CHAPTER II

REVIEW OF LITERATURE

2.1 Theoritical Framework

In this chapter discuss about review the theories that related to the topic.

These theories include the concept of cohesive devices. It will be given explanation and examples to support them.

2.1.1 Cohesive Devices

The most salient phenomenon of discourse is the fact that sentences or utterances are linked together (Renkema, 2004, p.103). Two concepts used in this connectedness and texture are cohesion and coherence. There are seven criteria for textuality that a sequence of sentences must meet in order to qualify as discourse: cohesion, coherence, intentionality, acceptability, informativeness, situtionality and intertextuallity (Beaugrande, cited in Renkama 2004). Not all criteria are considered equally important in discourse studies. In discourse studies, the principal criteria that have been paid much attention for textuality like the explanation above are cohesion and coherence.

Text according to halliday and hasan (1976), text refers to any passage, both spoken and written, of whatever length, that forms a unified whole. In other words, the sentences within a text have to be related to one another to form a unity so that the text's meaning can be understood by the reader. Thus, a text is called a text if there is meaning or idea that is delivered by the author to the reader.

Halliday and Hasan stated that cohesion plays a special role in the creation of the text because it expresses the continuity that exists between one part of the text and another. They also write that the concept of cohesion is semantic one (1976: 4). It refers to relations of meaning that exist within the text, and that define it as a text. These all mean that cohesion, in helping to create a text, relate to the meaning or idea among sentences rhater than to the structure of form. Cohesion between sentences is easily seen as an aspect of language use to be developed after the ability to handle grammar and words within sentences (Cook, 1989: 4). Therefore, it can be reffered to grammatical cohesion and lexical cohesion. These are what is called cohesive ties or cohesive devices.

Cohesive devices are the tools of cohesion to create unity of meaning within a text. In the text, cohesive devices are in the form of word, utterences, phrases that exist in the text to correlate one element to the other element. Like the explanation in the previous paragraph that the concept of cohesive devices is a semantic one. It proves that cohesive devices are needed in a text to make the text meaningful, without cohesive devices the text is meaningless.

However, this study only focuses to analyze the cohesion. This study uses type of cohesion proposed by Halliday and Hasan (1976), which becomes the main theory of this research. In Halliday and Hasan point of view, the primary determinat of a text is the use of cohesive devices, where in they divide it into grammatical cohesion and lexical cohesion (Halliday and Hasan, 1976). Moreover, they put these two cohesion under several types. Grammatical consist

of reference, substitution, ellipsis, and conjuction; meanwhile lexical cohesion consist of reiteration and collocation.

2.1.1.1 Grammatical Cohesion

There have been many attempts to find the appropriate classification of grammatical cohesive devices. The aim of this subheading is to provide the reader with the categorization of grammatical patterns which the writer follows in this study. Grammatical cohesion is a cohesive tie which is shown through grammar. Halliday and Hasan (1976:6) said that grammatical cohesion means that some forms are realized through the grammar. And there are four parts in grammatical cohesion which is going to explain, those are: reference, ellipsis, substituion, and conjuction.

2.1.1.1.1 Reference

The term reference simply refers to relationship between two linguistic expressions. In the textual sense, though, reference occurs when the reader or listener has to retrieve the indentify of what is being talked about by referring to another expression in the same context. Halliday and Hasan, (1976: 31) stated that reference is a semantic relation between an element and the others in the text in which the interpretation of the element involves the act of referring to a preceding or following element. The reference is devided into two types, exophora and endophora. Exophora reference: the interpretation lies outside of the text. It is found in the context situation. Endophora reference: the interpretation lies within the text. And there are two kinds of endophora reference; they are: anaphora

reference, word referring to the other words preceding the text. And cataphora reference, word referring to the other words following the text. And there are three types of reference: personal, demonstrative, and comparative.

1) Personal reference

It is type of reference which is realized through the category of person. And it keeps track of function through the speech situation using noun pronouns like *he, him, she, her*, etc and possessive determiners like *mine, yours, his, hers,* etc.

2) Demonstrative reference

It is reference by mean of information through location using proximity references like *this*, *these*, *that*, *those*, *here*, *then* and *the*.

3) Comparative reference

It is reference by means of indentify or similarity through indirect references using adjectives like *same*, *equal*, *similar*, *different*, *else*, *better*, *more*, etc. And adverb like *so*, *such*, *similarly*, *otherwise*, etc.

2.1.1.1.2 Substitution

Substitution is the replacement of one item by another. Since substitution is on lexicogrammatical level, it is a relation in the wording rather than in the meaning. There are three general ways of substituting in a sentence: nominal, verbal, and clausal.

1) Nominal substitution

The substitute functions as a noun. The items are *one*, *ones*, and the same. For the example: my axe is too blunt. I must get a sharper *one*.

2) Verbal substitution

The substitute function as a verb. The item of verbal substitution is *do*, *does*, *did*, *done*, *doing*.

For the example: You think Dias already knows? I think everybody *does*.

3) Clausal substitution

The substitute function as a clause. What is presupposed is not an element within the clause, but an etire clause. The item are *so* and *not*. For the example: Has Aisyah left? I think *so*. It means the substitution *so* stand for (that) Aisyah has left.

2.1.1.1.3 Ellipsis

Ellipsis (zero substitution) is the omission of an item. If a things is substituted by nothing, it means that there is something left unsaid or a series of dots that usually indicates an intentional omission of a word, sentence, or whole section from a text without altering its original meaning. Depending on their context and placement in a sentence, ellipsis can also indicate an unfinished though; a leading statement, a slight pause, a mysterious, echoing voice, or a nervous or awkward silence (Mc. Cartthy, 1991:43). And there are three types of ellipsis: nominal, verbal, and clausal.

1) Nominal ellipsis

It means ellipsis within the nominal group. Halliday and Hasan (1976, p.147) stated that a nominal ellipsis took a group of nominal word. For the example: Would you like to hear another verse? I know twelve more (verse). The unsaid item after a nominal group *twelve more* is a head noun verses presupposed from the first sentence. It means that the entity (verse) has been named but it is then deleted in the second clause.

2) Verbal ellipsis

It means ellipsis within the verbal group. An elliptical group presupposes one or more words from a previous verbal group. Halliday and Hasan (1976: 162) stated that verbal ellipsis is omitting within a verbal group in the text. For the example: What have you been doing? —eating. In that example *I* have been is ommitted. Therefore, it called as verbal ellipsis. It should be *I have been eating*.

3) Clausal ellipsis

It means ellipsis within the clause. In this types of ellipsis is not a word that is omitted but a group of word or clause. For the example: has Andy done his homework? *Yes*. There are aome words or group of clause that omitted. If it is not omitted, the sentence will be, *yes*, *he has done his homework*.

2.1.1.1.4 Conjunction

Conjunction is based on the assumption that there are in the linguistic system forms of systematic relationship between sentences (Halliday and Hasan, 1976:

- 320). Conjunction consist of linker that connect sentences and clause or word to each other. The types of conjunction are:
 - 1) Additive conjunctions act to coordinate structurally or link by adding to the presupposed item like *and*, *also*, *too*, *furthermore*, *in fact*, etc or it may also act to negate the pressupposed item like *nor*, *and...not*, *either*, *neither*, etc.
 - 2) Adversative conjunction, it means to indicate contrary to expectation like *yet, though, only, but, rather,* etc.
 - 3) Causal conjunction, it expresses result, reason and purpose like so, then, for, because, for this reason, as result, thus, accordingly, therefor, etc.
 - 4) Temporal conjunction signal sequence or time. As like next, after that, until then, at the same time, at this point, finally, etc.

2.1.1.2 Lexical Cohesion

Lexical cohesion is a cohesion meaning made by vocabulary which has same meaning and suitable in the grammatical role (1967, p.318). There have been many attempts to find the appropriate classification of lexical cohesive devices. Halliday and Hasan (1976:318) state that lexical cohesion consists of reiteration and collocation.

2.1.1.2.1 Reiteration

Reiteration is a form of lexical cohesion which involves the repetition of a lexical item, at one end of the scale: the use of general word to refer back to a lexical item, at the other end of the scale: and a number of things in between-the

use of a synonym, near synonym, or superordinate (Halliday and Hasan, 1976:278). It is a general phenomenon that one lexical item refers back to another, to which it is related by having a cammon referent. And reiteration is devided into:

- 1) Synonym is different forms with one meaning. From the example: arrivecome.
- 2) Repetition is the reoccurrence of the words in the text. There are two kinds of repetition. Those are wholly repeated form and partially repeated form.
- 3) Superordinate is a word that its meaning is included in the earlier one before. It means it is the use of noun replacement to general class.
- 4) General word corresponds to major classes of lexical item. In this case that the general word can be the using of interpersonal element. For example: *Amrozi* was dead, that *terorist* was shot in Indonesia. Terosrist is general word for Amrozi.

2.1.1.2.2 Collocation

Collocation is pairs of words from the same ordered series. According to Halliday and Hasan (1976: 286) a pair of word that linked together in the same environment. In addition, a group of word or more that linked together to make repectable meaning. Halliday and Hasan (1976:286) also stated that the collocation is analyzed through the lexical relation (the relationship of a lexical item) or lexical environment. The lexical environment of any item includes not only the words that are in the same way or other related to it but also all other

words in the preceding passage. In other term collocation is analyzed by connecting one lexical item with others or lexical environment or lexical relationship. For the example: *Red cross* helicopter were in the air continuously. The *blood bank* will soon be desperately in need of *donors*.

2.2 Review of Previous Study

The previous studies about cohesive device have been done such as by Laeli (2015), Kurniati (2011), and Arlina (2015). However, none of them analyzed the cohesive device in the song text, lyric.

Laeli (2015), An analysis of lexical and grammatical cohesion on advertisements of The Jakarta Post newspaper. In this study the writer used seven texts of advertisements from The jakarta Post published in August and September 2014 as the data. The writer analysed based on Halliday and Hasan's theory. Based on the analysis, the result of this study is that the highest percentage of lexical cohesive devices is reiteration. It consist of repetition which applies in the seven texts, then superordinate which appears three times in the text 3, text 4, and text 7. General word shows once in the text 1. In contrast, the highest occurences of grammatical cohesive devices are reference and conjunction. Both of them are discovered in the seven texts. The next, ellipsis which show in the text 1. On the other hand, there are some types of cohesive devices did not find in seven text, they are collocation in lexical cohesion and substitution in the grammatical cohesion. According to the writer, although some types of cohesive devices did not find in seven texts, they did not affect the cohesiveness of the texts and the

meaning of the texts which is delivered well to the readers. The purpose of this study are to know the kinds of cohesive devices which applied in seven text of advertisements from Jakarta Post and to describe the cohesiveness of the texts of the Jakarta Post.

Kurniati (2011), Cohesive devices and coherence in the introduction sections of academic papers written by students of AWP course at English department, Airlangga University. The witers found some findings in this study. The first, the writer found that all types of cohesive devices occur in introduction sections of 32 academic papers. The order of types of cohesive devices from the most to the least is reiteration (52.59%), reference (27.21%), conjunction (19.21%), collocation (0.60%), ellipsis (0.31%), and substitution (0.08%). Other cohesive devices including verbal and clausal substitution are not found in any introduction sections. Second, lexical cohesive devices, of which the total number of the uses is 1869(53.19%), are more dominant than grammatical cohesive devices, of which the number of uses is 1645 (46.81%). Third, reiteration is the most dominant type of cohesive devices. In reiterartion, repetition is the most used subtype. Fourth, the writer found that 24 introduction sections of 32 academic papers contain inappropriate uses of cohesive devices. The inappropriate uses of cohesive devices are mostly in the use of reference and conjunction. Actually the purpose of this study are to identify types of cohesive devices that occur in the introduction sections of academic papers and also to reveal the frequency of occurences of each type of cohesive devices and to examine the influence of inapropriate uses of cohesive devices on the coherence of the introduction sections.

Arlina (2015), An analysis of cohesion ae used by john collier's in the chaser. In order to complete the study, the writer used theory of cohesion by Halliday and Hasan (1980) as the main theory. She also used the theory by Brown and Yule (1983), and also McCarthy (1985) as the supporting theory. The writer also usesd the table tp categorized the data easily and systematically, based on the grammatical and lexical theories. The writer collect the data from one of the short story by John Collier's randomly as the data. The writer found three grammatical cohesive devices are occured such as reference, substitution, and conjunction. She also found two lexical cohesion devices are occured such as reiteration and collocation. Finally, the writer found that the most frequent used is reference. Personal reference is mostly occurred from the data. For the second occurrence of the most is collocation. The other grammatical cohesion devices found in this study is conjunction. Substitution places as the third devices which are mostly occured. The writer found the least of cohesion in grammatical cohesion in the Casher is ellipsis. The other lexical cohesion devices found in this study is collocation. Reitereation places as the second devices which are mostly occured in lexical cohesion. The purpose of this study actually to find out the kind of grammatical and lexical cohesion devices occur in the short story by John Collier's and how often they occur in percentage.

Actually the previous studies above are similar to this study that is discussed about cohesive devices, but the writer has a different object. None of previous studies above analyzes the cohesive devices in a lyric of the english song. So, it urges the writer to have a study in lyric of song as a main object. This study only

concern in cohesive devices that are used in lyrics of english songs. The objective of this study are to reveal the types of cohesive device are used in Avenged Sevenfold's selected songs and also reveal the function of cohesive device in those songs.

