

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:

2.2. Concepts 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 are 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 just give an explanation that a *text* is a verbal record. However, if a *text* is a verbal record, it is always connected 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.

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.

2.2.3. Ties

[illegible]

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.

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

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.

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.

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.

1. Reiteration

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.

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

Coordinate

graph, the meaning of word that is included in the earlier word be

. Halliday and Hasan (1976, p.280) described a word that its mean

the earlier one before can be called superordinate. In addition, B

5) Mentioned that hyponym and meronymy are included in kin

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rd or phrase whose meaning covered by other word o

hyponym. For example: cat, bird, insect are the hyponym

rian P. (2006, p.135) a word that refers to classes of

e general specific. As example: The hyponym of red

a color. To more close can be looked as example:

The **man** rides a motor cycle very fast.

- 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.

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

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

[illegible]

1.1. Personal Reference

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.

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.

1.3. Comparative Reference

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:

- 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*.

- She takes **more** apples.
- He lives in **better** house.

Substitution is type of lexical grammatical cohesion that is often found in text. It is a replacement word into different 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:

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

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

3.2. Verbal Ellipsis

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

3.3. Clausal Ellipsis

A: has she done her homework?
B: yes

[illegible]

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

4.3. Causal

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.

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.

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.

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.

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.

- For example:

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

4. Conjunction

a. To indicate an additional issues or event in text

For example:

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

- For example:

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

For example:

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.