CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter examines the related literature on cohesion, grammatical cohesion, lexical cohesion, the study's background, AntConc software, and some related previews studies.

A. Cohesion

According to Halliday & Hasan, cohesion is an internal element that functions as a binder in a text so that it is mutually sustainable.[4] This is why cohesiveness is so crucial; cohesion assist the reader in connecting the meanings in the text.[5] Cohesion is regarded as a non-structural multifunction in functional terms.[6] According to Halliday and Hasan, The structural unit of the text, such as a phrase or sentence, has no impact on cohesion (1976). The concept of cohesion extends beyond the meaning of a phrase or clause.[7] In creating a harmonious relationship and easy-to-understand text, between one text and another, cohesion plays an important role in it.[8]

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[4] M.A.K. Halliday & Ruqaiya Hasan, *Cohesion in English,* (London: Longman, 1976),4

[5] Emi Emilia, Nur Fitri Habibi & Lungguh Ariang Bangga, *An Analysis of exposition text, an Indonesian Contex*, (Indonesian Journal of Applied Linguistics, Vol. 7 No. 3, January 2018), 516.

[6] Emi Emilia, Nur Fitri Habibi & Lungguh Ariang Bangga, *An Analysis of exposition text, an Indonesian Contex*, (Indonesian Journal of Applied Linguistics, Vol. 7 No. 3, January 2018), 516.

[7] Emi Emilia, Nur Fitri Habibi & Lungguh Ariang Bangga, *An Analysis of exposition text, an Indonesian Contex*, (Indonesian Journal of Applied Linguistics, Vol. 7 No. 3, January 2018), 516.

[8] M.A.K. Halliday & Ruqaiya Hasan, *Cohesion in English,* (London: Longman, 1976),4.

According to Halliday and Hasan in Emilia to create connectivity and unity, the internal semantic relations of the text, known as cohesive devices, have an important impact in maintaining the interaction between meanings in the text to link between items as the text develops.[9]

B. Grammatical Cohesion

Grammatical cohesion is a form of cohesion realized through grammar.[10] Grammatical cohesion refers to the process of combining of items between sentences that form grammatical aspects. It can be concluded that this device is related to the device used in connecting words, clauses and sentences in text or paragraphs. Halliday and Hasan state that grammatical cohesion is divided into four devices;[11]

1) Reference

Reference refers to items of language that instead of being interpreted semantically in their own right, make reference to another item, the context of which is clear to both sender and receiver. In written text, reference shows how the writer introduces and keeps track of participants throughout the narrative.[12] Almutairi in Trisnaningrum explained that reference was used to refer something else for their interpretation. Occurring when the reader has to retrieve the identity of

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[9] Emi Emilia, Nur Fitri Habibi & Lungguh Ariang Bangga, *An Analysis of exposition text, an Indonesian Contex*, (Indonesian Journal of Applied Linguistics, Vol. 7 No. 3, January 2018), 516.
[10] M.A.K. Halliday & Ruqaiya Hasan, *Cohesion in English*, (London: Longman, 1976),6.
[11] M.A.K. Halliday & Ruqaiya Hasan, *Cohesion in English*, (London: Longman, 1976),6.
[12] M.A.K. Halliday & Ruqaiya Hasan, *Cohesion in English*, (London: Longman, 1976),6.

what is being mentioned from either within or outside the text.[13] According to Halliday and Hasan, they classified reference in to kinds, those are , exophoric and endophoric.[14]

Readers are directed out of the text via exophoric references.[15] Exophoric reference happens when a word or phrase refers to something outside of the discourse.[16] On the other hand endophoric references are found inside the text itself. It is divided into two types: anaphoric and cataphoric..[17]

Paltridge defines anaphoric reference as "a word or phrase that relates back to another word or phrase that was previously employed in the text."[18] Meanwhile cataphoric reference looks forward to another word or phrase mentioned later in the text.[19]

According to Halliday and Hasan, there are three categories of references: personal, demonstrative, and comparative.[20] Personal reference is a reference made in a speech situation using a function and a

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[13] Trisnaningrum, Y., Alek, Hidayat, D. N. (2019). *Discourse Analysis of Grammatical Cohesion Devices in College Students'' Academic Writing Essay*,(IJEE (Indonesian Journal of English Education), 6(1).81-90.

[14] M.A.K. Halliday & Ruqaiya Hasan, *Cohesion in English*, (London: Longman, 1976), 33.

[15] M.A.K. Halliday & Ruqaiya Hasan, *Cohesion in English*, (London: Longman, 1976), 33.

[16] https://www.eslbase.com/tefl-a-z/referencing, acses in 9 Agustua 2021.

[17] Afnan Bahaziq, *Cohesive Devices in Written Discourse: A Discourse Analysis of a Student's Essay Writing*, (English Language Teaching; Vol. 9, No. 7; 2016), 113.

[18] Afnan Bahaziq, *Cohesive Devices in Written Discourse: A Discourse Analysis of a Student's Essay Writing*, (English Language Teaching; Vol. 9, No. 7; 2016), 113.

[19] Afnan Bahaziq, *Cohesive Devices in Written Discourse: A Discourse Analysis of a Student's Essay Writing*, (English Language Teaching; Vol. 9, No. 7; 2016),113.

[20] M.A.K. Halliday & Ruqaiya Hasan, *Cohesion in English*, (London: Longman, 1976), 33.

person category. [21] Demonstrative reference is a reference based on location, measured on a scale of distance.[22] Comparative reference is an indirect reference by means of identity or similarity.[23]

2) Substitution

Substitution is the act of replacing one object with another. (or item). It is a grammatical relationship rather than a semantic relationship. There are three forms of substitution: nominal, verbal, and clausal.[24] Nominal substitution is substituting a noun or a nominal group with another noun.[25] Verbal substitution is the process of replacing a verb or a verbal group with another verb. [26] Clausal substitution is substituting clauses by so or not.[27]

3) Ellipsis

Ellipsis is an essential element that has been omitted from the text and could be restored by reviewing the previous element in the text.

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[21] Waritta Sichuay & Sujubya Wilawan, *A Study of the Use of Grammatical Cohesive Devices inSawasdee Magazine Articles and Their Thai Translations*,(Chophayom Journal Vol.27 No.2 (July - December) 2016), 50.

[22] Waritta Sichuay & Sujubya Wilawan, *A Study of the Use of Grammatical Cohesive Devices inSawasdee Magazine Articles and Their Thai Translations*,(Chophayom Journal Vol.27 No.2 (July - December) 2016), 50.

[23] [23] Waritta Sichuay & Sujubya Wilawan, *A Study of the Use of Grammatical Cohesive Devices inSawasdee Magazine Articles and Their Thai Translations*,(Chophayom Journal Vol.27 No.2 (July - December) 2016), 50.

[24] M.A.K. Halliday & Ruqaiya Hasan, *Cohesion in English,* (London: Longman, 1976),90.

[25] Afnan Bahaziq, *Cohesive Devices in Written Discourse: A Discourse Analysis of a Student's Essay Writing*, (English Language Teaching; Vol. 9, No. 7; 2016), 113.

[26] Afnan Bahaziq, *Cohesive Devices in Written Discourse: A Discourse Analysis of a Student's Essay Writing*, (English Language Teaching; Vol. 9, No. 7; 2016), 113.

[27] Afnan Bahaziq, *Cohesive Devices in Written Discourse: A Discourse Analysis of a Student's Essay Writing*, (English Language Teaching; Vol. 9, No. 7; 2016), 113.

Ellipsis can occur when a noun or noun group, a verb or verbal group, or a phrase is omitted.[28] While Halliday and Hasan claim that ellipsis is the same as zero replacement. For example, "Would you like to hear another verse?" "I'm familiar with twelve." Ellipsis in the sentence is "verse" because the word verse is omission in the second sentence, so the speaker only say "I know twelve", means the speaker know about the twelve verse.

There are three varieties of ellipsis: nominal ellipsis, verbal ellipsis, and clausal ellipsis.[29] In nominal ellipsis, the noun is omitted. This is exemplified by:

"My brothers like sports. In fact, both [0] love football. [0: My brothers]

In the second sentence, the nominal my brothers is omitted.

Verbal ellipsis involves the omission of the verb. In the following example, the verb been studying is left out in B.

A: Have you been studying? B: Yes, I have[0]. [0: been studying]

Clausal ellipsis occurs when the clause is omitted. In the example mentioned below, the clause writing on the board is excluded in B.

A: Who is writing on the board?

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[28] Paltridge, *Discourse Analysis: An Introduction,* (Britain: MPG book,2006),141.
[29] Afnan Bahaziq, *Cohesive Devices in Written Discourse: A Discourse Analysis of a Student's Essay Writing,* (English Language Teaching; Vol. 9, No. 7; 2016), 113.

B: Alice is [0]. [0: writing on the board][30]

4) Conjunction

Conjunction refers to words, such as and, however, finally and in conclusion, that join phrase, clauses, or sections of a text in such a way that they express the logical semantic relationship between them. [31] Conjunction formed as linking devices between phrases or clauses in a text. Unlike the other grammatical devices, conjunctions express the 'logical-semantic' relation between sentences rather than between words and structures. In other words, they structure the text in a certain logical order that is meaningful to the reader or listener. Conjunctions are divided into four types, namely *additive, adversative, causal, and temporal*.[32]

Additive conjunctions connect units that are semantically similar. Examples of additive conjunctions are, *and, likewise, furthermore, in addition*, etc. Adversative conjunctions are used to express contrasting results or opinions. This type of conjunction is expressed by words such as, *but, however, in contrast, whereas*, etc. Causal conjunctions introduce results, reasons, or purposes. They are characterized by the use of items such as, *so, thus, therefore, because,*

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[30] Afnan Bahaziq, *Cohesive Devices in Written Discourse: A Discourse Analysis of a Student's Essay Writing*, (English Language Teaching; Vol. 9, No. 7; 2016), 114.

[31] Paltridge, *Discourse Analysis: An Introduction,* (Britain: MPG book,2006),139.

[32] Afnan Bahaziq, *Cohesive Devices in Written Discourse: A Discourse Analysis of a Student's Essay Writing*, (English Language Teaching; Vol. 9, No. 7; 2016), 114.

etc. Temporal conjunctions express the time order of events such as, *finally, then, soon, at the same time,* etc.[33]

C. Background of Study

The background is part of CHAPTER I INTRODUCTION. This section describes the reasons behind this research. Based on the Browker, the background is usually preceded by a general statement that states the topic or context in the thesis.[34]

The study's background establishes the investigation's background. This section illustrates why this particular research issue is critical to comprehending the study's primary conclusions. Generally, the background section of a research article/thesis explains the need for the inquiry and defines the study's goals.[35]

According to Adrian Wallwork, in writing a research background, there are several questions that must be answered in the research background, the questions are:[36]

1. What is your problem?

2. Is there any solution you offer?

3. If there are several solutions, which one is the best?

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[33] Afnan Bahaziq, *Cohesive Devices in Written Discourse: A Discourse Analysis of a Student's Essay Writing,* (English Language Teaching; Vol. 9, No. 7; 2016), 114.

[34] Natilene Browker , *Academic Writing: A Guide to Tertiary Level Writing,* (Messey University , 2007),37.

[35] https://www.editage.com/insights/how-to-write-the-background-of-your-study, acces in August 11, 2021.

[36] Adrian Wallwork, *English for Writing Research Papers,* (New York: Springer, 2011), 37.

4. What are the main limitations in your research?

5. What do you hope to get in the future?

6. Have you got what you planned for in your research?

D. AntConc Softwear

AntConc is a freeware, cross-platform, multi-purpose corpus analysis toolkit designed for classroom usage. It includes a strong concordancer, word and keyword frequency generators, tools for cluster and lexical bundle analysis, and a word distribution plot.[37] There are seven tools in that softwear:

- Concordance Tool: shows search results in a 'KWIC' (KeyWord In Context) format.

- Concordance Plot Tool: shows search results in a 'barcode' format. This enables you to view where search results show in target texts.

- File View Tool: This application displays the text of individual files. This allows you to dig further into the results provided by AntConc's other tools.

- Clusters/N-Grams: based on the search criterion, hows clusters It essentially summarizes the results of the Concordance Tool or Concordance Plot Tool. The N-Grams Tool, on the other hand, searches

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[37] Laurence Anthony, *AntConc: A Learner and Classroom Friendly, Multi-Platform Corpus Analysis Toolkit,* (Waseda University: IWLeL (An Interactive Workshop on Language e-Learning),2004), 7.

the whole corpus for 'N' length clusters (e.g., 1 word, 2 words,...) This allows you to search a corpus for common phrases.

- Collocates: Displays a search term's collocates This enables you to look at non-sequential patterns in language.

- Word List: All of the words in the corpus are counted and presented in an ordered list. This helps you to rapidly determine which terms are most often used in a corpus.

- Keyword List: displays which words in the corpus are abnormally common (or infrequent) in compared to words in a reference corpus. This enables you to detect distinguishing terms in the corpus, such as as part of a genre or ESP research.[38]

E. Previews Study

There are some previews study that related with this research. For the first research article was written by Afnan Bahaziq, under the title "Cohesive Devices in Written Discourse: A Discourse Analysis of a Student's Essay Writing". Based on the work of Halliday and Hasan, the researcher attempts to define and analyze cohesive devices in this study. It also aims to emphasize the importance of using these technologies by evaluating a sample test of a student's essay writing from the Michigan English Language

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[38] http://edutechwiki.unige.ch/en/AntConc, access in August, 11 2021

Assessment Battery (MELAB). This paper appears in English Language Teaching, Vol. 9, No. 7, in 2016.

The next research article related to this research is "Coherence And Cohesion: An Analysis Of The Final Project Abstracts Of The Undergraduate Students Of PGRI Semarang" was written by Swandi. The goal of this article is to examine into coherence of the abstracts of undergraduate students' final project reports at PGRI University Semarang, Indonesia. Its objectives are to show the micro-level coherence, or how one phrase is related to the next to build logical relationships, and to determine macro-level coherence, or the right use of cohesive devices such as conjunction, reference, replacement, or ellipsis to make the entire text coherent. For analysis, some abstracts from students' final projects were chosen at random. Because it was a qualitative study, the data was at the word or phrase level. The results show that the abstracts analyzed could not attain acceptable coherence considering the use of cohesive devices such as references, conjunctions, and ellipses to link one line to the next. There are also certain grammatical errors, such as plural forms and active-passive voice.[39]

The second is Emad A. S. Abu-Ayyash, by the title "Research Practices in Cohesive Devices' Studies: Benefiting from Chaos". The

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[39] Suwandi, *Coherence And Cohesion: An Analysis Of The Final Project Abstracts Of The Undergraduate Students Of PGRI Semarang,* Indonesian Journal of Applied Linguistics, Vol. 5 No. 2, January 2016,253-261.

research was published in Theory and Practice in Language Studies, Vol. 7, No. 6, pp. 409-418, June 2017. The main goal from this research article is exploring the possibility of benefiting from the chaotic status that permeates discourse analysis research done on cohesive devices since their inception by Halliday and Hasan.

For the next there was Muhammad Muhassin, in his research under the title "Cohesive Markers Found In Thesis Abstracts", He tries to describe and analyze the lexically and grammatically cohesive markers found in students' thesis abstracts in his research. This research article was published in English Education: Jurnal Tadris Bahasa Inggris Vol 11 (1) 2018, 118-132 English.

In the fourth there was Miranda Putri, Dr. Syofia Delfi, M.A, Dr. Fakhri Ras, M.Ed, with the title "An Analysis Of Grammatical Cohesion Of Descriptivetext For The Seventh Year Students Of Junior High School". The researcher aims to find out the grammatical cohesion of descriptive text of students textbook "*When English Rings A bell*". Based on the results of the research that the author has done, grammatical cohesion of descriptive text of English textbook "When English Rings a Bell" is a cohesive text in the "poor" category, because the percentage rate is 22.1%.. This article was

published in JOM FKIP - UR VOLUME 7 EDISI 2 JULI - DESEMBER 2020.[40]

Then there was "Lexical and Grammatical Cohesions in the Students' Essay Writing as the English Productive Skills" that written by Andi Tenri Ampa and Muhammad Basri D. the article was publishe in International Conference Computer Science and Engineering 1339 (2019) 012072. This research article focus is about the cohesive device in the students' essay writing as the English productive skills. And the purpose of this research is achieving a good essay writing, the students need to have capability to use the lexical and grammatical cohesions.

For the next research article that related with this research there was Zulfa Nurohmah Maulida, Surtiana, Irsyad Nugraha, under the title "An Analysis Of Grammatical Cohesion In Students' Writing (A Case Study In The Eleventh Year Students Of Sman 1 Garut)". In this research, the researcher tries to discover what kinds of grammatical cohesive devices used in students' writing recount text and how these grammatical cohesive devices are used in the students' writing recount text. This research article was

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[40] Miranda P., Syofia D., Fakhri Ras, *An Analysis Of Grammatical Cohesion Of Descriptivetext For The Seventh Year Students Of Junior High School*, JOM FKIP - UR VOLUME 7 EDISI 2 JULI - DESEMBER 2020. 1-8.

published in English Education and Applied Linguistics (EEAL) Journal65 Vol. 3 No.2, 2020.[41]

Another research article that relate with this research there was written by Fiki Setiawan and Taiman. The title of the research is "Cohesion And Coherence In Written Text Of Health Medical Laboratory Students". In this study, the researcher attempts to detect cohesion devices and coherence generated by students in writing text. The object of this research was eight explanation texts written by linguistic learning style students of Health Medical Laboratory an Nasher Cirebon in the academic year of 2019/2020, who were taking English subjects. This study applied a descriptive qualitative method.[42] The data for this study was gathered through documentation. The results in this research show that repetition occurs 207 times in all aspects of grammatical and lexical cohesiveness or 47,15%, the most prevalent form. Then Reference appears 124 times or 28.25%. Collocation is in the third position with the number of occurrences that occurred 60 times or 13.67%. While the use of conjunctions occurred 44 times or 10.02 %, replacement occurs 3 times or 0.68 percent and the ellipsis appears 1 time.

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[41] Zulfa N. M ., Surtiana , Irsyad N., *An Analysis Of Grammatical Cohesion In Students' Writing (A Case Study In The Eleventh Year Students Of SMAN 1 Garut)*, English Education and Applied Linguistics (EEAL) Journal, Vol. 3 No.2, 2020, 65-74.

[42] Setiawan, F & Taiman (2021). *Cohesion And Coherence In Written Texts Of Health Medical Laboratory Students*. Indonesian EFL Journal, 7(1), 59.

Research articles that are in line with this research are articles written by Yuliani Trisnaningrum, Alek, and Didin Nuruddin Hidayat "Discourse Analysis Of Grammatical Cohesion Devices In College Students' Academic Essays Writing". The author purpose in conducting this research is to investigate the use of grammatical cohesive devices on academic writing of student essays. Besides that, it also aims to explore the types of specification of grammatical cohesion in their essays. To achieve this goal, the researchers using the conceptual framework of Halliday and Hasan (1976) related to grammatical cohesion. The object of this research is 42 students who take online writing classes. This research uses descriptive and analytic study by assigning students to write essays. The finding from this study shows that there are 1048 grammatical cohesions used in these essays. Furthermore, another finding shows that the highest use of grammatical cohesion is reference 53.53% and conjunctions 45.80%.[43]

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[43] Trisnaningrum, Y., Alek, Hidayat, D. N. (2019). *Discourse Analysis of Grammatical Cohesion Devices in College Students" Academic Writing Essay* . IJEE (Indonesian Journal of English Education), (61), 79-90.