AN ANALYSIS OF GRAMMATICAL COHESION IN SHORT STORY ENTITLED "A NEW ENGLAND NUN" BY MARY E. WILKINS FREEMAN

A THESIS

Submitted as partial fulfillment of the requirements for the Sarjana Degree
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i

DECLARATION

This thesis contains materials which have been accepted for the award of Sarjana Degree of English Department Faculty of letters and Humanities UIN Sunan Ampel Surabaya entitled *An Analysis of Grammatical Cohesion in Short Story Entitled "A New England Nun" by Mary E. Wilkins Freeman* is truly my original work. For the best of my knowledge and belief, it contains no material previously published or written by other persons except where due reference is made in the text of the thesis.

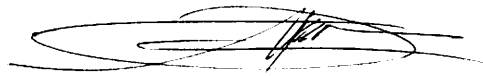Surabaya, June 09th 2015

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v

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TABLE OF CONTENTS

ABSTRACT

Zulianto, Roni Ardian, 2015. *An Analysis of Grammatical Cohesion in Short Story Entitled "A New England Nun" by Marry E. Wilkins Freeman.* Thesis, English department, faculty of letters and humanities, the State Islamic University Sunan Ampel Surabaya.

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Key words: cohesion, grammatical cohesion, reference, substitution, ellipsis, conjunction.

Cohesion is a relation where an element is depend on another element in the text. Cohesion device is divided into two types which all of its types are used to related word, phrase and sentence in text. The two types of cohesion are lexical cohesion and grammatical cohesion. The focus of this study is grammatical cohesion that has four types: reference, substitution, ellipsis and conjunction.

This study observes a grammatical cohesion that is used in the short story "A New England Nun" by Marry E. Wilkins Freeman. The purpose of this study is finding out the types of grammatical cohesion that used in the short story and finding out the grammatical function in the short story "A New England Nun". In this study, the qualitative research design used to analyses the data. The data of this source is text from the short story "A New England Nun" by Marry E. Wilkins Freeman. The analysis of the data based on the theory of Halliday and Hasan that described a grammatical cohesion and Jan Renkema's also described the theory of grammatical cohesion.

From this study, the result shows that all of the grammatical cohesion found in text of short story "A New England Nun" by Marry E. Wilkins Freeman. The function of the data also found. The first, to indicate an additional news, event or some opinion. Second, indicate a contras opinion or event. Third, indicate a sequence time of event in the text. Forth, to indicate a result, reason and purpose of something. After doing this study, this study is expected to give a useful information for the reader and writer. It is also expected to someone else that doing this similar research.

xi

INTISARI

Zulianto, Roni Ardian, 2015. *An Analysis of Grammatical Cohesion in Short Story Entitled "A New England Nun" by Marry E. Wilkins Freeman*. Skripsi, Sastra Inggris, Fakultas Adab, Universitas Islam Negeri Sunan Ampel Surabaya.

Pembimbing : Dr. Mohammad Kurjum, M.Ag

Kata kunci : kohesi, gramatikal kohesi, referensi, penggantian, penghilangan, konjungsi.

Kohesi adalah sebuah hubungan kepaduan arti dimana sebuah elemen dari kata atau kelimat dalam teks saling menggantungkan. Kohesi sendiri itu dibagi menjadi dua tipe dimana semua tipe dipakai untuk menghubungkan kata, frase, klausa dan kalimat dalam sebuah teks. Dua tipe kohesi tersebut adalah leksikal kohesi dan gramatikal kohesi. Namun pada penelitian ini hanya difokuskan pada gramatikal kohesi yang mempunyai empat tipe yaitu referensi, penggantian, penghilangan, konjungsi.

Gramatikal kohesi dipakai pada cerita pendek dengan judul "A New England Nun" yang dibuat oleh Marry E. Wilkins Freeman dengan tujuan agar penelitian ini bisa menemukan tipe dari gramatikal kohesi yang di pakai dalam cerita pendek tersebut. Disamping itu, penelitian ini juga untuk menemukan fungsi dari gramatikal kohesi yang memang ditemukan. Penelitian ini menggunakan metode kualitatife Untuk mendapatkan semua data yang diperlukan karena Objek dalam penelitian ini adalah cerita pendek yang berjudul judul "A New England Nun". Dalam menganalisa cerita pendek tersebut, penulis menggunakan teori yang telah di paparkan oleh Halliday dan Hasan yaitu gramatikal cohesion. Tidak hanya mereka saja yang menjelaskan tentang grammatical kohesi tapi Jan Renkema juga memaparkanya dengan jelas masalah gramtikal kohesi.

Dari hasil penelitian ini telah menunjukan bahwa semua tipe dari gramatikal kohesi ada dalam cerita pendek tersebut. Demikian juga dengan fungsinya masing-masing. Fungsi yang pertama adalah untuk menunjukan adanya sebuah info yang baru ditambahkan. Yang kedua, menunjukan adanya perbedaan pendapat dalam sebuat teks. Yang ketiga, menunjukan waktu dari sebuah aktifitas yang berurutan dalam teks. Yang ke empat, menunjukan sebuah rencana, alasan dan jugakesimpulan yang ada dalam teks. Setelah melakukan penelitian ini, penulis berharap, agar penelitian ini bisa memberikan manfaat bagi pembaca dan penulis. Demikian juga untuk semua orang yang melakukan penelitian yang berhubungan dengan penelitian ini.

CHAPTER I

INTRODUCTION

I.1. Background of Study

The study of language has many knowledge that needed to be understood by every person or sciences because language is used by people not only in the spoken form but also in the written form. As accidence, in the environment, there are many languages applied in written like a book, magazine, newspaper, poem, lyric of song and also in the story. However, in daily activities, language is also used by every person to comunicate each other. This phenomena happens because language actually is created by human activities. Vitoria Fromkin, Robert Rodman and Nina Hyams (2014, p.318) State that Language is something that is not made by everyone but it grows up from human activities.

In developing of language, languages are applied in writing text to share an information or experience. However, the using of language in the writing text should be aware some aspects, not only in structure of sentence but also in relation between sentences. Like in the stories, many sentences are connected each other to make a good meaning and interpretation for the reader. If the sentence is not related, cohesion in the meaning and in the structure. The reader will get some difficulties to understand.

The relation of sentence or element in the text can be defined as cohesion. Jan renkema (2004, p.49) state that Cohesion is a connection where the interpretation of a textual element depends on another element in the text. In a

1

paragraph not every sentence can be meaning full without other sentence to complete the meaning that is needed by the reader as Example: *"she buys a new laptop because she got an accident yesterday"*. these sentences are built from double sentence that connected by a conjunction "because" the first sentence actually has a perfect meaning but it draws a new question, for example" why does she buy a new laptop?" so, the second sentence is needed to complete the explanation as a reason sentence from the first sentence.

The understanding of cohesion is not enough by knowing the definition, but it needs more knowledge about a concepts of cohesion in understanding of cohesion. The concepts of cohesion are text, texture, ties, and cohesion. In the last part of cohesion concept, cohesion is divided into several kinds that can be grouped into two groups, Halliday and Hasan (1976, p.5) have introduced and explained that types of cohesion are in grammar and in vocabulary or it can be called grammatical cohesion and lexical cohesion.

In this opportunity, the writer only focuses on grammatical cohesion. By understanding the grammatical cohesion, it can be easy to understand the relation between words in the text. However, what is grammatical cohesion actually? Halliday and Hasan (1976, p.8) state that the relation between an item and another one that accepts in grammatical level of word in the structure of sentence, it could be explained as grammatical cohesion. The relation of words that creates a cohesion is very important to make a good understanding, more over in the grammar of sentence in the text. As example *she buys a new laptop because she got an accident*

yesterday, these sentences can be one sentence to complete the understanding and explanation.

In grammatical cohesion has been divided into several kind. Halliday and Hasan (1976, p.6) described that reference, substitution, ellipsis is a kind of grammatical cohesion. The writer applied these theories into the text of short story made by Mary E. Wilkins Freeman with the title "A New England Nun".

The story begins with the condition of Louis Ellis. She waits for the Joe Dagget for fifteen years to marry her. During she waits for Joe, there are many accident faced by Louisa. However, she is always patient and never think to marry with other people. A patience of Louis Ellis is very large because Joe Dagget is the first people that can make her fall in love. Finally, after a long time, she waits him. The day comes where Joe comes to her house to marry her. However, there are some problems before she marries with him. Joe cheats with Lily, but Joe loves Louis so much and he swears to always belonged to her heart. After Joe swear in front of her, she recipes Joe with patient heart to marry with her. Then, they marry after Joe broke the relation with Lily.

From the character Louis in the story is shown how a hard Louisa's life since she waits for Joe. However, she believes that he will come to marry her as his promise. Finally, he comes and marries with her as she hopes. The Louisa's struggle in the story like a word from holy Qur'an that explains about there is a happiness beyond distress. It can be seen as follow:

$$\{٦\} \text{ا} \text{رً} \text{سْ} \text{يُ} \text{رِ} \text{سْ} \text{عُ} \text{لْ} \text{ا} \text{عَ} \text{مَ} \text{نَّ} \text{إِ} \{٥\} \text{ا} \text{رً} \text{سْ} \text{يُ} \text{رِ} \text{سْ} \text{عُ} \text{لْ} \text{ا} \text{عَ} \text{مَ} \text{نَّ} \text{إِ} \text{فَ}$$

Meanings:

Indeed there is a happiness behind distress (5) indeed there is a happiness behind distress (6).

From this short story, the writer is interested in applying the grammatical cohesion because of this short story, there are many elements or sentences that connects each other to make a good meaning by using an item or it can be said a word. However, everyone does not know with the word used to connect between sentences in the text. So, this theory is applied to give more information about grammatical cohesion usually used by people. The writer not only gives an information but also wants to know the kind of grammatical cohesion that is used in this short story and each function.

1.2. Statement of the Problems

1. What kinds of grammatical cohesion used in short story "A New England Nun" by Mary E. Wilkins Freeman?

2. What is the function of grammatical cohesion in the short story "A New England Nun" by Mary E. Wilkins Freeman?

1.3. Object of the Studies

The purpose of this study represent what the researcher wants to accomplish are described as follows:

1. To know the kinds of grammatical cohesion in the short story.

2. To know the functions of grammatical cohesion.

1.4. Significance of the Study

The writer of this research hopes that the finding in this research can be advantaged and more useful to all of the reader who come and read this research. It is not only for English student who concerns on linguistic field but also for English students who concern in another field and for them who want to know more about grammatical cohesion. As known in the environment, there are many people who have hobby to read book and short story. Even, the story form inside or outside of country. The reader usually do not care about the relation and the message which the author wants to deliver to the readers. They just want to know what the story talks about. So, the writer makes this research to build the understanding and shares the knowledge about the grammatical cohesion that has been a long time and seldom to be understood.

This research is expected to help the student and also the people who does the same research. In other hand, this research is also expected to motivate the students of English department, especially for them who learn about grammatical cohesion.

1.5. Scope and Limitation

The writer of this research only concerns on grammatical cohesion that used in short story "A New England Nun" by Marry E. Wilkins Freeman. This study tries to be more specific related to grammatical cohesion that is found in short story and takes the theory from Halliday and Hasan (1976, p.6) about grammatical cohesion that categorized into four types. From this theory, the research still

continues to look for more data to make the data more detail as information and research.

1.6. Definition of Key Terms

Before the writer continuous the discussion, it is necessary to formula the definition of the key terms in the title *An Analysis of Grammatical Cohesion in Short Story Entitled "A New England Nun by Mary E. Wilkins Freeman.* Some of the key terms are follow:

Language:

Language is a system of arbitrary that bridge people to communicate. Vitoria Fromkin, Robert Rodman and Nina Hyams (2014, p.318) State that "Language is not a something that should be learned but something that is grow up from human activities for generation to generation as a tool to communicate.

Text:

Used in linguistics to refer to any passage, spoken or written, of whatever length, that does form a unified whole. (Halliday and Hasan, 1976)

Cohesion:

Cohesion is the connection between something and it happens when the interpretation of a textual element depends on another element in the text. (Halliday and Hasan, 1976)

Grammatical cohesion:

Grammatical cohesion is a cohesion meaning between words that made from grammatical system. (Maria T.T, 2004)

Lexical Cohesion:

Lexical cohesion refers to the relation of meaning word between other words in the
context (Brian, 2006).

Halliday and Hasan (1976, p.318) claimed that Lexical cohesion is a meaning
relation that is established through the structure of the lexis or vocabulary, and
hence at grammatical level.

CHAPTER II

LITERATURE REVIEW

This chapter presents a general description of grammatical cohesion. This theory is used by the writer to analysis the data from a short story entitled "A New England Nun" by Marry E. Wilkins Freeman. The writer needs this theory to evidence that this theory is usually used in a short story. However, not every person knows that this theory is used in short story. It happens because a Short story needs many words to connect each other to make a good interpretation for the reader. To more close, the following section describes a theoretical framework used by the writer.

2.1. Theoretical Framework

This study focuses on grammatical cohesion that is used in the short story "A New England Nun" by Mary E. Wilkins Freeman. This study takes a relation of words or sentence in text of short story. In short story, the author uses a language to share their idea by using a writing text. As everyone knows, language is used by people not only in the spoken form but also in writing form. In writing, people should consider the cohesion between sentences because a cohesion between sentences is very important to make a good understanding of the participant. The following framework will be explained by the writer from the basis of theories to analysis the data, but, this study only focusses on grammatical cohesion. The framework is an illustration as follow:

8

Data

Cohesion

Concept of cohesion

Text | Texture | Ties | Cohesion

Grammatical | Lexical

Reference

Substitution

Ellipsis

Reiteration

Personal
Demonstrative
Comparative

Nominal
Verbal
Clausal

Nominal
Verbal
Clausal

Repetition
Synonym
General word
Superordinate

Conjunctions

Collocation

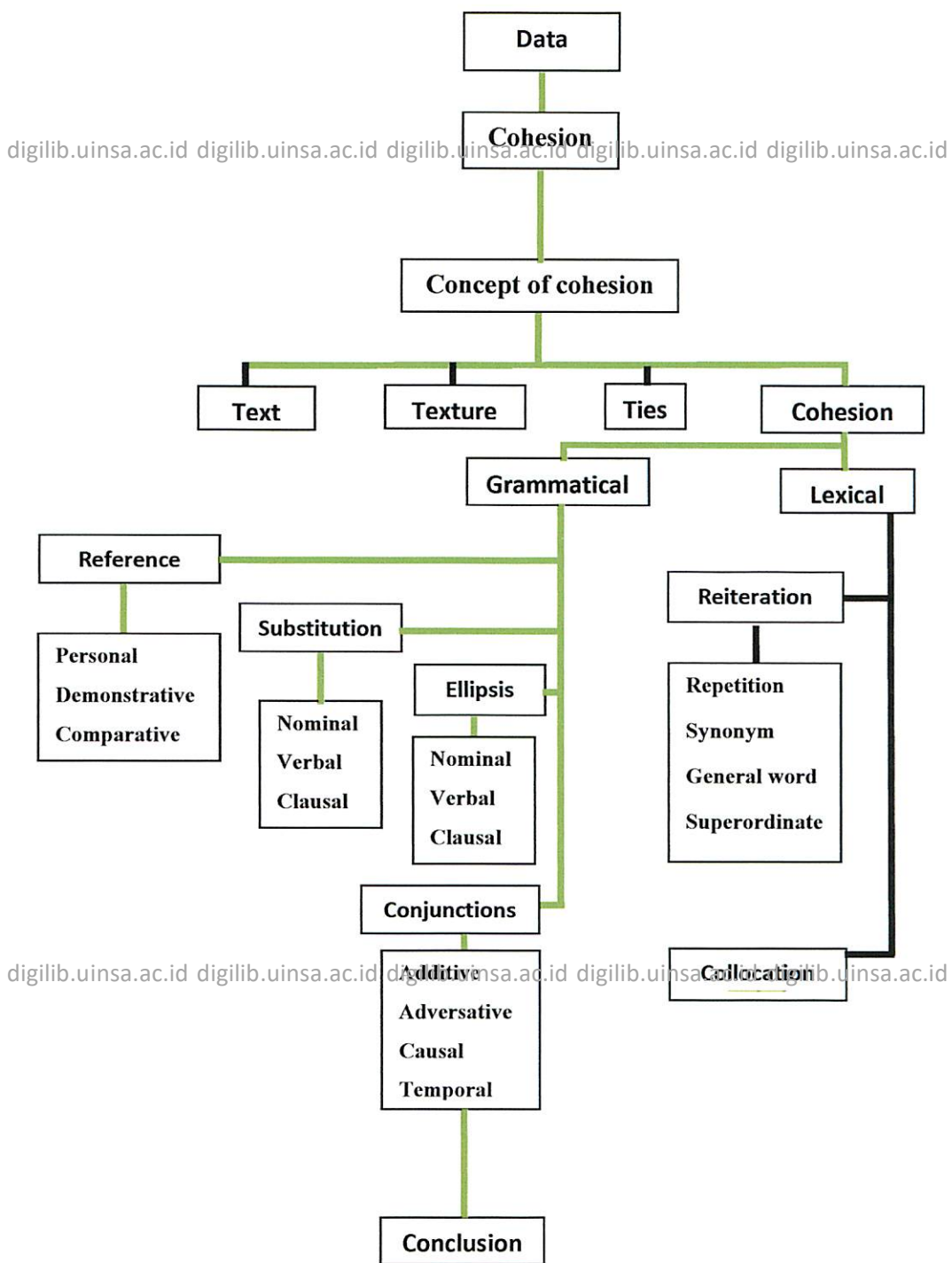Additive
Adversative
Causal
Temporal

Conclusion

Figure 01: Illustration of theoretical framework

2.2.Concept of Cohesion

Before talking the cohesion, the writer discusses the concept of cohesion. According Halliday and Hasan (1976, p.1), the concept of cohesion has four type. To get more understanding with the types, it is illustrated follow:

2.2.1. Text

Every human spoken has many words that are spoken. However, to remember with an event that happens, some of them write it in text like a student that writes a teacher's explanation. Writing is an instrument to record some events. However, some of them used it to share their idea like the writer of poet and short story. Brown and Yule (2005, p. 190) state that text is a verbal record of communication event.

An explanation *text* above describes that text is a record from human event or some event that happened in human life. Verbal record can be letter, memo, advertisement, newspaper, short story and something related to hand writing. However, in writing, text has many procedures to be considered like structure and cohesion between sentences because the sentences have some messages for the reader. So, the cohesion between sentences is needed to make reader get the message from the author of the sentences.

The explanation about *text* does not explain the *text* is a sentence. It gives an explanation that a *text* is a verbal record. However, if a *text* is a verbal record, it is always referred with the hand writing of people. *Text* will consist of many sentences to explain some events which is happened. However, a *text* in this topic is not a sentence, grammatical of sentence, clause or phrase, but it is something

inside the sentence, it can be message or explanation of something. Halliday and Hasan (1976, p.2) state that a *text* is not something like a sentence or each kind but something more bigger, sentences is only code to describe it.

An explanation above has an agreement opinion about *text*. Text can be defined as something that is inside of text. It means something that is inserted by the writer or people into text. It can be something like a thing, news or event.

2.2.2. Texture

An object has an important effect to make an idea that becomes a topic of discussion from someone else, but sometime, an object can be became an instrument for explanation an idea. An idea uses some instrument to share it to other people. The effect that is made by an object can influence an idea of people to make a sentence. It can be called a texture. However, what is called a texture? Texture can be define a word or something like a tool that has function to deliver something, to explain something happened, to connect between something, to make something cleaver inside a text.

According Halliday (1976, p. 2) texture is expressing of something that becomes text. It derives from something that happens or something that has relation with environment. Every writing text usually has many sentence expressed by the writer to describe something. However, All of the sentences that are written, it usually inspires from the environment. It is connected each other to make a good fill for the reader. Look at an example follow.

> In the dark of moon light there was a **beautiful flower**
> **It** was not usually bloom in the light of moon at November
> But **it** was make a night brighter
> And **it** could make this heart touched

It is clear that *it* in the second sentence refer back to the *beautiful flower* in the first sentence. The word *it* in these sentences give a cohesion to all of sentence. Those sentences are structured even they have different meaning if they separated. But the different message of sentence can make story more life. It can be seen in an example above even the message from every sentence is different but every person that read those sentences understand with the story. However, it should be known that those sentences cannot be separated to make a plot of story more life and can be understood by every reader.

The texture is built from the relation of cohesive that includes between words or sentence. It can be seen, *it* is referred to the item of word in sentence that is gone before such as a beautiful flower. The cohesion between them cannot be made if the word that is used does not have referring item in sentence. In other word, it is not enough if there is a presupposition but that is not satisfaction.

2.2.3. Ties

In every form of relation sentence that is related each other to make a cohesion in meaning. It usually has a property or a word that is connecting them Not only in sentence but also a phrase or clause, such as conjunction and pronoun. It can be seen in every sentence in the paragraph. It has many words which are referred to the word before. A reference word is as tool to connect each other. As examples:

The sun was rise in early morning where a **beauty girl** walk out
She walks at side a river with **his sister**
They look like a people lose his dream
But, No one knows what is happening with **her**

Those entire sentences are connected each other to make a good plot. However, If it is looked at to every sentence. There is a word that refers to the word before, this happens because it is used to complete the describing of plot and make the reader get the point of story. The unified of sentence cannot be separated, because it will break the combination of meaning. However, if they are separated, they still have an individual meaning.

The relation between words that completed each other to make a perfect message. It can be defined as *Tie*. It happens because the relation between words is very close like in the example mentioned. According Halliday and Hasan (1989, p.72) state that A relation between two word in difference sentence but has close relation for cohesively the message in the text. This happens to make reader easier to understand. So, ties can be defined as a term element or word that has close relation.

2.2.4. Cohesion

A sentence usually has a message that wants to tell for everyone exactly to reader. This also happens in conversation, it can be looked at in every conversation of human being. The Sentences that are written by every person have a plan to share the idea or some event. This happens because the writer or the speaker wants to make the reader and listener understand.

A relation between words is usually found in sentences that connected each other. It happens to make the message understand easily. So, a word used to connect the event between sentences always refers to the firs word. It is as a tool to make a cohesion between sentences in the meaning. Look at the following example:

The **blue sky** make everyone surprise
However, **it** was suddenly change to be a dark, like a night without star.

The sentences as in example are connected each other to make a good meaning and a perception. To more close, it can be seen from the word *'it'*, *it* refers to the word 'the blue sky'. So, both of words can make a unity meaning from difference sentence. Cohesion of sentences can be made if both of sentence have a same word or word that linked for each other in meaning and also in structure of grammar.

Cohesion itself can be divided into two kinds. The first is grammatical cohesion and the second is lexical cohesion. Halliday and Hasan (1976, p.5). Cohesive relations fit into the same overall pattern. Cohesion is expressed partly through the grammar and partly through the vocabulary.

2.2.4.1. Lexical Cohesion

In the sentence, there is an item to connect a meaning between one and other, it can be seen in a paragraph that consist of several sentences, it has many item or word that has function to connect their meaning and make a good interpretation in the text. According Brian P. (2006, p.133) lexical cohesion refers to the relation of meaning word between other words in the text. Text has some message that is inserted to make someone else to know the reason of the sentence made.

In lexical cohesion a selective word or vocabulary is very needed to make a cohesive between other words in the text. If the vocabulary is not cohesive in the level of grammar and also in the meaning, it could not make a good cohesion. It is also said by Maria (2004, p.164) Lexical cohesion contributes to the cohesion of a text through the selection of vocabulary.

The using of word must have the same function even in the form is different. As a reason, the word or sentence could not be understood if the word does not have the same function. Halliday and Hasan (1976, p.318) said that Lexical cohesion is a cohesion meaning made by vocabulary which has same meaning and suitable in the grammatical role.

The lexical cohesion refers to the cohesive of vocabulary that is selected. According Halliday and Hasan (1976, p.318) state that a lexical cohesion has two basic categories. They are reiteration and collocation, to make a clear the illustration about the types of lexical cohesion as follow:

1. Reiteration

A repetition word is often found in writing text. Even, they use a different form like synonym, a superordinate or general word. According Halliday and Hasan (1976, p.278) said that Reiteration is a form of lexical cohesion which involves the repetition of a lexical item.

Halliday and Hasan (1976, p.288) have classified of reiteration into four types: repetition, synonym, super ordinate and general word. To more close with the kind of reiteration can be illustrated in the following section:

1.1. Repetition

A paragraph usually has many sentences that inserted by the author, but it has many words repeated to refer to the event or case in the word before. According Briand (2006, p.133), Repetition is a repetition word that use to refer to the word in the some text. This repetition included the word and the tense of the sentence or the word which derived from the particular item. It means that the repetition is not only in the same word but other word that derived from the first word or vocabulary that has the same meaning.

Repetition word is not like one word repeated in the same event like, *car-car* or *book- book*, but a repetition word is needed to make the reader understand with the text. As example:

This **cat** was very ugly, my friend was found this **cat** in the garden.

From example the word *cat* refers back to the word *cat* before. The repetition word like example above often found in every story. Not only in the story but also the whole of a group of sentence that related each other.

1.2. Synonym

The sentences have many words in different form like a word used by the author to tell the idea but it is not different in the meaning. The word is known as a synonym, so the word that has the same meaning or we can say the word that has different form but it has similar meaning like *girl* and *women* can be called synonym.

Synonym is part of reiteration like Halliday and Hasan (1976, p.278) said. Yet, to more close and clear about the synonym. Brian. P. (2006, p.134) said that synonym refers to words which are similar in meaning. A synonym often used by the author or writer to avoid a repetition word in the same form of word. From those enlightenment can be pointed that synonym is a word that use with a different form but has the same meaning. As example in the sentence:

> The **man** whom visited me yesterday was a **boy** that worked in my office, but I do not know what the name of that **boy** was.

The word *boy* and *man* is the word that has different form but the meaning is same.

1.3. Superordinate

In paragraph, the meaning of word that is included in the earlier word before is often found. Halliday and Hasan (1976, p.280) described a word that its meaning is included in the earlier one before can be called superordinate. In addition, Brian P (2006, p.135) Mentioned that hyponym and meronymy are included in kind of superordinate.

A word or phrase whose meaning covered by other word or phrase. It can be called as hyponym. For example: cat, bird, insect are the hyponymy of animal. According Brian P. (2006, p.135) a word that refers to classes of word that has relation in the general specific. As example: The hyponym of red, yellow, green and blue are a color. To more close can be looked as example:
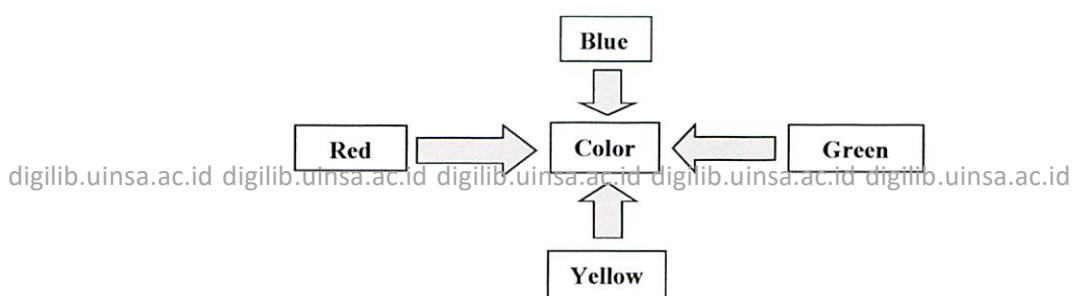
Figure 02: Illustration of hyponym

Some words are not only have a general form or superordinate form, but some of word items in a whole to part relation each other. Means, a whole part of word has close relation each other as example can be seen in the illustration:
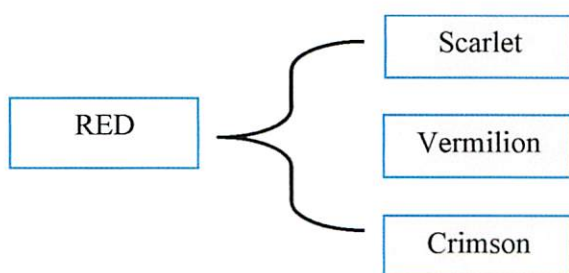
Figure 03: Illustration of superordinate

1.4. General Word

In language many words used by people to express their idea in spoken form or written form. People often use a word unconsciously which has meaning very glutinous. It happens because the relation between people and other people who have relationship like a friendship or something else. It can be seen when people meet with his friend, he will ask about anything or something and the word is used very general but it is understandable. The word that said called general word.

According Halliday and Hasan (1976, p.280). General words, a word always refers to people, it usually has correlation with the attitude of human, it happens because the relation of people is close like a friend. To make clear, it can be seen in the examples:

> The **man** rides a motor cycle very fast.
>
> a. The **man** is going to fall if he does not care.
> b. The **crazy** is going to fall if he does not care

Here (a) repeats the word *man.* In the (b), the general word take the word *crazy.* This word is general word that refers to the people in the main word.

2. Collocation

The writing of article or something else is usually often found a word that always refer to the word before. It can be said a word that has a relation each other to make a cohesive in text but sometime, in article has a word that always accompanies each other to make better cohesive. In addition, a group of word or more that linked together to make a respectable meaning, this is called Collocation

According Halliday and Hasan (1976, p.286) a pair of word that linked together in the same environment. The item lexical that appears and puts together in the same text or sentence that often happens in writing as story, article and short story because it made the cohesive more strong than they parted. As example:

> Every **literature** made **reader** confuse because the meaning of word is very difficult to be understood

The word *literature* and *reader* are the combination word that put together in the same text to make a perfect cohesive of sentence.

2.2.4.2. Grammatical Cohesion

The relation between a word or an item in sentence and other sentence in one case or paragraph have rule to make a cohesive in relation of meaning. This case can be called as grammatical cohesion. Halliday and Hasan (1976, p.8) state that the relation between an item and another one that presupposes grammar could be explained as a grammatical cohesion. Maria (2004, p.160) also state that a grammatical cohesion is a cohesion between word that creates from grammatical system. Both of them have characterized grammatical cohesion into four kind.

1. Reference

Sentence or paragraph usually has an item that makes them to be unity, but in sentence, an item is a word that has relation with thing or something in environment. In addition, item is inserting a word into sentence as tool that makes a good information in text. An example in paragraph of story has a word that connects between sentences because the sentences have something that want to deliver. In sentence, an item usually refers to the event, situation or something in sentence or something out of text. Lyon (1968, p. 402) state that the relation between word, thing or something, event, action is the relation of reference.

An information that uses as reference is not always in the text but also out of text like situation and condition in conversation. The basic kinds of reference have divided into two kind. There are Endophoric and Exophoric. It causes an information that is inserted to text, it is sometimes in the text but it is sometimes out of text. That is way, reference in language has an item to use as tool of reference. An item that uses divided into three types like Halliday and Hasan (1976, p.31) said

three types of reference are personal, demonstrative and comparative. To more

close with the types of reference as follow:

1.1. Personal Reference

These types of reference are usually found in every sentence of paragraph

in the story especially the story that inspires from human life. These reference types

are thought from the speech of person situation. It means that a reference word that

refers to the person. According Halliday and Hasan (1976, p. 37) Personal reference

is a reference that refer to something by specifying its function in the speech

situation.

These reference types are refer to something to the speech situation like the

conversation of people as Halliday and Hasan (1976, p.44) said this system of

reference is take of person where special of role is used. As example *she, he, it,*

they, them, you as subject pronoun. *My, your, his, her, its, our, your, their,* as

possessive determiner.

1.2. Demonstrative Reference

In a sentence usually has a word that refers to a place or situation used as

reference. This is often found in article, newspaper, magazine and short story,

because in this case, the information of the location and situational are needed.

However, in conversation a speaker also uses a word that refers to something or it

can be said a word used to point something. Halliday and Hasan (1976, p.57) said

demonstrative reference is a verbal pointing and the speaker points a location on

scale of nearness.

A demonstrative reference is directing word used as completing information in every sentence or conversation. If it is looked at to the condition of environment that becomes an object of sentence or conversation. It is not enough to use one word to point something as reference information. That is why, in demonstrative reference has many words that are ready to be used. Demonstrative word like, *there, those, that, there, near, far, here, now, the.*

1.3. Comparative Reference

In conversation or short story sometime has a word that states a comparison between something in theme of text or conversation. Halliday and Hasan (1976, p.37) has categorized a comparative reference into general comparative and particular comparative.

General comparative (Deitic) is a general comparative that expresses a likeness between two things. It can be similarity like in the example *b* where a something is like each other or identity where the thing is same in the fact as in *a.* however there is no a similarity and non-likeness or it can be say a differences as in *c.* As example:

a. It is the **same** book that we saw yesterday.
b. This is **similar** book that we saw yesterday.
c. This is **different** book that we saw yesterday.

In general comparative is deal with the identity, similarity and the difference of something. The identity always deals with the word *same, identical, equal, identically.* And the similarity is with the word such, *similarity, likewise, so similarly.* Then difference is the word *other, different, else, differently, otherwise.*

Particular comparison (no-deitic) is expressed comparability between two things, it can be a matter of quantity or of quality. In particular comparative, the quantity uses the word like *more, fewer, less, further, additional, so_, as_, equality_* + *quantifier* as in example *a*. If the comparison about a quality, the word that uses like *better, so, as, more, less, equally* + *comparative adjectives* and adverb as in the example *b*.

a. She takes **more** apples.
b. He lives in **better** house.

2. Substitution

Substitution is type of lexical grammatical cohesion that is often found in text. It is a replacement word into difference word in the sentences. It causes to avoid a repetition word in the same text. A replacement word in the text can be defined as Substitution. Halliday and Hasan (1976, p.88) state that substitution is a replacement of one item by another. Substitution is divided into three types:

2.1. Nominal Substitution

Nominal substitution takes place of a group of nominal word, in additionally, nominal word replaces a nominal word in the text. As example.

Great book has an expensive price. But in this store, **the book has a cheap price**. I want to get **one**.

From the sentences above, the word **one** replace or substitute the word before *the book has a cheap price*. In those sentences, the word that substitute are in nominal form or it can be said a group of nominal word.

2.2. Verbal Substitution

This type replaces a lexical verb in text, a word usually used to replace is the word *do* and the final position is usually used by the word *do* in text or sentence as example:

> Fare wall party is the best party for every student but as student, Peter does not **attend** as Tiffani **do**. May be they have an agenda.

Verbal substitution happens in the sentence above in the word *attend* and *do*. The word *attend* substituted with the word *do*, both of word are verbal word.

2.3. Clausal Substitution

In This type is very different with other type because in this type, it is not only one element substituted but the whole of clause. The words usually used to substitute are *so* and *not*. As example:

> "He is very smart student, but he always come late. This accident makes him fail in the exam last month. **Does it happen because his house in the village? It says so.**"

The word **so** in this sentences is substitute the clause *does it happen because his house in the village?* In this sentence is not a word substituted but the entire of this sentence is substituted by the word *so*.

3. Ellipsis

The Sentences have many words that can be replaced with other word in different form and it has same function like a substitution above. However, there are some words that should be omitted to make simpler in the spoken and written, it happens because a word deleted or hidden by the speaker or writer is no longer needed to be said or written.

Halliday and Hasan (1976, p.142) said that the discussion of ellipsis can be the familiar notion that it is something left unsaid. Something that left unsaid in the conversation or sentence is understood and no longer needed to be inserted. It can be looked in the example:

A: Do you want to hear another **song**?
B: I know twelve more

In the example *b* can be written *I know twelve more songs*. However, in example above the word *songs* is deleted because that is no longer needed to insert into the text. The form like in sentence *b* can be use, because every person has understood with the meaning in the sentence. Ellipsis has divided into three types as substitute, verbal, nominal and clausal. To more clause with the types of ellipse as follow:

3.1. Nominal Ellipsis

The sentence is not always in the verbal form but it is usually in the nominal form. Sometime, in the text is often found a nominal, but the nominal word is missed in the next sentence after conjunction or comma. This case can be defined as nominal ellipsis. Halliday and Hasan (1976, p.147) state that a nominal ellipsis took a group of nominal word. As example:

A: I like a blue **car**?
B: I preferred black

In example a group of nominal is in sentence *a.* in the conversation like in *a* and *b* often happens because the partner of conversation has understood well with the meaning. However, it is not only happen in the conversation but also some times in written text. In sentence *a,* the word *car* is omitted in the sentence *b.* in *b* should be

like *I preferred black car*. However, in *b* is written *I preferred black*, because the listener has understood with meaning.

3.2. Verbal Ellipsis

In writing text, a verb has an important effect to make sentence. However, it can be omitted in some sentences, this accident can be called an ellipsis. Halliday and Hasan (1976, p.162) state verbal ellipsis is an omitting within a verbal group in the text. As example:

Have you **red book**? Yes, **I have**

From this example the word *reading* is not written in the second event but that is only write *yes, I have*. It can be written fully in the sentence like *yes, I have red book*. However that is enough to write *yes, I have* in the text. It cause the context has understood well.

3.3. Clausal Ellipsis

In some text, there is a group of word that is omitted because it is no longer needed to be said or written. In this type of ellipsis is not a word that is omitted but

a group of word or clause. An example:

A: has she done her homework?
B: yes

From the example above, the sentence *b* has some word or group of clause that omitted. If it is not omitted, the sentence will be *yes, she has done her homework*. The clause is omitted because it is understood well.

4. Conjunction

The words always connect between two sentences to be one sentence, or connect between clauses. It often appears in every group of sentence in the text. However, to connect a sentence in text, an item namely conjunction is needed. According John Eastwood (2002, p.255) state that conjunction is a word that link two word or clause.

In this case, Halliday and Hasan (1976) mentioned four types of conjunctions, namely additive, adversative, causal, and temporal. The next discussion about types of conjunction after the writer gives an example of conjunction as follow:

"This car looks very awesome **but** why the tire was broke".

From those example there is a word *but*, it connected two sentence to be one sentence it called a conjunction. If the word *but* is not inserted the sentences cannot be cohesive in the meaning and deliver a message.

4.1. Additive

An additional explanation is sometimes needed in the sentence because it makes an information understandable for the listener or reader. Addition information or explanation often uses a word that becomes a tools to connect between an additional information and a sentence before. It can be said as conjunction. A word that uses in the conjunctive in this type usually is *and*. Halliday and Hasan (1976, p.244) said that the cohesive relation expressed by *and* at the beginning of a new sentence. However, there are many words that have similar function with the word *and* in the connecting a sentence or clause. Like *or,*

furthermore, moreover, additionally, besides, that, by the way, also, and... not, or else.

In writing text, the writer usually puts the word *and*. Then, started with a new sentence with the conjunction *and* in the beginning of sentence. This is to make a cohesive between two senses in different sentence. This case may call additive. The additive adds a word in the new sentence as a tool to make a cohesive. As example:

> Naim wants to be an office boy in America **and** he wants to be a billionaire office boy.

The additive use *and* is happen in the second sentence when the word *and* put by the writer in beginning event in the second sentence.

4.2. Adversative

In text, there is a sentence that has a contras meaning with the first sentence that has status as expectation meaning. It is means that in text sometime has a sentence that has connected with the next sentence but in the next sentence has a contras meaning. As example:

> "The duty was corrected and has been checked by the lecture, **yet** the answer was wrong."

The word *yet* connected a negative meaning with the first sentence from the second sentence. As Halliday and Hasan (1976, p.250) state that adversative is contrary of opinion or hope. It usually happens from the process of communication and the condition of the speaker-hearer. In the adversative relation is expressed with the word *yet*, as happened in the example. Not only the word *yet* but also the word like

however, nevertheless, despite this, all the same, but, and, on the other hand, at the same times, in fact, actually, rather, whichever.

4.3. Causal

A reason or purpose is often found in text. This is happening in causal relation. In the casual relation is also adding a reason. Casual relation is expressed by the word like *so, that, therefore, consequently, accordingly* and an expression number *as a result (of that), because of that, in consequently (of that)* (Halliday and Hasan, 1976). As example:

He is a smart student in his class. **So,** he get a good score in the final exam. The casual is expressed in the beginning of second sentence by put the word *so* in the beginning of sentence.

4.4. Temporal

A relation between two words in the text is often found. Even though, the relation both of them is successive and the relation of them has a relation in time. That is way, a temporal relation is expressed with the simple form of the word *then.*

But, to more specific in the temporal relation an additional in the meaning the word *then* followed by the word *(at once, thereupon, on which (immediately). soon, presently, later, after a time (after an interval). Next time,* another occasion (repetition). *Next day, five minute later* (a specific time interval)). As example follows.

"His motorcycle was run out the gas. **Then** he went to the gas station"

From the example above, the word *then* is identified as temporal conjunction because it explains a consequence of the event that happens in the text.

2.2.4.3. The Functions of Grammatical Cohesion

In discussion of grammatical cohesion, Halliday and Hasan (1976) categorized kinds of grammatical cohesion into four types and its function. There are reference, substitution, ellipsis and conjunction. This estimation supported with the opinion from Renkema (1993). He also explained the kind of grammatical cohesion as Halliday and Hasan. Based on their opinion, the grammatical cohesion has several function that is needed to be known. The following is the function of grammatical cohesion.

1. Reference

In the reference has three types that have mentioned before. All of them have each function. The function is reference to the something, it can be person, place or something else. Based on type of reference the following is the function of reference that found.

a. To indicate a word that becomes a reference of word in the next sentence or it can be said to show the person or character of something that is considered as reference in the text.

For example:

Faruq is smart student. **He** always gets an excellent score.

In the example above, the word *Faruq* is become a reference of the word *he*.

b. To indicate some place or location that used in the text or conversation.

For example:

Lyon and his wife are life there.

The word **there** in this text is refer to the someplace.

c. To indication a comparing of quality or something in the text.

For example:

She is running **like** horse

In this sentence, there is a comparing between something that signaled with

the word *like*.

2. Substitution

In previous discussion, the substitution is about replacement word into different

word. Now, in this section is the function of substitution that found:

a. To avoid a similar word like noun, verb or clause in the text.

An example in the conversation:

A: Have you called john?
B: I haven't **do**. But I will do it later.

The word *do* is replace the word *called* in the first sentence to avoid a

repetition word.

3. Ellipsis

If the function of substitution is replacement of the word. The ellipsis has

function as follow:

a. To make a sentence simpler in text or conversation because the word that is omitted has been understood by the listener or the reader. To get the illustration look at following example:

A: you've **made up your mind**, then, I suppose?"
B: Yes ...

In the conversation above, there is phrases that is omitted. It can be seen in the conversation *b*. in *b* should be *yes, I made up my mind.*

4. Conjunction

The text has many sentences that connected each other. The word that connects them namely conjunction. The function of conjunction illustrates based on types of conjunction are follow.

a. To indicate an additional issues or event in text

For example:

"She buy a book **and** he also buy a book."

In the example above the word *and* is indication a new event or issues and make them connected.

b. To indicate a result, reason and purpose in text

For example:

"He is a smart student. **So,** he always get an excellent score."

c. To indicate a sequence time of event in the text.

For example:

She bought a new laptop in techno mall. **After that,** she went home.

In this example the sequence time is indicated by the word *after that.*"

d. To indicate a contrast opinion

For example:

In the modern era, there are many people use technology to help their work. **However,** the technology will give a bad effect for them

In this example the contras opinion is connected with the word *however.*

2.3. Related Studies

In this study, the writer not only reads and understand the theory from reference book but also reads some related studies that have similar discussion to compare with this study, the first related study is about *A study of grammatical cohesion of Barack Obama's speech in al- Azhar University* by Rizki Amalia Retnasari (2010) from English Department Faculty of letters and humanities State Islamic Maulana Malik Ibrahim Malang. She analyzed about grammatical cohesion in the text speech of Barack Obama. In her analysis, she did not found verbal ellipsis, clausal ellipsis, nominal substitution and verbal substitution because she focuses on the grammatical cohesion that is used in the text speech of Barack Obama.

The second is *Grammatical Cohesion in Narrative writing of Hearing impaired students* by Di Orza I Sukarno (2009) from English Department Faculty of letters and Humanities Airlangga University Surabaya. In his study, he analyzed a narrative writing of hearing students. By using the grammatical cohesion, he identified the grammatical cohesion that often used in the narrative writing of hearing students. The types of grammatical cohesion that are found in his study are substitution, ellipsis, reference and conjunction. However, he did not found a

comparative pronoun but in his study, the most used is *and* that categorized as conjunction.

The last is *grammatical cohesion devices in narrative writing produced by mentally retarded student with mild category* by Annisa Destyaningrum Setyawati (2011) from English Department Faculty of letters and Humanities Airlangga University Surabaya. In her study, she analyzed a describing word that uses a grammatical cohesion in the text of writing.

However, this study applies the theory of grammatical cohesion in the short story "A New England Nun" by Marry E. Wilkins Freeman to get more data. The writer uses short story because it has many sentence related to grammatical cohesion. This study is very different with the previous study because this study has more specific data to make clear the information of grammatical cohesion.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the writer wants to describe how the research did. It includes how the data is collected with the instrument, method of research and data analysis. In this chapter the writer also shares the method of this study.

3.1. Research Approach

The method that was used by the writer in this research was a qualitative approach. Qualitative approach was used by the writer to analysis the data related to grammatical cohesion in the text of short story "A New England Nun". This method made the writer more focus to analysis data and get more data that was much needed.

Alison and Bloomer (2006, p.97) state that Qualitative approach can be defined as description and analysis rather than counting of feature. Otherwise, the writer used a qualitative approach to analysis the data related to grammatical cohesion.

3.2. Data and Data Source

The data of this study was the whole text of short story related to grammatical cohesion. The subject of this study was short story made by Mary E. Wilkins Freeman in American literature website that can be accessed every day. The short story was posted and it could be accessed in http://americanliterature. com/author/mary-e-wilkins-freeman/bio-books-stories on Friday, May 29, 2015, 5:40:10 AM.

3.3. Research Instrument

In this research the writer used some instruments to collect the data because an instrument was an equipment to help people during they work and also Instrument was very important thing for science as media to help their work. For science, instrument is a media to collect a data. Instrument is a tool or device used to do a particular task, especially a scientific task (Collins, 2006).

The instrument used by the writer to collect the data was a computer which connected with the network or internet. Wi-Fi and hand phone were also needed by the researcher to collect the data from the internet.

3.4. Technique of Data Collection

In collecting data for this study, the researcher decided to do several technique to get any data to make an accurate data analysis. The first was downloading data from the internet in http://americanliterature.com/author/mary-e-wilkins-freeman/bio-books-stories on Friday, May 29, 2015, 5:40:10 AM and transcribing the text of short story into pdf file. Then, the writer compressed the data to Microsoft office 2013 to make easy to find the data related grammatical cohesion to enable the writer to analyze.

3.5. Technique of Data analysis

The writer analyzed the data related grammatical cohesion and categorized into table finding to get the conclusion of this study. The following processes until the data were available to answer the statement of problem.

1. The researcher read the story from the transcripts to identify the data.

2. The researcher gave sign a word that related to grammatical cohesion with the different color.

3. The researcher classified the word related grammatical cohesion into table.

4. Next, the researcher analyzed the function of grammatical cohesion in the whole of text in short story.

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter the writer discusses the analysis of the data and get the result based of statement problem. The source of the data is short story. The writer uses theory of Halliday and Hasan to answer the research problem. Furthermore, the issues discussed in the data analysis are the types of grammatical cohesion that are used in the short story "A New England Nun" and the function of them.

In the following data analysis of grammatical cohesion is signaled by different signals from the data text. A signal of the data analysis inserted to the text to make easy for the reader and avoid a miss understanding from other text of data that is not be an object of research.

4.1. Kinds of Grammatical Cohesion Found in Short Story "A New England Nun" by Mary E. Wilkins Freeman

As discussion in chapter two, Halliday and Hasan (1976, p.6) state that grammatical cohesion divided into four types (1) reference, (2) substitution, (3)

ellipsis and (4) conjunction. In this section, the writer discusses about types of grammatical cohesion that found. To get more understanding, it can be seen in table follow:

38

Table I. Finding of Reference

Reference			
Items of Reference	**Subtypes**	**Reference Word**	**Data Finding See in Appendix**
Personal reference	**Personal Pronoun**	I, she, he, it, you, they	**page 1**
	Possessive pronoun	mine, yours, his, hers, its, ours, theirs	**Page 10 and 12**
	Possessive determiner	my, your, his, her, its, our, their	**Page 1 and Page 12**
Demonstrative Reference	**Adverbial demonstrative**	Here, there, now,	**Page 1**
	Nominal demonstrative	These, this, that, those, there	**Page 7**
Comparative reference	**General comparative**	Difference, other	**Page 1 and 11**
	particular comparative	Better	**Page 2**

Table 2. Finding of Substitution

Substitution		
Types of substitution	**Substitute Word**	**Data Finding See in Appendix**
Nominal substitution	–	–
Verbal substitution	**Do**	**Page 12**
Clausal substitution	**So**	**Page 2**

Table 3. Finding of Ellipsis

Ellipsis	
Types of Ellipsis	**Data Finding See in Appendix**
Nominal	–
Verbal	**Page 10**
Clausal	–

Table 4. Finding of Conjunction

Conjunction		
Types of Conjunction	**Word of Conjunction**	**Data Finding See in Appendix**
Additive	**And**	**Page 1 and 2**
Adversative	**But, however**	**Page 3 and 6**
Causal	**So, that, because**	**Page 7, 8, 9**
Temporal	**After, then**	**Page 1**

4.1.1. Reference

A word in sentence usually refers to the event, situation or something in sentence or something out of text it can be called a reference. Lyon (1968, p.402) state that the relation between word, thing or something, event, action is the relation of reference. Halliday and Hasan (1976, p. 31) state that a word that refer to something has divided into three type. There are personal reference, demonstrative personal and comparative personal. All of items are found in the data analysis, it can be seen in the table 1. The following section will make clear the understanding of reference.

A. Personal Reference

This item of reference is used to refer the specific thing or condition. However, this item always refers to the people and thing. Halliday and Hasan (1976, p.43) classified the personal reference into several types such personal pronoun (*I, you, we, they, she, he, it)*, possessive pronoun (*mine, yours, his, hers, its, ours, and, theirs)* and possessive determiners (*my, your, his, her, its, ours,* and *theirs)*. In this study the writer found a data that mentioned in the table 1. To make clear about data analysis about personal reference, the writer illustrated a data of personal pronoun and possessive determiner as follow:

> "This soft diurnal commotion was over Louisa Ellis also. **She** had been peacefully sewing at her sitting-room window all the afternoon. Now **she** quilted **her** needle carefully into her work, which she folded precisely, and laid in a basket with her thimble and thread and scissors. Louisa Ellis could not remember that ever in her life she had mislaid one of these little feminine appurtenances, which had become, from long use and constant association, a very part of **her** personality."
> (Freeman, 1891:1)

The reference item that is found in sample above are *she, her.* All of reference in the example are difference in the type. The word *she* identified as personal pronoun in the sentence *she had been peacefully sewing at her sitting-room window all the afternoon* and also in the sentence *she had mislaid one of these little feminine appurtenances* because the word *she* references to person as object. In this context the word *she* presupposes Louisa Ellis as people that became a character of short story.

Then, the personal reference *her* is found from sample data in sentence *now she quilted her needle carefully into her work.* This reference identified as possessive determiner because the word *her* in this sentence presupposed to

something that belongs of person. *Her* in this sentence refer to Louisa Ellis. However, the possessive determiner also appear in the data as follows:

a. Opposite her, on the other side of the road, was a spreading tree; the moon shone between **its** boughs (Freeman, 1891:10)

b. but when she came to look for it that night she found it, although meek of **its** kind (freeman, 1891: 12)

The word *its* is identified as possessive pronoun. It can be seen in the data **a** and **b** above. The word *its* in those sentences as an object for the word *moon* in the sentence *a* and the word *meek* in the sentence *b*

B. Demonstrative Reference

In these types of reference are usually used to explain about location of something. According Halliday and Hasan (1976, p.37-38) demonstrative reference is divided into two types. The first types is adverbial demonstrative (*here, there, now)* the adverbial demonstrative refers to the location where the process happened or something located. And the second is nominal demonstrative, there are *this, these, that, those* and *the*. In demonstrative, nominal refers to the location of something. Both of them is found in the short story. It can be seen in the table 1. To get more illustration, the following sample data put by the writer to make clear.

a. **Now,** she quilted her needle carefully into her work, which she folded precisely, and laid in a basket with her thimble and thread and scissors. (freeman, 1891:1)

b. She looked sharply at the grass beside the step to see if any had fallen **there** (freeman, 1891: 1)

In sentences **a** and **b** above, there is a word that identified as adverbial demonstrative. The word *now* indicated a time of event where the proses of

something happened. In the sentence **a**, the word *now* identified as adverbial demonstrative where the time of something happened. It also happens in the word *there* in the sentence *b* however, in the sentence *b*, the word *there* gives the information about the place of action happens. The following data also about nominal demonstrative:

> Joe had made some extensive and quite magnificent alterations in **his house**. It was the old homestead; the newly-married couple would live **there**, for Joe could not desert his mother, who refused to leave her old home. (Freeman, 1891:7)

From sample of data analysis above, the demonstrative reference appeared in the sentence *the newly-married couple would live there*. From this sentence, the word *there* is identified as **nominal demonstrative**. The word **there** refers to the location of something. It can be seen in the word **his house**

C. Comparative Reference

A equaling something with something always happens in environment, not only in the text but also in the conversation. It happens because there is something that can be compared. The word that gives an information of comparing something and refers to the something that become an object of comparing. It may be called comparative reference, Comparative reference has two types, it can be seen in the table 1. The first general comparison, it has type, the first is identify that always deal with the word *same, identical, equal, identically*. Then, the similarity that always with the word *similarity, likewise, so, similarly*. The last difference, that has a word like *other, different, else, differently, otherwise* in table 1. the sample data is described in example:

a. It was late in the afternoon, and the light was waning. There was a *difference* in the look of **the tree shadows** out in the yard. (freeman, 1891:1)

b. I'd never think anything of any man that went against 'em for **me** or any *other* girl (freeman, 1891:11)

In sample of the data that is found by the writer. The word *difference* in sample data *a* gives an explanation about comparing of something with the word **the tree shadows**. *The tree shadow* has been differentiated with its condition before by using word **difference**. In sample data *b.* the word *other* gives an explanation about a comparing the word **me** with the word *girl*.

The following data is about particular comparison where the particular comparative is like the word *more, fewer, less, additional, so-, as-, equally-,* followed with the word that has meaning about quantifier. *Better, so-, as-, more-, less-, equally- , followed by comparative adjective and adverb*. The sample data in table 1 is shown as a sample data finding. However, the illustration will be explained in the following data:

> Their daily tables were laid with common crockery, their sets of best china stayed in the parlor closet, and Louisa Ellis was no richer nor **better** bred than they. Still she would use the china (Freeman, 1891:2)

In the sample of the data, the writer found a text with a word in the text can be defined as particular comparison. The word *better* in these sample of the data is identified as particular comparison because *better* in the text refer to the quantity of thing that has been compared with the word *they*. It can been seen in the sentence *Louisa Ellis was no richer nor **better** bred than they*. The object that compared in this sentence is the word *they* and *Louisa Ellis*

4.1.2. Substitution

A replacement of word or phrase in the text into different word can be called as substitution. It usually happens in the text to avoid a repetitions word in the text. Halliday and Hasan (1976, p.91) divided a substitution into three kind. There are nominal substitution, verbal substitution and clausal substitution. However, in the data is not all of the types of substitution found, it can be seen on the table 2. The following described to make clear the illustration of the data finding:

A. Clausal Substitution

In this type of substitution occurs in entire of clause and replace a clause. This type usually used a word **so and not**. The word **so** is used for positive form and the word **not** is used for negative form. The sample data finding of the word **so** can be seen in the table 2. However, the data that identified only clausal positive **so** that was found. To more close look at the following data:

> He seemed to fill up the whole room. A little yellow canary that had been asleep in his green cage at the south window woke up and fluttered wildly, **beating his little yellow wings against the wires**. He always did so when Joe Dagget came into the room.(freeman, 1891:2)

The substitution *so* in data analysis happens in the sentence *He always did so when Joe Dagget came into the room*. In this sentence, the word **so** is identified as clausal substitution, it happens because the word **so** substitutes a clause *beating his little yellow wings against the wires* in the sentence *He always did so*.

B. Verbal Substitution

Substitution is replacing of verbal group or verbal form in the sentence. In table 2, the verbal substitution is found in the sentence "Yes, I *do*," the verbal substitution usually used the word **do**. To get more the illustration, the data was found by the writer in the following sample data:

> "Well, I never shrank, Louisa," said Dagget. "I'm going to be honest enough to say that I think maybe it's better this way; but if you'd wanted to keep on, I'd have stuck to you till my dying day. I hope you **know** that."
> "Yes, I **do**," said she. (Freeman, 1891:12)

The verbal substitution happens in the conversation between characters in the short story like a sample above. The word *do* is identified as verbal substitution. The word do in the sentence *Yes, I do* substituted the word *know* in the sentence *I hope you know that*.

4.1.3. Ellipsis

This type is almost same with the verbal substitution. However, the word is not change with other verb that has same function but the word is deleted. It happens because the word is not needed to insert. Halliday and Hasan (1976) said that ellipsis can be something left unsaid. The mean of something unsaid is something that is understood well. So, it is not needed to be write or say. Halliday and Hasan (1976) has divided ellipsis into three types. There are nominal ellipsis, verbal ellipsis, and the last is clausal ellipsis. However, the data that is found in this research is only verbal ellipsis, look at in table 3. The illustrated of the data that is found as follow included the data analysis:

A. Verbal Ellipsis

The omitting of verb form in the sentence can be called a verbal ellipsis. As Halliday and Hasan (1976, p.167) said that an omitting of verbal group can be called verbal ellipsis. The data was found like in the table 3. The illustration of data as follows:

> "Well," said Dagget, "you've made up your mind, then, I suppose?"
> "**Yes,**" (freeman, 1891:10)

The illustration of sample data is like in the text above. It can be seen in the word *yes*, if the word that followed *yes* is not ellipsis, the word can be drawn as *yes, I have made up my mind*. However, the word is omitted because the partner or the listener of the conversation has understood well about the meaning.

4.1.4. Conjunction

The relation in the sentence always happens in the text to make the sentences cohesive. The word is usually used to make a relation between two sentences that can be said as conjunction. This usually happens in the writing text to make a perfect information. According John Eastwood (2002, p.225) state that conjunction is a word that link two word or clause.

Halliday and Hasan (1976, p.238) have divided a conjunction into four categorized: additive, adversative, casual and temporal. The data for this types are mentioned in the table 4. The following section is the illustration of the data.

A. Additive Conjunction

This type of conjunction usually appears in the beginning of the sentence after previous sentence. It often makes a cohesive relation with other sentence before. The relation between sentences is categorized in this types, it is usually expressed by the word *and* in the beginning of sentence. Halliday and Hassan (1976, p.244) said that a relation between sentenced that expressed by *and* at the beginning of the sentence is additive relation. There are many conjunctions that are similar like *and, and also, or, or else*. In the table 4, the data has mentioned. However to get more the illustration look at the data:

> The currants were picked she sat on the back door-step **and** stemmed them, collecting the stems carefully in her apron**, and** afterwards throwing them into the hen-coop. She looked sharply at the grass beside the step to see if any had fallen there. (Freeman, 1891: 1)

The word *and* in data above identified as additive conjunction, it happens because the word *and* connect two sentence that has different event. The word *and* shows an additional news or it can be said an additional sentence that completed the information in the text. It can be seen in sentence *The currants were picked she sat on the back door-step and stemmed them*. The first sentence is *The currants were picked she sat on the back door-step* and the second sentence is *stemmed them*. Both of sentence have different action but the word *and* connected them to make a cohesive meaning. Even thought, in the basically, they have a different action in the meaning but their meaning can complete each other to make a good meaning.

B. Adversative conjunction

The Sentences in the text do not always have same meaning. However, the relation between them is always cohesive in the meaning. The contras meaning is often found between sentences in writing text. It happens because the condition in the writing text inspires from human life that has many contras opinion of their life. The words that connected them, means the word that connected the contras meaning to be a cohesive in the meaning that can be called adversative conjunction. In the adversative relation is expressed with the word *yet*. However, there are many word that can be used like *but, although, however*. in the table 4, the data is shown by the writer to give the information about the adversative conjunction and to get more specific illustration of sample data finding. It can be looked at in the data as follow:

"He was not very young, but there was a boyish look about his large face. Louisa was not quite as old as he, her face was fairer and smoother, **but** she gave people the impression of being older."(Freeman, 1891:3)

The word but was found in the text above. It identified as conjunction. It can be seen in the sentence *but there was a boyish look about his large face* and also in the sentence *but she gave people the impression of being older*. The word *but* in both of sentence identified as adversative conjunction. The conjunction *but* in the sentences can make two contrasting meaning in the different sentence to be cohesive sentence in the meaning. The data also found in the following data.

She had always looked forward to his return and their marriage as the inevitable conclusion of things. **However,** she had fallen into a way of placing it so far in the future that it was almost equal to placing it over the boundaries of another life (Freeman, 1891:6)

In this text, the conjunction *However* also found in data above. It can be seen in the sentence *"However, she had fallen into a way"*. The word *however* in this sentence

identified as adversative conjunction because the conjunction *however* in the data connects a sentence that has a contras meaning to be cohesive meaning in the relation of sentence. Even thought, basically the sentences in this text has contras meaning.

C. Causal conjunction

In the causal conjunction, a word that inserted into sentence in writing text. It is usually contains sign of reason, result and resolve. Halliday and Hasan (1976, p.256) state that in the casual conjunction are included result, reason and purpose. It means that casual conjunction inserted in the sentence to express the result, reason and purpose in the text of sentence. This conjunction usually uses a signal word like *so, that, therefore, consequently, accordingly* and an expression number *as a result (of that), because of that, in consequently (of that)*. The data finding of this type has been mentioned in table 4. However, to more clear and close with the illustration of the data analysis, it can be seen in sample data:

> Joe had made some extensive and quite magnificent alterations in his house. It was the old homestead; the newly-married couple would live there, for Joe could not desert his mother, who refused to leave her old home. So Louisa must leave hers. (Freeman, 1891:7)

A conjunction can be seen in the sentence *So Louisa must leave hers*. The word *so* identified as casual conjunction. Because the word so expressed a result of the sentences or it can be said that the word so in the sentence *So Louisa must leave hers* tell the conclusion of the problem or opinion in the sentence before. The kind of conjunction likes the word *so* also can be found in the following data:

> She gloated gently over her orderly bureau-drawers, with their exquisitely folded contents redolent with lavender and sweet clover and very purity. Could she be sure of the endurance of even this? She had visions, so startling that she half repudiated them as indelicate, of coarse masculine belongings strewn about in endless litter; of dust and disorder arising necessarily from a coarse masculine presence in the midst of all this delicate harmony. (Freeman, 1891:8)

It can be seen in the sentence *so startling that she half repudiated them as indelicate*.

In this sentence the word *so* identified as casual conjunction. Because in data, *so* tells a result of the sentence or opinion of the text. The next sample data of this type that signaled as a reason, found in data follow:

> She saw innocent children bleeding in his path. She was herself very fond of the old dog, **because** he had belonged to her dead brother, and he was always very gentle with her; still she had great faith in his ferocity. She always warned people not to go too near him. (Freeman, 1891:9)

In the text above. The data found as conjunction that connected between sentences in the text. It can be seen in the text *because he had belonged to her dead brother*. The word *because* in the text is identified as casual conjunction that is inserted by the author to tell the reason of event or something happened in the text.

D. Temporal conjunction.

The conjunction that is signaled a sequence of time is temporal conjunction. It signaled by the word like *then, at once, thereupon, on which, soon, presently, later, after a time, Next time, an another occasion, Next day, five minute later* and other word that is signaled a sequence of time in the text. The sample data of this conjunction can be seen in the table 4. However, the writer inserts the following data to make a clear the understanding of this conjunction. The following data is presented as follow:

Louisa tied a green apron round her waist, and got out a flat straw hat with a green ribbon. **Then** she went into the garden with a little blue crockery bowl, to pick some currants for her tea. **After** the currants were picked she sat on the back door-step and stemmed them, collecting the stems carefully in her apron, and afterwards throwing them into the hen-coop. (freeman, 1891:1)

In the sentence *then she went into the garden with a little blue crockery bowl*. The word *then* is identified as temporal conjunction. It is caused the word *then* indicated a sequence of time in the text of sentence. The sequence of time can be seen between *sentence got out a flat straw hat with a green ribbon* and *she went into the garden with a little blue crockery bowl* by using the temporal conjunction *then*.

In the sentence *after the currants were picked she sat on the back door-step and stemmed them*, the word after is also identified as temporal conjunction. It is known that the word *after* explains a sequence time in the text of data.

4.2. The Functions of Grammatical Cohesion Found in Short Story "A New England Nun" by Mary E. Wilkins Freeman

The function of grammatical cohesion in the short story are mentioned based on the types of grammatical cohesion:

4.2.1. Reference

The basic function of reference refers to the something that it can be person, place or thing. Based on the type of reference, it has three types. The functions can be seen in the data follow:

a. To show the character of something or person that considered as reference in the text. This function found in this data:

> This soft diurnal commotion was over **Louisa Ellis** also. **She** had been peacefully sewing at her sitting-room window all the afternoon. Now she quilted her needle carefully into her work, which she folded precisely, and laid in a basket with her thimble and thread and scissors. Louisa Ellis could not remember that ever in her life she had mislaid one of these little feminine appurtenances, which had become, from long use and constant association, a very part of her personality. (Freeman, 1891:1)

In this data the function of reference identified in the sentence *this soft diurnal commotion was over Louisa Ellis also. She had been peacefully sewing*. In this sentence reference shown with the word *she*. The word *she* refers to the person that considered as character in the text. It can be seen in word *Louisa Ellis* in the sentence before.

b. To indicate some places or locations that used in the text or conversation. This function is found in the data:

> "Joe had made some extensive and quite magnificent alterations in **his house**. It was the old homestead; the newly-married couple would live **there**, for Joe could not desert his mother, who refused to leave her old home."(Freeman, 1891:7)

The data signaled with the word *there*. This word refers to the place where the character of people do something. The word *there* refers to the word *house*.

c. To Show a comparison of quality between something in the text. It is found in the data follow:

> a. It was late in the afternoon, and the light was waning. There was a *difference* in the look of **the tree shadows** out in the yard. (freeman, 1891:1)
>
> b. I'd never think anything of any man that went against 'em for **me** or any *other* **girl**. (freeman, 1891:11)

From those data, the function is found by using word *difference*. This word shows a comparing something with the condition, it can be seen in the sentence

(a). The word *difference* compares the word *the tree shadows* with the condition

in the text. It also happens in the sentence (b), however, in the sentence, the word

uses to compare is *other*. In this sentence there are two word a *girl* and *me* that

is compared.

4.2.2. Substitution

From data analysis, the function of substitution is found as follow:

a. To avoid a repetition word and make the sentence simpler because the meaning

is understood. It can be seen in data follow:

> a. I hope you **know** that."
> b. "Yes, I **do**," (freeman, 1891:12)

The data shows that the function of substitution is signaled in the sentence (b).

The word **do** is substituted the word **know** in the sentence *I hope you know that?*.

It happens because the word *do* that replaces the word **know** has a function to

avoid a repetition word in the same text.

b. To abridge the sentence, phrase or clause in the text. It can be seen in the

following sample data:

> A little yellow canary that **had been asleep in his green cage at the south window woke up and fluttered wildly, beating his little yellow wings against the wires**. He always did so when Joe Dagget came into the room. (Freeman, 1891:2)

The word **so** in the sentence *He always did so when Joe Dagget came into the*

room is abridgment the sentence *that had been asleep in his green cage at the*

south window woke up and fluttered wildly, beating his little yellow wings

against the wires. It happens to make the sentence simpler.

4.2.3. Ellipsis

The function of this type is found in the data analysis as mentioned in table 3. To

get the illustration of ellipsis' function as follow:

a. To make the conversation or sentence in the spoken or text simpler. It can be

seen in the sample data follow

> A: you've made up your mind, then, I suppose?"
> B: **Yes** … (freeman, 1891:10)

The function of ellipsis is shown in (b). In (b), there is a missing word. The words

phrase *made up your mind* is omitted in **a**. If it is not omitted, the sentence (b)

will be *yes, I have made up*. However, that is done to make simpler the text or

spoken in conversation, an omitting or it can be said ellipsis happens because the

word is omitted is no longer needed to be write.

4.2.4. Conjunction

The following is the function of conjunction that is found based on the sample of

data.

a. To show an additional news, event or some opinion. It can be seen in the data

follow.

> a. The currants were picked she sat on the back door-step **and** stemmed them, collecting the stems carefully in her apron, **and** afterwards throwing them into the hen-coop. She looked sharply at the grass beside the step to see if any had fallen there. (Freeman, 1891: 1)
>
> b. Their daily tables were laid with common crockery, their sets of best china stayed in the parlor closet, **and** Louisa Ellis was no richer nor better bred than they. Still she would use the china. She had for her supper a glass dish full of sugared currants, a plate of little cakes, **and** one of light white biscuits. (freeman, 1891:2)

Those data give an example of the function that is found in the text. In (a), the word *and* is signaled as conjunction that shows and connects an additional news of the character Louisa. It also happens in sentences (b).

b. To show an information about contras opinion or something. It can be illustrated as follow:

a. He was not very young, but there was a boyish look about his large face. Louisa was not quite as old as he, her face was fairer and smoother, **but** she gave people the impression of being older. (freeman, 1891:3)

b. She had always looked forward to his return and their marriage as the inevitable conclusion of things. **However,** she had fallen into a way of placing it so far in the future that it was almost equal to placing it over the boundaries of another life (Freeman, 1891:6)

The function in (a) indicated by using *but*. It is shown and connected an information of opinion that has contras meaning. It also happens in sentence (b). However, in *b* the contras meaning and opinion is signaled with the word *However*. It can be seen in sentence that puts after the word *but* and *However*. Both of them are followed by the sentence that has contras meaning form the sentence that puts before them.

c. To indicate a sequence time of event in the text. To get an illustration more clear. A sample data follow will help;

a. Louisa tied a green apron round her waist, and got out a flat straw hat with a green ribbon. **Then** she went into the garden with a little blue crockery bowl, to pick some currants for her tea. **After** the currants were picked she sat on the back door-step and stemmed them, collecting the stems carefully in her apron, and afterwards throwing them into the hen-coop. (freeman,1891:1)

In the example above. A sequence time is shown by the word *then* and *after*.

These words are connected a difference time of action in the text. Even thought,

the sentences have a different event of time.

d. To show an information about the result, purpose and reason in the text. The

following data will give an illustration about this function.

a. Joe had made some extensive and quite magnificent alterations in his house. It was the old homestead; the newly-married couple would live there, for Joe could not desert his mother, who refused to leave her old home. **So** Louisa must leave hers. (Freeman,1891:7)

b. She gloated gently over her orderly bureau-drawers, with their exquisitely folded contents redolent with lavender and sweet clover and very purity. Could she be sure of the endurance of even this? She had visions, **so** startling that she half repudiated them as indelicate, of coarse masculine belongings strewn about in endless litter; of dust and disorder arising necessarily from a coarse masculine presence in the midst of all this delicate harmony. (Freeman, 1891:8)

The result signaled in sentence *So Louisa must leave hers* in (a). the conjunction

so makes this sentence to be a result sentence. Then, in (b) also shows a result

sentence. That is shown in the sentence *so startling that she half repudiated*

them as indelicate.

4.3. Discussion

The result of data analysis shows that types of grammatical cohesion like

Reference, Substitution, ellipsis and conjunction are found in the object of this

study. An object of this study is short story entitled "A New England Nun" by Mary

E. Wilkins Freeman. In the sample data that is considered as sample of reference

can be seen in the table 1. In table 1 has shown all of the types of reference are

found. The types of reference have three kinds included personal reference,

possessive pronoun and possessive determiner. A personal reference is signaled with the word *I, you, they, she, he, it*. It can be seen in sample sentence of data that is found like *"This soft diurnal commotion was over Louisa Ellis also. She had been peacefully sewing"*. The word **she** in the second sentence refers to the character of people in the short story, it can be seen in the word *Louisa Ellis* in the first sentence.

A possessive pronoun is signaled with the words *mine, yours, his, hers, its, ours, yours* and *theirs*. The position is as object, it is not as subject. This word illustrates to the something that belongs to people like something is belongs Joe dagget and Louis Ellis. It can be seen in table 1. In personal reference also has the word *my, your, his, her, its, our, your* and *their*. These words are called possessive determiner because these word presupposed to the somethings that belongs to person. These words usually are modifier of something as example *my book*. In the data analysis these word presuppose to the something that belongs to the character in short story that can be seen in the table 1. Like in the sentence *"my heart nor make a fool of myself"* in this sentence the possessive determiner identified in the word '*my heart*'. A demonstrative reference and comparative reference are also found in data analysis. It can be seen in the table 1.

In the short story is also found a substitution like a description in table 2. These types of grammatical cohesion have three types. There are nominal substitution, clausal substation and verbal substitution. However, the result of analysis data are only found two types. There verbal substitution and clausal substitution. Clausal substitution is replacement of the entire of clause. It usually

uses the word *so*. It can be seen in the sentence *He always did so when Joe Dagget came into the room.* The word *so* in this sentence replaces some clauses that happen before this sentence. However, this types are difference with the second type of substitution that found in the data analysis. The second type is verbal substitution. This types is not replace the entire of clause but it is only replace a verbal form as example found in data analysis like '*I hope you know that, - Yes, I do*'. The word *do* in this sentence replacement the word *know* in the sentence before.

Based on the data analysis, the type of grammatical cohesion namely ellipsis is also found. The ellipsis is omitting some word in the text. It happens because the word or phrase that is omitted no longer needed to be written. This type has three kinds: nominal ellipsis, verbal ellipsis, clausal ellipsis. However, in the data analysis is only found the verbal ellipsis. In the verbal ellipsis usually is omitting the verb form or group of verb form. It can be seen in sample data *you've made up your mind, then, I suppose?-Yes.* In this sentence, there are some words that are ellipsis because the words that are omitted are no longer needed to be written.

In data analysis, a conjunction also found with its types include additive, adversative, casual and temporal. It can be seen in the table 4. It gives more sample data about conjunction. Additive conjunction is usually used to connect the even or issues that happens in the text, it can be seen in the data "*little swarms of flies were dancing up **and** down before the peoples' faces in the soft air*". The word *and* in this sentences connected between two event in the two sentences. The following is about adversative conjunction. The sample data of adversative is her *face was fairer and smoother, **but** she gave people the impression of being older.* The word ***but*** has

inserted to connect them to make a cohesive in the meaning. Even they have a contrast meaning. Adversative conjunction uses to connect a contras meaning or event.

From data analysis the writer also found a causal conjunction. This type usually connects a sentence to be result, reason and purpose of the sentence. The words are usually *so, that, therefore, consequently, accordingly* and an expression number *as a result (of that), because of that, in consequently (of that)*. All of these words use to make a reason, result or purpose in the text from something happen in the text. The last type of conjunction is temporal conjunction. This type indicates time where the issues happen. In data analysis shown a temporal conjunction in the sentence *"....Louisa tied a green apron round her waist, and got out a flat straw hat with a green ribbon. Then she went into the garden with a little blue crockery bowl..."* the temporal conjunction in this sentences is signaled with the word *then*.

In this study, there are many samples data that are inserted by the writer to make easy for the reader to understand. However, there is a different finding of data analysis from the previous study. Even thought, the theory that is used to analysis the data is same but the finding is difference. In this study, the writer tries to find the word in the short story that related to grammatical cohesion. Finally, the writer found all types of grammatical cohesion in the short story except nominal substitution, nominal ellipsis and clausal ellipsis.

In Retnasari (2010) entitled " *A Study of Grammatical Cohesion of Barack Obama's Speech Al-Azhar University*" from UIN Maulana Malik Ibrahim Malang. She also found types of grammatical cohesion but not all of types found. The types

of grammatical that are not found in her study are nominal substitution, verbal substitution, verbal ellipsis and clausal ellipsis.

In the previous study the sample data finding is not classified into table but in the description and analysis. This is difference with this study that use a table to classified sample data finding. The function of table in this study to make the reader closer with the grammatical cohesion. In this study also included the appendix of sample data finding that helps the reader more understand with all of types of grammatical cohesion. However, in the previous study the appendix is about the percentage of grammatical cohesion that is almost used in the object of study.

After discussion of the grammatical cohesion and compare this study with the previous study. This study has many features to make the reader more understand but the writer still hopes to someone especially to student of English literature in Adab faculty of UIN Sunan Ampel Surabaya to make greatest study from this study.

CHAPTER V

CONCLUSION AND SUGESTION

The result of data analysis has presented in the previous chapter. However, the conclusion and suggestions are made in this chapter. The conclusion refers to the summary of the data analysis. Meanwhile, the suggestion is also inserted by the writer to share the information for the next researcher who does similar research of this study.

5.1. Conclusion

Based on the research problem, the focusing of this study is identified the types and the function of grammatical cohesion that are found. The object of research is short story that was made by Mary E. Wilkins Freeman in 1891 under the title "A New England Nun". During analysis the data, the writer tries to find the word that related to grammatical cohesion. the types of grammatical cohesion found in this result of analysis data are substitution, reference, ellipsis and conjunction.

In the reference which found in the short story are personal reference, demonstrative reference and comparative reference. These types used to presuppose a person in the text or something that can be reference. However, in the short story that become an object of this study, all of reference types presuppose to the character in story.

The following type of grammatical cohesion found is substitution. The kinds of substitution are used in this story to replace the word and change into different form because to avoid a repetition word in the text. The types of substitution found

based on data analysis are verbal ellipsis and clausal ellipsis. Both of them are omitted the word that is no longer needed in the writing or in the conversation. In this case, the word omitted has understood by the reader or listener. It happens in the conversation between characters of the story. However, it should be remembered that the verbal ellipsis is different with clausal ellipsis. If the verbal ellipsis only omits the verbal form but the clausal ellipsis omits the entire of clause.

In the last is conjunction, for all of these types are found in the short story based on the sample of data analysis. The types of conjunction found are additive, adversative, causal and also temporal. The Additive signals with the word *and*. It usually connects a similar issue, additional news or information about event in different sentence. The adversative conjunction is also found in the short story. The words of adversative that are found are *however* and *but*. These conjunction in the story are connected contras opinion in the text of story. However, in the causal type is different. In this type, the words *because* and *so* expresses of reason, purpose , and This type of conjunction shows a result of action that is done by the character in the short story. The last type of conjunction is temporal conjunction, it presupposes a sequence of time in the text of short story.

5.2. Suggestion

This study only focuses on grammatical cohesion that is used in the short story "A New England Nun" by Marry E. Wilkins Freeman. Grammatical cohesion usually uses in the hand writing especially in short story because it makes the structure and the meaning understandable. However, not all people knows about this.

The writer thinks that the result of this study is still far for being perfect because the theory is applied by the writer to give an information of using grammatical cohesion in the short story. The writer believes many linguistic theory that can be used to support and develop in the next study related to grammatical cohesion. The writer suggests for the next researcher can do the same study with the new developing in giving information about grammatical cohesion. However, the next researchers should have much time to give deeper information about grammatical cohesion because grammatical cohesion is not easy to be identified in the hand writing especially for substitution and ellipsis.

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