











**Excerpt 6** (20/3/38)

As a young girl his daughter had used to take up the challenge and hotly defend the person who had displeased *or* disappointed her father. (Willa Cather, 1929, page 3)

The sentence above shows that *or* here indicates new contrasting information with old information.

**4.1.1.3 Substitution**

Substitution is kind of formal link that the word like *do* or *so* substitutes for a word or group of words which have appeared in an earlier sentence. This is the third highest kind of formal links used in “*Double Birthday*” short story. There are 7 data out of 67 data or 10% of the total. They are data (21/4/8), (22/4/20), (47/13/4), (50/14/19), (55/16/20), (62/19/17), and (65/20/38). Here the writer takes three data to be discussed.

**Excerpt 7** (21/4/8)

"Oh, did you really? I haven't seen him for years, not since the war. How was he looking? Shabby?"

"Not so shabby as he ought to. That fellow's likely to be in want one of these days."

"I'm afraid *so*," Mrs. Parmenter sighed. "But I believe he would be rather plucky about it." (Willa Cather, 1929, page 4)

Here “*so*” substitutes the underlined sentence that has appeared earlier. It substitutes the arguments about someone who hasn't seen for years and guess it what he looks like. In this case, word “*so*” substitutes a group of words or sentences. Another example of substitution can be found in excerpt 8.

**Excerpt 8** (22/4/20)

"Can he be as old as that? Yes, I suppose so. When we were both at Mrs. Sterrett's, in Rome, I was fifteen, and he must have been about thirty." (Willa Cather, 1929, page 4)

Here “so” substitutes the word that has appeared earlier. It substitutes the questions “Can he be as old as that?”. Another example of substitution can be found in next excerpt.

**Excerpt 9** (55/16/20)

"And we were always going to run away to Russia together, and now there is no Russia. Everything has changed but you, Mrs. Parmenter." "Wish I could think so. (Willa Cather, 1929, page 16)

Here “so” substitutes the sentences that appeared earlier. It substitutes the declaration about everything that has changed but not Mrs. Parmenter. In this case, word “so” substitutes a statement, “And we were always going to run away to Russia together, and now there is no Russia. Everything has changed but you, Mrs. Parmenter”.

**4.1.1.4 Repetition**

Repetition is kind of formal link that repeating words in order to give stressing. Repetition of words can create the same sort of chain as pronouns, and there are sometimes good reasons for preferring it. Repetition of a key term or phrase in the text helps to focus your ideas and to keep your reader/listener on track. Repetition in “*Double Birthday*” short story only has 6 data out of 67 data or 9% of the total. They are data (2/1/3), (9/2/24), (14/3/3), (25/5/31), (44/11/23), and (56/17/2). Here the writer takes three data to be discussed.

**Excerpt 10** (56/17/2)

The library opened directly into the hall; he couldn't help overhearing his daughter, and he disliked her free and unreprouchful tone with this man who was young *when he should be* old, single *when he should be* married and penniless *when he should be* well fixed. (Willa Cather, 1929, page 17)

Here the clauses are linked through the repetition of “*when he should be*” and their meanings are synonymous that he thinks still young rather than being old. The first clause is about young that should be old, second is about single that should be married, and third is about penniless that should be well fixed. Another example of repetition can be found in excerpt 11.

**Excerpt 11** (9/2/24)

He was really a sympathetic man, and though so stern of manner, he had deep affections; was fiercely loyal to *old* friends, *old* families, and *old* ideals. (Willa Cather, 1929, page 2)

Here the word “*old*” is repeated and their meanings are synonymous that someone was fiercely loyal to old friends, old families, and old ideals. Another example of repetition can be found in excerpt 12.

**Excerpt 12** (14/3/3)

Their bringing-up was wrong; August had *too* free a hand, he was *too* proud of his five handsome boys, and *too* conceited. (Willa Cather, 1929, page 3)

The word “*too*” in the sentence above is repeating because of August's bringing-up was wrong. He had too free a hand means let the boys and ignore them, he was too proud means because the boys handsome, and he was too conceited means with a highly arrogance.





**Excerpt 14** (38/10/4)

She *came* to lunch with them again and again, because she *liked* the boys, and she *thought* the house magnificent. The Doctor *observed* her narrowly all the while. Clearly she had no ambition, no purpose; she *sang* to be agreeable. She was not very intelligent, but she had a kind of personal warmth that, to his way of thinking, was much better than brains. He *took* her over to his office and *poked* and *pounded* her. When he had finished his examination, he *stood* before the foolish, happy young thing and *inclined* his head in his peculiar fashion. (Willa Cather, 1929, page 10)

From the previous discourse, we can see that the verbs (*came*, *liked*, and *thought*,) are all in the simple past since the verbs refer to the woman who as usual come to lunch with them again and again in the past and verbs (*observed*, *sang*, *took*, *poked*, *pounded*, *stood*, and *inclined*) are all in the simple past since the verbs refer to the Doctor that excited and observed the woman. Another example of verb form can be found in the next excerpt.

**Excerpt 15** (49/13/25)

The *tortured* man *looked* up through the linden branches at the blue arch that never answers. As he *looked*, his face *relaxed*, his breathing *grew* regular. His eyes were *caught* by puffy white clouds like the cherub-heads in Raphael's pictures, and something within him *seemed* to rise and travel with those clouds. (Willa Cather, 1929, page 13)

The paragraph above, we can see that the verbs (*tortured*, *looked*, *relaxed*, *grew*, *caught*, and *seemed*) are all in the simple past since the verbs describing the man who extremely stressed. There seems to be a formal connection between them, a way in the first tense conditions all the others.















**Excerpt 24** (21/4/8)

"Oh, did you really? I haven't seen him for years, not since the war. How was he looking? Shabby?"

"Not so shabby as he ought to. That fellow's likely to be in want one of these days."

"I'm afraid *so*," Mrs. Parmenter sighed. "But I believe he would be rather plucky about it." (Willa Cather, 1929, page 4)

From the conversation above, it can be simplified that *so* is substitution of That fellow's likely to be in want one of these days. The substitution here makes the sentence "I'm afraid *so*," more efficient. If the sentence not efficient, it will be "I'm afraid that fellow's likely to be in want one of these days."

**2.1.2.3 Giving Cause and Effect**

This function occurs when conjunction like (*so, because, consequently, for this reason, etc.*) appeared. This function comes as the second highest functions of formal links in "Double Birthday" short story. There are 9 data out of 67 data or 13% of the total. They are data (4/1/9), (24/5/30), (28/6/37), (32/8/27), (33/8/37), (36/9/27), (37/9/34), (66/21/15), and (67/23/19).

**Excerpt 25** (24/5/30)

He was delighted to have a home again, to unpack his own furniture and his books and pictures — the most valuable in the world to him, *because* they were full of his own history and that of his family, were like part of his own personality. (Willa Cather, 1929, page 5)

The word *because* in the paragraph above show cause & effect function. The cause is "*they were full of his own history and that of his family, were like part of his own personality.*" And the effect is "*He was*











**Excerpt 36** (8/2/20)

"Certainly, certainly." The Judge *spoke* up quickly and for the first time *looked* Albert squarely in the eye. "Don't *give* him any of that bootleg stuff. I can *find* something in my cellar. *Come* out to-morrow night after eight, with a gripsack of some sort. Very glad to *help* you out, Albert. Glad the old fellow *holds* up so well. Thank'ee, Albert," as Engelhardt *swung* the heavy door open and held it for him to pass. (Willa Cather, 1929, page 2)

From the paragraph above, there are two different verb forms because there are monologue and dialogue in this paragraph. First is monologue, we can see that the verbs (*spoke, looked, and swung*) are all in the simple past since the verbs refer to what activity that already done in the past. The first verb *spoke* influences and limits the next verb in past verb form.

Second is dialogue, we can see that the verbs (*give, find, come, help, and holds*) are all in simple present since the verbs refers to a conversation between Albert and Judge Hammersley in "Double Birthday" short story. The first verb *give* influences and limits the next verb in present verb form. Another example of influencing and limiting verbs function can be found in excerpt 37.

**Excerpt 37** (38/10/4)

She *came* to lunch with them again and again, because she *liked* the boys, and she *thought* the house magnificent. The Doctor *observed* her narrowly all the while. Clearly she had no ambition, no purpose; she *sang* to be agreeable. She was not very intelligent, but she had a kind of personal warmth that, to his way of thinking, was much better than brains. He *took* her over to his office and *poked* and *pounded* her. When he had finished his examination, he *stood* before the foolish, happy young thing and *inclined* his head in his peculiar fashion. (Willa Cather, 1929, page 10)





**Excerpt 39** (3/1/5)

EVEN IN American cities, which seem so much alike, where people seem all to be living the same lives, striving for the same things, thinking the same thoughts, *there are* still individuals a little out *of* tune with the times — *there are* still survivals *of* a past more loosely woven, *there are* disconcerting beginnings *of* a future yet unforeseen. (Willa Cather, 1929, page 1)

The paragraph above employs parallelism to link clauses as there is a repeated grammatical structure (*there are ... of ...*). The form of clauses is connected because the repeated (*there are ... of ...*) to another. It connects and become one good paragraph to understand. Another example of connecting clause function can be found in excerpt 40.

**Excerpt 40** (16/3/13)

Judge Hammersley didn't see how Albert could hold his head up. He had some small job in the County Clerk's office, was dependent upon it, had nothing else but the poor little house on the South Side where he lived with his old uncle. The county took care of him for the sake of his father, who had been a gallant officer in the Civil War, and afterward a public-spirited citizen and a generous employer of labor. (Willa Cather, 1929, page 3)

The above sentences are connected as they reveal the same meaning that Albert could hold his head up.

**4.1.2.9 Adding More Information**

This function occurs when conjunction such as (*furthermore, in addition, moreover, etc.*). This function comes as the lowest number in “*Double Birthday*” short story. This function occurs once out of 67 data or 2% of the total.

**Excerpt 41** (40/10/19)

She thought it was lovely of him, but she was very fond of her classmates, and she wanted to graduate with her class next year. **Moreover**, she had just been given a choir position in one of the biggest churches in Pittsburgh, though she was still a schoolgirl; she was going to have money and pretty clothes for the first time in her life and wouldn't miss it all for anything. (Willa Cather, 1929, page 10)

The paragraph above shows that **moreover** here adds more information to what has already been said. It tells about a person who fond of her classmates in the first sentences. Then, more information given in the next sentence with a conjunction, that is "**moreover**".

**4.2 Discussions**

Based on the description of the findings above, there are several things that can be noted down. It will be arranged based on the findings of each research problem.

For the first research problem, the writer found and described 24 anaphoric referring expressions, 20 conjunctions, 7 substitutions, 6 repetitions, 4 verbs from, 2 cataphoric referring expressions, 2 ellipses, 1 grammatical parallelism, and 1 semantic parallelism. The findings showed that anaphoric referring expression is mostly used in "*Double Birthday*" short story. It reaches the highest number with 24 data out of 67 data or 36% of all the kinds. The second highest number is conjunction with the total data of 20 out of 67 data or 30% of the total kinds of formal links.

After the writer describes all kinds of formal links that occurs in "*Double Birthday*" short story, the writer can tell that referring expressions are completely

important to give pronouns that refer to identity of someone or something. Referring expressions help and guide the reader to understand the author means from the short story. The writer finds that every paragraph in the short story used referring expression to give pronoun to characters of short story. Likewise, conjunction also appears in the short story into order to join sentence elements such as words, phrases, or clauses, or even sentences.

The present study shares one important finding with the previous study by Maharlika, (2010) "*An Analysis of Formal Links Used in the English Translation of Shahih Bukhari*" that is referring expression as the most dominant formal links used. Referring expression is mostly used in every hadith, since the content in that hadith is pronouns that refer to someone or something. Sahih Bukhari is a collection of sayings and deeds of Prophet Muhammad (pbuh), the reports of the Prophet's sayings and deeds are called ahadith. In Maharlika, she chooses Shahih Bukhari because there is very rich of formal links. It indicated by using a kind of formal links, for example the use of referring expression "he" that refers to Prophet Muhammad because the hadiths are from the Prophet that narrated by others.

This present study has difference with the previous study by Kulsum, (2008) "*Study of Formal Links used in English Reading Texts of National Examination of Senior High School (2007 edition)*". It has different finding that repetition as the most dominant formal link used. Repetition is mostly used in every passage. In this research, repetition is the most dominant because there is a passage tells about the making of chocolate that the word "chocolate" and "beans"

are repeated many times rather than refers to a pronoun. English reading texts of national examination of senior high school need to be comprehended well, that is why many repetitions are used in every passage.

Based on the findings of the second research problem about the functions of formal links, the writer found and described 26 indicating reference pronouns, 9 giving cause and effect, 9 being efficient, 6 stressing points, 5 contrasting information, 5 illustrating terms of time, 4 influencing and limiting verbs, 2 connecting clause, and 1 adding more information. The findings showed that indicating reference pronoun is the dominant function among other functions of formal links in “*Double Birthday*” short story. It reaches the highest number with 26 data out of 67 data or 39% of all the functions.

To sum up, indicating reference pronoun is mostly used in “*Double Birthday*” short story. It is clear that pronouns save us from repeating the identity that already given again and again. In the short story, many characters explained well using referring expression as well as pronoun. There are formal connections between the discourses that become link which makes easier to understand.