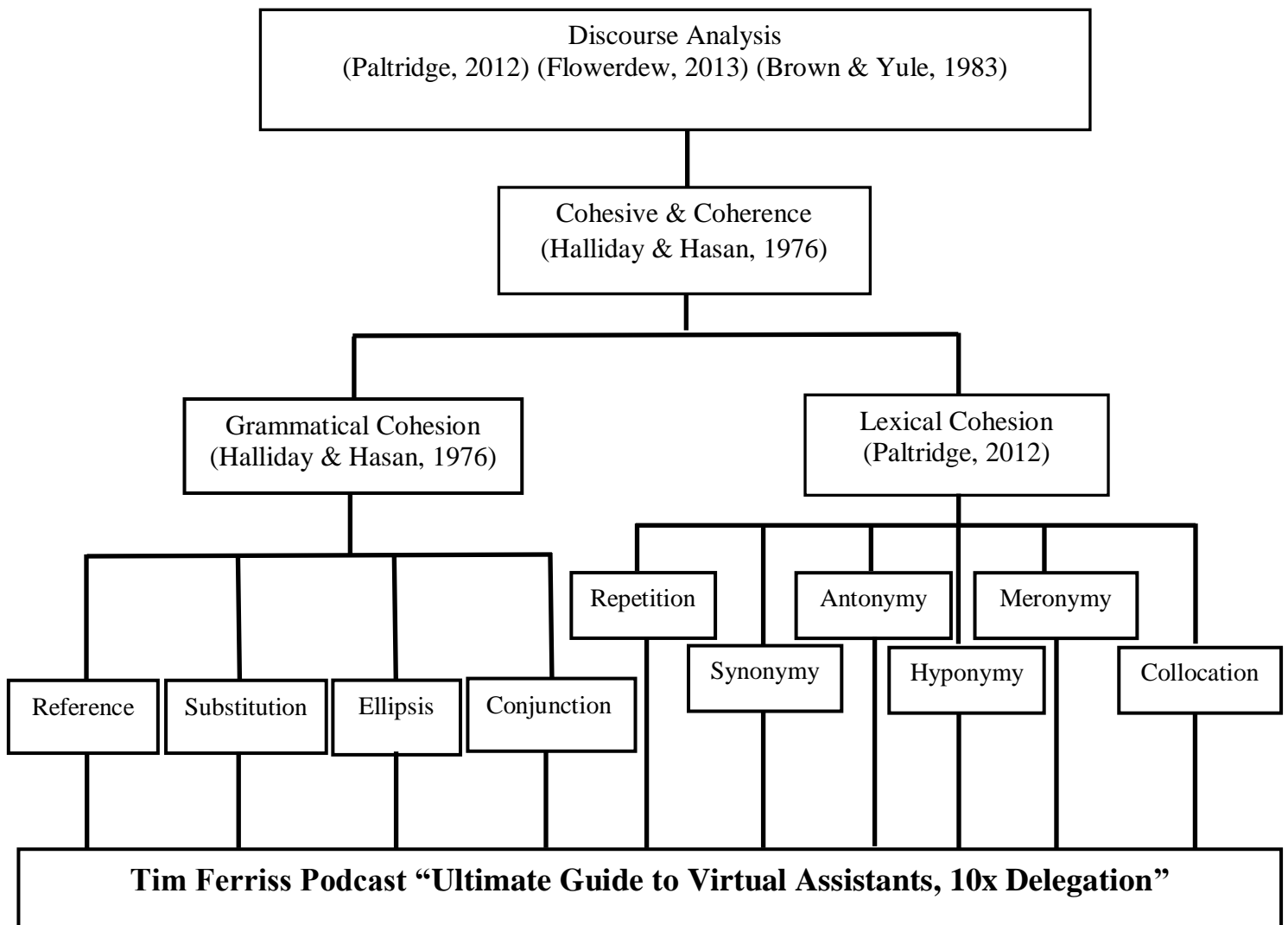


Figure 2.1 Theoretical Framework