CHAPTER II

REVIEW OF LITERATURE

In this chapter, the writer would like to 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 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 words, utterances, phrases that exist in the text to correlate one element to the other element. The concept of cohesive devices is a semantic one; it refers to relations of meaning that exist within the text. and that define it as a text. It proves that cohesive devices are needed in a text to make it meaningful. Without cohesive devices, the text is meaningless.

According to Muslimah (2007) "Cohesive devices are certain words or phrases and their location within the discourse will activate a set of assumptions as to the meaning of what has gone beforehand or will generate a set of expectations to what may follow". From this opinion can be conclude that how important cohesive device in forming a meaning in sentence.

Some studies in analyzing cohesive devices are done by the experts. Halliday and Hasan (1976) and De Beaugrande are the two experts in cohesive devices study. The theory of Halliday and Hasan is shown in Figure 2.1.

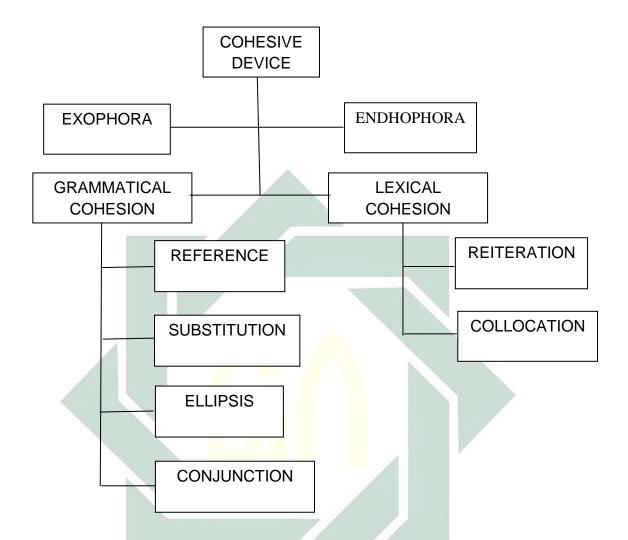


Figure 2.1 The Diagram of Halliday and Hasan's Theory of Cohesive Devices.

Based on figure 2.1 on Halliday and Hasan's theory, cohesive devices are divided into two characteristics: endophora (refers to textual meaning) and exophora (refers to situational meaning). Endophora has two kinds; they are anaphora and cataphora in which anaphora is if the relation presupposes something that has gone before, while cataphora is when a relation is presupposed by something in the following part. Halliday and Hasan also say that cohesive

devices are divided into two types; that are grammatical cohesion and lexical cohesion. Grammatical cohesion consists of four kinds, namely reference, substitution, ellipsis, and conjunction, whereas lexical cohesion consists of two kinds, namely reiteration and collocation.

2.1.1 Grammatical Cohesion

A cohesive tie which is shown through grammar is called as grammatical cohesion. Grammatical cohesions are forms of cohesion realized through grammar (Halliday and Hasan, 1976: 6). Grammatical cohesion is divided into four kinds, they are reference, substitution, ellipsis, and conjunction that will explained below.

A. Reference

Halliday and Hasan state 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. Further, they differentiate the reference into two parts; they are exophoric reference which refers to situational reference and endophoric reference which refers to textual reference.

Halliday and Hasan (1976: 37) classify reference into three types, they are: personal, demonstrative, and comparative. Personal reference is reference by means of function in the speech situation, through the category of person. The category of personal consists of three classes of personal pronouns, possessive determiners (usually called "possessive adjectives"), and possessive pronouns.

The examples of personal reference are: I, me, my, mine, you, your, yours, we, us, our, ours, he, him, his, they, their, theirs, them, one, one's, it, its, she, her, hers.

Demonstrative reference is reference by means of location, on a scale of proximity (near, far, neutral, time), e.g. this, these, that, those, here, now, then, there, and the. Comparative reference is indirect reference by means of identity or similarity, e.g. same, equal, identical, identically, such, similar, so, similarly, likewise, other, different, else, differently, otherwise, more, fewer, less, further, additional, so+ quantifier (e.g. so many), better, comparative adjectives, and adverbs, etc.

The explanation above will be firmed by the examples as follows.

1. We're going to the party tonight. *This*'ll be our second outing for month (demonstrative reference).

The pronoun "this" presuppose to the word "we're going to the party tonight".

- 2. It's the *same* cat as the one we saw yesterday (comparative reference). Comparative reference is used in that sentence namely the word "same" to point forward to the referent "the one we say yesterday".
 - 3. There was a brief note from Susan. *She* just said, *I* am not coming home this weekend (personal reference).

The pronoun "she" and "I" presuppose the proper name "Susan" in the preceding Sentence.

B. Substitution

Substitution is the replacement of one item by another in a text. It is a relation between linguistic items, such as words, phrases, and clauses. Substitution

is a relation in the wording rather than in the meaning. In terms of the linguistic system, substitution is a relation on the lexicogrammatical level, the level of grammar and vocabulary, or linguistic form (Halliday and Hasan, 1976: 88-89).

There are three types of substitution, that are: nominal (one, ones, same), verbal (do), and clausal (so, not) substitution. The substitute one/ ones in nominal always functions as a Head of a nominal group. The verbal substitute is "do", and it functions as head of a verbal group. Some examples below support the explanation above:

- I lost my way in the galleries. The same thing happened to me.
 (Nominal Substitution).
 - The meaning of the second sentence is "I also lost my way in the galleries" (Halliday and Hasan, 1976: 109).
- 2. Thought I'd finished with the toughest assignments. They didn't tell me about this *one*. (Nominal Substitution).
- 3. I don't know the meaning of half those long words, and, what's more, I don't believe you *do* either. (Verbal Substitution).
 - "Do" in this sentence substitutes for "know the meaning of half those long words" (Haliday and Hasan, 4976: 112).
- 4. Everyone seems to think he's guilty. If *so*, no doubt he'll offer to resign. (Clausal Substitution).
 - "So" in this sentence substitutes for "he is guilty" (Haliday and Hasan, 1976: 134).

C. Ellipsis

Ellipsis is used to indicate omission of part of a quotation. Ellipsis is used to replace words omitted from the middle of a quoted sentence (Paul and Goione: 263-264). Ellipsis consists of three parts namely nominal, verbal, and clausal ellipsis.

Nominal ellipsis means ellipsis within the nominal group. Nominal ellipsis involves the upgrading of a word functioning as deictic, numerative, epithet, or classifier from the status of modifier to the status of head. Verbal ellipsis means ellipsis within the verbal group. Clausal ellipsis has a two-part structure consisting of modal element plus propositional element. The examples of ellipsis:

- 1. How did you enjoy the exhibition? *A lot* (of the exhibition) was very good, though not all. (Nominal Ellipsis).
 - The "of the exhibition" on the parenthesis above is actually omitted from the sentence. Some words are omitted, but it can be understood.
- 2. What have you been doing? *swimming*. (Verbal Ellipsis).
 - "I have been" is omitted. Therefore, it called as verbal ellipsis. It should be "I have been swimming".
- What was the Duke going to do? *Plant* a row of poplars in the park.
 (Clausal Ellipsis).
 - In the answer, the modal element is omitted: the subject "Duke" and, within the verbal group, the finite operator "was".

D. Conjunction

Halliday and Hasan (1976: 303) state that conjunction is on the borderline of the grammatical and lexical cohesion. It means that the set of conjunctive elements can probably be interpreted grammatically in terms of systems, but such an interpretation involves lexical selection in terms of meaning. Conjunction consists of five categories: additive, adversative, causal, temporal, and other conjunction.

Additive conjunction is expressed by the words and, and also, nor, and...not, or, or else, furthermore, in addition, besides, alternatively, incidentally, by the way, that is, I mean, in other words, for instance, thus, likewise, similarly, in the same way, on the other hand, by contrast, etc.

Adversative relation which means contrary to expectation covers some words include yet, though, only, but, however, nevertheless, despite this, in fact, actually, as a mater of fact, at the same time, instead, rather, on the contrary, at least, rather, I mean, in any case, in either case, which ever way it is, anyhow, at any rate, however it is, etc.

The causal relation consists of the words so, then, hence, therefore, consequently, because of this, for this reason, on account of this, as a result, in consequence, for this purpose, with this in mind, for, because, it follows, on this basis, arising out of this, to this end, in that case, in such an event, that being so, under the circumstances, otherwise, under other circumstances, in this respect, in this regard, with reference to this, otherwise, in the other respect, aside from this, etc.

Temporal conjunction includes then, next, after that, just then, at the same time, previously, before that, finally, at last, first...then, at first...in the end, at once, thereupon, soon, after a time, next time, on other occasion, next day, an hour later, meanwhile, until then, at this moment, up to now, etc.

The example of each:

- 1. And in all this time he met no one. (Additive).
- 2. Yet he was hardly aware of being tired. (Adversative).
- 3. So by night time the valley was far below him. (Causal).
- 4. Then, as dusk fell, he sat down to rest. (Temporal).

2.1.2 Lexical Cohesion

Crystal (1995: 118) state that to study the lexicon of English, accordingly, is to study all aspects of the vocabulary of the language- how words are formed, how they have developed over time, how they are used now, how they relate in meaning to each other, and how they are handled in dictionaries and other word books. There are two kinds of lexical cohesion namely reiteration and collocation. Reiteration consists of repetition, synonym, hyponym, metonym, and antonym. All those kinds are explained below.

A. Reiteration

Reiteration is a form of lexical cohesion which involves the repetition of a lexical item, the use of a general word to refer back to a lexical item, and a number of things in between the use of synonym, near-synonym, or superordinate.

There are five kinds of reiteration; they are repetition, synonym, hyponym, metonym, and antonym.

1. Repetition

Repetition is the act of repeating exactly the same word as has been mentioned before.

Example:

1. There's a *boy* climbing that tree.

The boy's going to fall if he's not careful (repetition of "boy").

2. Synonym

Synonym is lexeme which has the same meaning, a definition which sounds straight forward enough (Crystal, 1995: 164). Synonym deals with sameness of meaning, more than one word having the same meaning, or alternatively the same meaning being expressed by more than one word (Jackson, 1988: 64). Synonym is an expression with the same meaning of the words.

Example:

1. There's a *boy* climbing that tree.

The *lad's* going to fall if he's not careful. (Synonym).

3. Hyponym

Hyponym refers to the hierarchical relationship between the meanings of lexemes, in which the meaning of one lexeme is included in (under) the meaning of another lexeme (Jackson, 1988: 65). Hyponym is a subordinate, specific terms

whose referent is included in the referent of a superordinate term (Finegan, 2004:189).

Example:

My mother was in supermarket for *fruit*. She bought a fresh *apple*.
 Apple is hyponym (subordinate) of the fruit (fruit is superordinate).

4. Metonym

Metonym is a relationship of part versus whole.

Example:

1. After a hard storm two days ago, the leaking *roofs* need to be repaired. However, the *house* is in good condition.

The relationship between roofs and house is between part and whole.

5. Antonym

Antonym deals with oppositeness of meaning, words with opposite meaning of various kinds (Jackson, 1988: 64). Antonym is words which are in some sense opposite in meaning.

Example:

1. In that terrible situation, the *old* people did not want to take a risk. But the *young* were braver.

B. Collocation

Collocation deals with the relationship between word on the basis of the fact that these words often occur in the same surroundings or are associated with each other (Renkema, 1993: 39). Jackson (1988: 97) explains that collocation

refers to the combination of words that have a certain mutual expectancy; the words regularly keep company with certain other words. The examples are such as: fish...water, orchid....fragrant....flower, hospital....doctor....blood, etc.

2.1.3 The Movie: The Miracle Worker

The miracle worker movie is a movie produced by Fred Coe that published in United States in 1962. It is an American biographical film directed by Paul Aaron. It is based on the life of Helen Keller and Annie Sullivan's struggles to teach her. The 1979 film starred The Patty Duke Show actress Patty Duke (who played Helen Keller in the original 1962 film, for which she won the Oscar) as Annie Sullivan and also starred Little House on the Prairie actress Melissa Gilbert as Helen Keller.

This movie tells about young Helen Keller, she is a blind, deaf, and mute girl. it is in danger of being sent to an institution. Her inability to communicate has left her frustrated and violent. In desperation, her parents seek help from the Perkins Institute, which sends them a "half-blind Yankee schoolgirl" named Annie Sullivan to tutor their daughter. Through persistence and love, and sheer stubbornness, Annie breaks through Helen's walls of silence and darkness and teaches her to communicate. Because of the Annie's struggle, finally Hellen able to communicate with the other people use sign language.