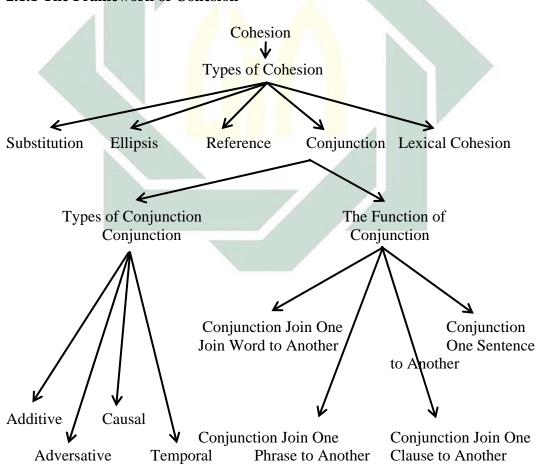
CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer explains and includes the discussion of some theories of the previous study. Related theories which have links with the study, namely cohesion, conjunction, and the functions of conjunction. The writer give brief explanation some resources that will support this study.

2.1 Theoretical Framework

2.1.1 The Framework of Cohesion



Scheme 2.1.1 The Framework of Cohesion

The scheme 2.11 the framework of cohesion took under consideration in Halliday and Hasan's book entitled "Cohesion in English" in 1976 and took under consideration in Stern's book entitled "An Outline of English Grammar with Exercises and Answer Key" in 2003.

The scheme of cohesion give some point to get easy the readers to understand about what the content in this study. Cohesion was a part of the system of a language (Halliday and Hasan, 1976:5). It means that in scope of language in which grammar and discourse are mostly integrated is in types of cohesion in texts.

The main patterns of cohesion were reference, lexical cohesion, conjunction, substitution and ellipsis (Paltridge, 2006:130). It means there are five types of cohesion has relation between some items in the text such as words, phrases and clauses, and other items such as pronouns, nouns, and conjunction.

The next way in which language also contributes to the expressed of text was through the use of conjunction. The conjunction was divisible into four types those were additive, adversative, causal, and temporal (Halliday and Hasan, 1976:238). It means those are different acts and have different meanings so, there are some categories for expressed those acts.

The writer also explains the functions of conjunction that is appropriate with the types of conjunction which has been explained before. Stern argued, the function of conjunction is to join any of the following language units such as word, clause, sentence, and phrase to another (2003:101). It means the function of conjunction can distinguishable become some categories have a meaning if the conjunction join with words, sentences, clauses, and phrases.

2.1.2 Cohesion

The concept of cohesion was a semantic, it refers to relations of meaning that existed within the text, and that defined it was a text (Halliday and Hasan, 1976:4). It means relation of meaning that exists within the text and that defined it as a text. Cohesion consider as semantic relations between clauses and the ways this expressed through the use of conjunctions.

A further aspect of cohesion was the ways in which words such as "one" and "do" were use to substitute for other words in a text (substitution) and the ways in which words or phrases were left out, or ellipsed, from a text (ellipsis) (Paltridge, 2006:131). It means that cohesion is shows the ways in other aspect of words in text of substitution and words in text of ellipsis.

2.1.3 Conjunction

McCarthy argued, a conjunction does not set off a search backward or forward for its referent, but it does presuppose a textual sequence, and signals a relationship between segments of the discourse (1991:46). It means a conjunction includes relationship between words, sentences, clauses, and phrases that join with a textual sequence and signals and also have a meaning as conjunctive in a sentence.

Mahendra thought, a conjunction is a way of linking different parts of text to create cohesiveness. Cohesiveness was demanding to learn and use conjunctions correctly in a foreign language (2013:2). It means conjunctions refer to the way used to create cohesiveness in different parts of text become correctly language.

Conjunction as described by Bloor and Bloor (1995:98) in Hameed (2008:92) acts as a cohesive tie between clauses or sections of text in such a way as to demonstrate a meaningful pattern between them, though Halliday and Hasan (1976:227) indicate that conjunctive relations are not tied to any particular sequence in the expression. It clearly shows that conjunctive relations has a meaningful pattern in some situation for expressed of conjunction act in clear context.

By explanation above show the relation of conjunction between two clauses have meaning in one sentence and there are no relation of any particular sequence in the expression in conjunctive relation.

Christariana argued, the different types of conjunctive relations that enter into cohesion are not the same as the elementary logical relations that are expressed through the structural medium of coordination (2013:4). It means represent the generalized types of connection that its recognize as holding between sentences. It means that is the phenomena of conjunctive relations which can be grouped into four categories that may occur in either internal or external context. Through Halliday and Hasan, there were four types of conjunction: additive, adversative, causal, and temporal (1974:238).

The first type of conjunction is additive. The additive conjunction acts to structurally coordinate or link by adding to the presupposed item. The additive relation was somewhat which was different from coordination appropriate, although it was no doubt derivable from coordination appropriate which could be seen from (Halliday and Hasan, 1976:244). Although additive indicates something rather looser and less structural than what it meant by coordinate. The reason was a coordinate pair function as a single unit. It means additive relation is expression as link by adding to the proper item with purpose to get understanding to a sentence.

Examples for additive relation included, *and*, *or*, *more ever*, *likewise*, *furthermore*, *beside that*, *on the other hand*, *for example*, *thus*,etc. (Halliday and Hasan, 1976:242). There are some words, sentence, clause, and phrase that join with conjunction which classified as additive in short story "Little Annie's Ramble" by Nathaniel Hawthorne (2015) one other thing is:

the data above, the conjunction *and* was simple form of additive relation, because *and* used alone as a cohesive item. In the additive relation *and* used cohesively as conjunction and it was not main point to purpose of textual cohesion, it also explained by Halliday and Hasan, when we were considering cohesion relation, we can group together under the heading additive both of the two types that appeared structurally in the form of coordination the *and* type and the *or* type. The distinction between these two was not of primary significance of purpose of textual cohesion, and in any case it was not the same distinction as that which was

[&]quot;The town crier has rung his bell, at a distant corner, *and* little Annie stands on her father's doorsteps, trying to hear what the man with the loud voice is talking about" (Hawthorne, 2015:1).

find between them in coordination (1976:244). It clearly shows the additive relation *and* as conjunction but is not the main item as purpose of textual cohesion.

The second type is adversative. The adversative was contrary to expectation as the basic meaning of the adversative relation derived from the content of what is being said or from the communication process, and the speaker-hearer situation. The adversative conjunction acts to indicated"contrary to expectation" (Halliday and Hasan, 1976:250). It means, the adversative has word as adversative relation to used for give contrary meaning in the sentences or clauses or phrases or words in any situation that doing by speaker and hearer.

Examples for adversative type was characterize by such conjunctions as *yet, through, only, but, however, nevertheless, in fact, actually, instead, rather, anyhow*, etc (Halliday and Hasan, 1976:242). There are some words, sentences, clauses, and phrases that join with conjunction which classified as adversative in short story "Little Annie's Ramble" by Nathaniel Hawthorne (2015) one other thing is:

"Is not little Annie afraid of such a tumult? No; she does not even shrink closer to my side, *but* passes on with fearless confidence, a happy child a midst a great throng of grown people, who pay the same reverence to her infancy, that they would to extreme old age" (Hawthorne, 2015:1).

the data above, the adversative relation can visible from *but* as conjunction that join in the sentence above. The conjunction *but* above shows contrary with her feeling of fact situation and *but* included as simple form of adversative, while Halliday and Hasan argued, wheres *yet* and *but* are normally spoken as "reduced" syllables and become tonal only for purposes of contrast (1976:230). It means *but* which can used as shorthand in the logical meaning that show the appropriate purpose.

The third type of conjunction is causal. The distinction between the external and internal types of cohesion tended to be a little less in the context of causal relations than in the other contexts, because the idea of cause already involved some degrees of interpretation by the speaker. The causal conjunction expressed "result, reason and purpose" (Halliday and Hasan, 1976:256). It means, the causal relation has meaning result, reason and purpose if join with sentences, clauses, phrases, and words. So, interpretation of the speaker and hearer become proper.

Examples for causal relation expressed by conjunction such as *so, then, for, because, as a result, therefor, in that case, otherwise, for this reason, in this end*, etc (Halliday and Hasan, 1976:243). There are some words, sentence, clause, and phrase that join with conjunction which classified as causal in short story "Little Annie's Ramble" by Nathaniel Hawthorne (2015) one other thing is:

"But where would Annie find a partner? Some have the gout in their toes, or the rheumatism in their joints; some are stiff with age; some feeble with disease; some are *so* lean that their bones would rattle, and others of such ponderous size that their agility would crack the flag-stones; but many, many have leaden feet, *because* their hearts are far heavier than lead" (Hawthorne, 2015:2)

the data above show the result and reason of the sentence above. The conjunction *so* and *because* become signal that is deciphrable as result and reason if *so* and *because* join in sentences, phrases, clauses, and words.

The last conjunction type is temporal. The temporal and links which expressed signaling sequence or time (Halliday and Hasan, 1976:261). It means the temporal relations are the relations between two successive sentences and these relation in external terms as content may be simply one of the sequences in time and the one is subsequent to the other.

Examples for temporal included the sense of conclusiveness by such items as *next, after that, finally, before that, at least, secondly, at once, up to now, at this point, to resume*, etc (Halliday and Hasan, 1976:243). There are some words, sentence, clause, and phrase that join with conjunction which classified as temporal in short story "Little Annie's Ramble" by Nathaniel Hawthorne (2015) one other thing is:

"See how he uplifts the bell in his right hand, and shakes it slowly at first, *then* with a hurried motion, till the clapper seems to strike both sides *at once*, and the sounds are scattered forth in quick succession, far and near" (Hawthorne, 2015:5).

the data above show *then* as simple form of temporal relation and *at once* as complex form of temporal relation. The conjunction *then* has a meaning sequential and *at once* has a meaning immediate.

Through Halliday and Hasan, the temporal relation may be made specific by the presence of an additional component in the meaning, as well as that of succession in time. So, for example, we may have *then* + immediately (*at once, thereupon, on which*) (1976:261). It means, if *then* and *at once* in one sentence can coherent because both have a contrast meaning of in time and become a proper sentence if join with words, clauses, phrases and sentences that appropriate.

2.1.4 The Functions of Conjunction

The conjunctions is often used to choose between putting the conjoined clause of headed by the conjunction first and putting it second in ending of a sentence, because the beginning of the sentence is clearly to know the purpose of a sentence. So, the writer made choice to explain the functions of conjunction that is appropriate with the types of conjunction which has been explained before.

Based on Stern, the functions of conjunction is to join any of the following language units such as word, clause, sentence, and phrase to another (2003:101). It means the functions of conjunction can distinguishable become some categories which have a meaning if a conjunction join with words, sentences, clauses, and phrases. The categories from the functions of conjunctions explainable like the examples as follow:

a) Conjunction joins one word to another

From data source: Red and blue (Hawthorne, 2015:3)

b) Conjunction joins one clause to another

From data source: Which many children feel, and which I felt in my

childhood (Hawthorne, 2015:1)

c) Conjunction joins one sentence to another

From data source: He is thinking of his voyages on an iceberg, and of

his comfortable home in the vicinity of the north

pole, and of the little cubs whom he left rolling in

the eternal snows (Hawthorne, 2015:5)

d) Conjunction joins one phrase to another

From data source: Oh! he is telling the people that an elephant, *and* a lion, *and* a royal tiger, *and* a horse with horns, *and* other strange beasts from foreign countries

(Hawthorne, 2015:1)

the data above show the examples of each categories from the functions of conjunction. Besides, the functions of conjunction has different meaning if the conjunction join with words, sentences, clauses, and phrases because every conjunction has different meaning in the respect of the functions of the conjunction itself.

2.2 Review of Previous Studies

To enrich our knowledge about linguistic field, the writer reviewed the previous study who conducted a research about the cohesive device especially the conjunction. The first study entitled "A Noncombinatorial Approach for Efficient Conjunction Analysis" which is made by Michael Mercurio (2014). The study of Michael Mercurio focused on reducing the number of object pairs to be researched. Michael Mercurio used conjunction analysis as his research method.

The second study was "The Effect of Language of Instruction on Comprehension Conjunction" conducted by Amy L. Moore (2012). This research focused on the effect of comprehension conjunction of bilingual explanation. The aimed to determine of a bilingual explanation of conjunctions results in better comprehension that an explanation in English only for dual language learners reading an English language text. Four bilingual third grade students on the communities of Longmont and Boulder it was an object of this research.

Next study entitled "Conjunctions and The Grammatical Agreement" conducted by Heidi Lorimor (2008). The research focused on the factors of producing agreement that using proof from conjoined subjects in English and Lebanese Arabic. The researcher used object of American English sentences from World Wide Web explained that speakers often produce singular verbs with conjoined subject in his research.

Another study has been created by M. Teresa Solias i Aris (1991) entitled "The Category of The Conjunction in Categorial Grammar". The research focused on the categorial types for conjunction inside of categorial grammar formalism. The aimed of this study is to find a category for conjunction that allows the grammar formalism to account for natural language phenomena and explore the categorial type for conjunctions is proposed which can account for those characteristic.

The different study between this study and previous research is this study focused to find out the types of conjunctions which appears in little Annie's ramble short story and the functions of conjunction used in little Annie's ramble short story which is purposes to know various of conjunction and to know the functions of conjunction if the conjunction to join with words, clauses, phrases, and sentences in "Little Annie's Ramble" short story by Nathaniel Hawthorne (2015). The writer only used a short story as object in her research, it was different with the previous study which used a novel, four bilingual third grade students on the communities of Longmont and Boulder, and used object of American English sentences from World Wide Web in their research. Another differentiation, this study focused on the conjunction especially the types and the functions of conjunction. Meanwhile, the previous study focused on the effect of comprehension conjunction of bilingual explanation, the factors of producing agreement that using, and conjunction analysis.

The significance of those differences in this study was to readers a better understanding of various types of the conjunction and the functions of conjunction and also the writer hopes this research can give benefit to lot of people.

