

## CHAPTER II

### THEORITICAL REVIEW

Those chapter provide the theories related to the study. Consisting to cohesion, grammatical cohesion, the type of cohesion, and John's *The Fault in our Stars* novel.

#### A. The Definition of Cohesion

Cohesion is one part of discourse connections. Discourse connection is the fact that sentence are linked together. (Jan, 103: 2003) Beside discourse connection is one part of discourse analysis, it is the discipline devoted to the investigation of relationship between from function in verbal communication. (Jan, 103: 2003) For this connection in this texture, there are two concept which are used. There are cohesion referring to the connections which have their manifestations in the discourse itself, and coherence referring to the connection which can be made by the reader or listener based on knowledge outside the discourse.

Writing does not only focus on coherence and also cohesion. Another book also explanation about the meaning of cohesion and coherence. The term coherence refers to content aspects coherence is the way all sentences should be clearly connected to each other. Beside connection words or phrases, the supporting ideas may be hard the follow because they do not relate to the topic sentence. A text can be said coherence if it presents its argument in clear (easy to read and understanding about word in the text or paragraph), logical, and comprehensible order. (Alice, 4: 1983) While term cohesion refers to formal aspect of writing, especially on the paragraph and sentence level. It is clear that cohesive refers to the connection which exists between the elements in the text. (Jan, 103: 2003)

Here the researcher will explain more about cohesion because it related to the problem. Cohesion is one of the aspect that are taken into consideration in the textual analysis of

translations. (Mercedes, 2) Another book explain that's cohesion is the connection which result when the interpretation of a textual element is dependent on another element in the text. (Jan, 103: 2003)

Consider the following example:

*Gas lighter which is not used should not throw it in the trash. Because, it can to be flammable when exposed to heat. if the gas lighter still contains, the higher is impact of the explosion. Therefore, it is better if the unused gas lighter is donated to matchmaker, so that they can be used.*

The interpretation of "it" is dependent on that of "gas lighter". The meaning "the higher" is dependent on "heat". The word "explosion" can only be complete interpreted in relation to "flammable". Cohesion refers to the connection which exists between elements in the texts.

Baker (1992) include cohesion in the study of textual equivalence defining it as the network of lexical, grammatical, and other relation which provides links between various parts of text. (Mercedes, 2) Halliday and Hasan (1976) make a detailed classification of the cohesive devices in English. The author recognize between grammatical and lexical cohesion. According to them, grammatical cohesion embraces four different devices. (Jan, 103: 2003)

## **B. The Definition of Grammatical Cohesion**

According to Laurel J. Brinton the term gramma is used to refer to the rules of principles by which a language works its system or structure. (Laurel, 7: 2010) From this statement, we will conclude that grammar use is the run the show from shaping word and making sentence. By grammar, the author can make a good writing. Grammatical cohesion is one aspect in cohesion device. It is the grammatical connection between clauses and

sentence which make the text can be read and understandable. In analysing grammatical cohesion, we can analyse the deep structure that focused on the text. (Halliday and Hasan, 37: 1976) Michael Halliday and Ruquaiya Hasan (1976) said that followed cohesion had four type in their book with title “Discourse Study”. Those are substitution, ellipsis, reference, and conjunction.

### **C. The Type of Cohesion**

The type of cohesion base on Halliday and Hasan is device to be two points. There are Grammatical and Lexical cohesion. Grammatical cohesion is one of the aspect in cohesive device. It is the grammatical connection between clauses and sentence which make the text can be read and understandable. Michael Halliday and Ruquaiya Hasan (1976) said that followed cohesion had four types in their book with title “Discourse Studies”. Those are substitution, ellipsis, reference, and conjunction. Lexical cohesion is achieved by the selection of vocabulary. (Mercedes, 3) Therefore, it is not deal with grammatical and semantic connections but with connection based on the words used. In the lexical cohesion found two types for different: reiteration and collocation.

#### **1. Grammatical Cohesion**

Grammatical cohesion is one of the aspect in cohesive device. It is the grammatical connection between clauses and sentence which make the text can be read and understandable. In analysis grammatical cohesion, we can the deep structure that focused on the context. (Halliday and Hasan, 37: 1976) Michael Halliday and Ruquaiya Hasan (1976) said that followed cohesion had four types in their book with title “Discourse Studies”. Those are substitution, ellipsis, reference, and conjunction.

### a. Substitution

Substitution is the replacement of one item by another. (Mercedes, 2) According to Jan substitution is the replacement of a word (group) or sentence segment by a “Dummy” word. (Jan, 103: 2003) In Michael’s book “he explains that substitution is similar to ellipsis, in that, in English, it operated either at nominal, verbal, or clausal level. (Michael, 45: 2000) Three frequently occurring types of substitution are that of noun, of a verb, and of a clause. (Jan, 103: 2003) The items commonly used for substitution in English are: (Michael: 2000)

- 1) One (S): I offered him a set. He said “He did not want one”.
- 2) Do: Did Mary take that letter? She might have done.
- 3) So or not: Do you need a lift or if so, wait for me; if not, I will see you there.
- 4) Same: She chose the roast duck, I chose the same.

Most learners practice and drill these items in sentence level grammar exercises. There are not easily and directly translatable to other languages, many common, everyday substitutions tend to be learnt idiomatically (example: responses such as ‘I think or hope so’). While it is easy to formulate basic rules for substitution, at more advanced levels or usage, subtleties emerge that may be more difficult to explain and present. For example, there are restrictions on reduced forms which might otherwise cause stress to fall on the substitute *do*, which is nominally never prominent when it stands alone, as opposed to auxiliary *do* in ellipsis, which can be stressed (example: Did you win? ‘Yes I did’).

A: *Will you unlock the gate?*

B: *I have done already or I’ve done already.*

Where the speaker does wish to give prominence to the substitute *do*, then *so* is used as well: example: *I went to lock the gate. When I go there, I found somebody had already done so.* Another example: *The lion was about to reply when suddenly they came to another gulf across the road.* But this one was so broad and deep that the lion knew at once he could not leap across it “One substitutes for *gulf*”.

## **b. Ellipsis**

Ellipsis is exile of word or fulfilled words shape sentence on based grammar or symbol change or substitution. Ellipsis is the omission of a word or part of a sentence. Ellipsis is closely related to substitution, and can be describe as “substitution by zero” the division that is normally used is nominal, verbal and clausal ellipsis.(Jan, 103: 2003) Another book explain term ellipsis has been applied to a wide range of phenomena across the centuries, from any situation in which word appear to be missing (in St. Isidore’s definition), to much narrower range of particular constructions.(Jason, 2: 2012) According Michael ellipsis is the omission of element normally required by the grammar which the speaker or writer assumes are obvious from the context and therefor need not be raised. This is not to say that utterance which is not fully explicit is elliptical; most messages require some input from the context to make sense of them. Ellipsis is difference by the structure having some ‘missing’ element. If two people have to stack and label a pile of items and one say to the other ‘you label and I’ll stack, the fact that label and stack are usually transitive verbs requiring an object in the surface structure is suspended because the context ‘supplies’ the object. Another way of saying this is, of course, that structures are only fully realized when they need to be, and that

ellipsis is a speaker choice made on pragmatic assessment of the situation, not a compulsory feature when two clauses are joined together.

For example, *Dormouse* is elided after *two*, “There was a table set out under a tree in front of the house, and the March Hare and the Hatter were having tea at it: a *Dormouse* was sitting between them, fast asleep, and the other two were using it as a cushion, resting their elbow son it, and talking over its head”.

We shall concentrate here on the type of ellipsis where the ‘missing’ element is retrievable verbatim from the surrounding text, rather in the way that anaphoric and cataphoric reference are, as opposed to esophoria reverences. For example: The children will carry the small boxes, the adult the large ones, Where “will carry” is supplied from the first clause to the second, this type of main verb ellipsis in anaphoric.

Ellipsis as nation is probably a universal feature of languages, but that grammatical options which realize it in discourse may very markedly. For instance, English does have the kind of cataphoric ellipsis suggested by our rejected, example, “The children the small boxes, the adult the large ones”. English has broadly three types of ellipsis: nominal, verbal, and clausal.

Ellipsis within the verbal group may cause grater problems. Two very common types of verbal group ellipsis are what Thomas calls echoing and auxiliary contrasting. (Michael, 43-44: 2000) Echoing repeats an element from the verbal group:

*A: Will anyone be waiting?*

*B: Jim will, I should think.*

Contrasting is when the auxiliary changes:

*A: Has she remarried?*

*B: No, but she will one day, I'm sure*

Thomas also makes the point that in English, varying degrees of ellipsis are possible within the same verbal group:

*A: Should anyone have been told?*

*B: John should or should have or should have been.*

### **c. Reference**

Reference is a certain which used give information for opposing or stringing of declaration with distinct. Reference concerns the relation between a discourse element and a preceding or following element. Reference deal with the relationship between grammatical units: word, sentence part, and clauses. In the case of reference, the meaning of a dummy word can be determined by what is imparted before or after the occurrence of the dummy word. (Jan, 104: 2003) Reference items in English include pronoun or personal (example: he, she, it, him, they, etc.), demonstratives (this, that, these, those), and the article or comparative (such). A complete list is given in Halliday and Hasan (1976). (Michael, 35: 2000)

This mechanism relates one element of the text to another one for its interpretation, which can be present or not (anaphoric and esophoria reference). Reference is sematic relation. In the following example, *they* refers to *children*. Example: “*All children, expect one, grow up. They soon know that they will grow up, and the way Wendy knew was this*”.

The opening lines of a famous English novel, *Jude the Obscure*, by Thomas Hardy, show different type of reference at work:

Example: “*The schoolmaster was leaving the village, and everybody seemed sorry. The miller at Cresscombe lent him the small white titled cart and horse to carry his goods to the city of his destination, about twenty miles off, such a vehicle proving of quite sufficient size for the departing teacher’s effect*”.

The italicized items *refer*. For the text to be coherent we assume that *him* in “Lent him the small white titled cart” is the schoolmaster introduced earlier; likewise, his destination is the schoolmaster’s. Referents for *him* and *his* can be confirmed by looking back in the text; this is called anaphoric reference. Such a also link back to the cart in the previous sentence. The novel opens with the schoolmaster leaving the village. Which schoolmaster? Which village? On the previous page on the novel, the two words at Marygreen stand alone, so we reasonably assume that Marygreen is the name of the village, and that the character is (or has been) schoolmaster of that village. We are using more than just the text here to establish referents; the author expects us to share a world with him independent of the text, with typical villages and their populations (everybody) their schoolmaster and millers. References to assumed, shared world outside of the text are esophoria references. Because they are not text internal, they are not truly cohesive, but because they are an equally important part of the reader or listener’s active role in creating coherence, they we will be included in our general discussion of factors which contribute to textually that is the feeling that something is a text, and not just a random collection of sentence.

#### d. Conjunction

Conjunction is word which purpose for connecting between two words, phrases, clauses, or sentences. Another book explain, conjunction is relationship which indicates how the subsequent sentence or clause should be linked to the preceding or the following sentence. This is usually achieved by the use of conjunction. The following are examples of three frequently occurring relationship: addition, temporality, causality. (Jan, 104: 2003) But, another book explain that conjunction is particular expressions contribute to create discursive connections. There three which relationship. There are addition, adversative, causality. (Mercedes, 2: 2000) For example:

##### 1) Addition

- a. *Besides* being mean, he is also hateful.
- b. He no longer goes to school *and* is planning to look for a job.

##### 2) Adversative

- a. He showed no pleasure at hearing. *Instead*, he looked even gloomier.

##### 3) Causality

- a. He is not going to school today *because* he is sick.
- b. Marry got married to John last year *and* now she's pregnant.

##### 4) Temporality

- a. *After* the car had been repaired, we were able to continue our journey.
- b. The car was repaired. *Afterwards* we were able to continue our journey.

Halliday offers a scheme for the classification of conjunctive relations and include phrasal types as well as single word everyday items such as *and*, *but*, *or*, *etc*.

Here is a simplified list based on Halliday's three category headings of elaboration, extension, and enhancement. (Michael, 47: 2000)

<b>Type</b>	<b>Sub-Type</b>	<b>Example</b>
<b>Elaboration</b>	Apposition	In other words
	Clarification	Or rather
<b>Extension</b>	Addition	And/but
	Variation	Alternatively
<b>Enhancement</b>	Spatio-temporal	There/previously
	Causal-conditional	Consequently/ in that case

## 2. Lexical Cohesion

On the other hand, lexical cohesion is achieved by the selection of vocabulary. (Mercedes, 3) Lexical cohesion does not deal with grammatical and semantic connections but with connections based on the words used. Two types of lexical cohesion can be distinguished: **reiteration** and **collocation**

### a. Reiteration

Reiteration includes not only but also synonymy. Reiteration can also occur the use of word that is semantically linked to a previous one, for example: "Young and old" in general, reiteration is divided into the following five types.

- Repetition (often involving reference)

Example: a conference will be held environment policy. At this conference the issue of salivations will play an important role.

- Synonymy (often involving in reference)

Example: a conference will be held on national environment policy. This environment symposium will be primarily a conference dealing with water.

- Hyponymy (example the relation of “flower” to “tulip”)

Example: we were in town today shopping for furniture. We saw a lovely table.

- Metonymy (part vs. whole)

Example: at it six month check-up, the brakes had to be repaired. In general, however, the car was in good condition.

- Antonym ( example white vs. black)

Example: the old movie just does not do it anymore. The new ones are more appealing.

#### **b. Collocation**

Collocation, the second type of lexical cohesion, deals with the relationship between words on the basis of the fact that these often occur in the same surroundings. Some example “sheep and wool”, “congress and politician”, or “collage and study”.  
(Jan: 2003)

#### **D. The Fault in Our Stars by John Green**

John Michael Green. Born August 24, 1977 in Indianapolis, Indiana. He is a teenage fiction author, YouTube video blogger (vlogger), and creator of educational videos from the United States. He won the Printers Award in 2006 for the novel, Looking for Alaska, and won the novel, The Fault in Our Stars, entering the first position on the list of New York Times Best Sellers in January 2012. The film adaptation in 2014 immediately got the 1 position shortly after it was released. Wah, in addition to being a novelist, John Green is

also known for his works on YouTube. In 2007, he launched the Vlog channel with his younger brother, Hank Green. Since then, John Green has participated in various events such as Project for Awesome and VidCon and made 11 documentary series that dared to be with his brother like Crash Course, an educational path that teaches literature, history, and science. John Green's works.

The Fault in our Stars is novel which written by John Green in 2012. The novel The Fault in Our Stars by John Green, consists of 313 pages and divide into 25 chapters. John Green wrote the novel by tittle The Fault in Our Stars at 2009 published by Dutton editor Julie Strauss-Gabel. She published this novel in her intensive literary career. *The New York Times* Best Seller list for children's books listed *The Fault in Our Stars* at number one for two weeks in January and February 2012.

The Fault in our Stars is a novel which written by John Green in 2012. The fault in Our Stars is the sequel the sequel. But the sequel already removed. It was published in 2009 three years before The Fault in Our Stars. In the prologue, the author say that he was hesitant to write sequel, simply because much of what was going on in Hazel's life was depression when him know illness cancer which suffering. John changed her mind about writing a sequel in response to numerous queries from her reader, and also in response to Hazel, who overcame her depression and cancer background to become a competent adult. The first more divides of the book are a review of The Sequel. John wrote that book in two weeks, never intending to publish it, but rather to better understanding his relationship with Hazel. When she finished it, he realized that she had a book, and that she needed to find Hazel and let her read it.

Finding Hazel not easy task. Another story, good friends Augustus and Hazel named Isaac should prefer the second because of cancer. He was free from cancer, but had to lose his favorite girlfriend, Monica. Monica doesn't want to date ordinary men. Returning to the love story of Augustus and Hazel, Augustus surprises Hazel that he still has a "Request" (The charity organization will grant a request for a child with cancer). He asked for his request to be asked with Hazel to Amsterdam to ask for Peter Van Houten (author of An Imperial Affliction). Hazel was very pleased with the news, but she had to convince the doctor and her parents about her health problems. With a difficult struggle, they were finally able to go to Amsterdam accompanied by Ms. Hazel. In Amsterdam, Hazel and Augustus had an inappropriate experience. They get a beautiful and romantic moment there. But everything changed compilation with Peter Van Houten. Peter Van Houten who is an alcoholic does not respond well to all of Hazel's questions. The furious Hazel decided to leave Peter's house. However, Peter's assistant named Lidewij brought Hazel and Augustus to go around in Amsterdam.

Personally, I think the problem was that John was not really in a position to do more. The problems in Hazel life were simply too big to easily fix, Hazel had little else in the way of support. She had cancer and depression. There is only so much a friend to do and her parent's suggestion so that she go to support group, no matter how much she depression. But when she found Augustus again, they had a chance to work through some of Hazel's issue and form a relationship again.

All of this does sound cancer and the book does have a reasonably sad ending. After Hazel dies his parents will have another life. This book is able to include more of view than the first book, since she is older, and it is interesting to see how she viewed things. This

book also an amazingly and funny fast read and hard to put down. Beside researcher feels  
be sad.