CHAPTER II
THEORETICAL FRAMEWORK

A. Previous Research Overview

The researcher will describe some previous research which are relevant to this research to make the research arrangement easier.

The first research was done by (Trisnaningrum, Alek, & Hidayat, 2019) entitled "Discourse Analysis Of Grammatical Cohesion Devices In College Students' Academic Essays Writing". The aims of this research are: (1) investigate grammatical cohesion devices use in college students" academic writing essay as a part of discourse analysis (2) to find out the kinds of grammatical cohesion devices specifications in college students" academic writing essay. This research used descriptive and analytical study as the method of this study. The findings of this research revealed that 1048 grammatical cohesion devices were used in the essays. The highest use of grammatical cohesion devices were reference with 53.53% and conjunction. The data also showed that the college students more used with reference and conjunction than substitution and ellipsis. It can be concluded that the lack of using grammatical cohesion devices in terms of comprehension, knowledge and ability in writing leads the college students use inappropriate grammatical cohesion devices. The weakness of this research is in abstract the researcher just put the percentages of using reference. Whereas, the researcher said that the highest of using grammatical is reference than conjuction. Exactly, the researcher also put all of the percentage of using conjunction so that the reader know how much the percentage of using cojunction.

The second research was conducted by (Ismail & Linda, 2018) entitled "Cohesion In Foreign Language Writing". The objective of this research was

to found the most common cohesive devices used by university students while writing English composition. Qualitative discourse analyse as the research design of this study. The result revealed that the type of cohesion devices which was majorly used was addition, as there are 94% of the additive device usage. Then, 75% refers to the use of cohesive devices as comparison, 56% as consequential, and 40% as temporal device. In can be concluded that the students use more addition in writing. It can be concluded that the students use more addition in writing. It was followed by comparing, then sequential, and finally followed by temporal. The use of additive devices is a very simple and staple use of a cohesive device which can indicates that the writer is still in the novice level. The weakness of the study is not mention the research focus, so it can make the reader difficult what the researcher discuss. The researcher just said *cohesion* in the study whereas there many kind of cohesion not just one.

The last research was done by (Sulistyaningsih & Slamet, 2018) entitled "An Analysis of Cohesion Found in Barack Obama's Farewell Speech Text". The aims of this research is to find out types of conjunction especially external conjunction, internal conjunction, and continuatives in Barack Obama's farewell speech text based on semantics naming. The method of this study is using descriptive qualitative method. The results were analyzed conjunctions and continuatives were 18 (eighteen) types of external conjunctions, 8 types of internal conjunctions and 3 continuatives. The similarity of this research with the first previous research is about analyzing the cohesion that's the point of conjunction. The weakness of this research is, in the abstract, the researcher did not mention the percentages the number of each type so that it can make the reader confused to conclude the summary of the journal. Then, the resarcher will conduct further research to analyse

about the reference and substitution because in this research does not discuss about them.

The three kinds of research were analyzed about grammatical cohesion in text. On the contrary, the results of this research are different from each other. In this study, the researcher analyse cohesion on Jakarta Post article. the researcher focus on reference and subtitution of grammatical cohesion. The text that used in this research is about Coronavirus is the latest news. The strength of this research is put the percentage of using the grammatical cohesion. It is effective way because from the percentage it can be easier to get the summary of the research. From the explanation, it is clear that this study is different from the research above.

B. Theoretical Review

1. Concept of Cohesion

Halliday and Hasan in (Ainurrohman, 2018) Cohesion refers to the linguistic means whereby texture is achieved. It means, cohesion within text is used in order to relate one element to another element semantically so that it is understood. Halliday and Hasan in (Ainurrohman, 2018) stated also that the concept of cohesion refers to the relations of meaning that exist within the text. Cohesion is related to language because good cohesion is making the listener understand about what did the speaker say. Language can produce two kinds of communication there are spoken and written. In the written, cohesion makes the sentences more understood and clearly well by the people that read the sentences.

From the explanation above, it can be concluded that cohesion is part of linguistic related to the language. In specific cohesion related to meaning in the text. In Halliday and Hasan in (Hidayat, 2016) in cohesion there is a

distinction between grammatical cohesion consists of reference, substitution, ellipsis and conjunction and lexical cohesion which are repetition and collocation. This is the types of cohesion based on the table below:

a. **Grammatical Cohesion**

According to Halliday and Hasan in (Tsareva, 2010) grammatical cohesion is the combination of sentences that formed by grammatical aspect. Cohesive device which refers to a combination of sentences that form grammatical aspect is called grammatical cohesion (Ainurrohman, 2018). Halliday and Hasan in (Musdiawardhani, 2016) classify the cohesive devices into two types: first is grammatical cohesion which relates to the vocabulary. But, the researcher focuses on the grammatical cohesion in analyzing the subject.

Halliday and Hasan's theory is used as the theoretical framework, because of this study is conducted in analyzing the grammatical cohesion on some articles of both newspaper. Based on Halliday and hasan in (Musdiawardhani, 2016) There are four kinds of grammatical cohesion : Reference, Substitution, Ellipsis, and Conjunction.

Figure 1. Grammatical Cohesion
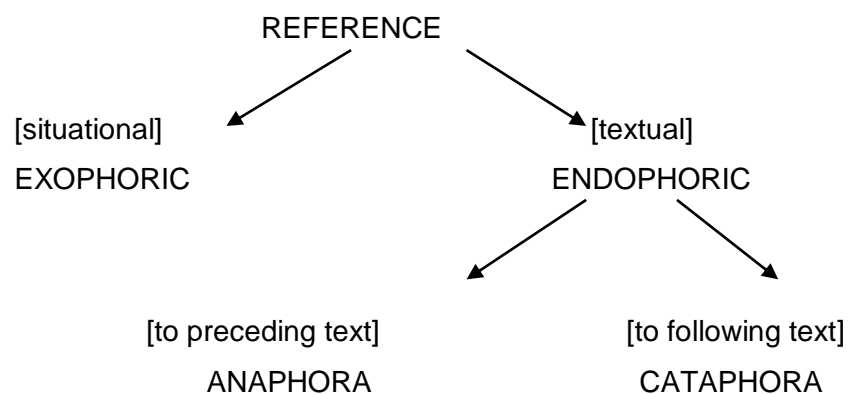**Grammatical Cohesive Devices**
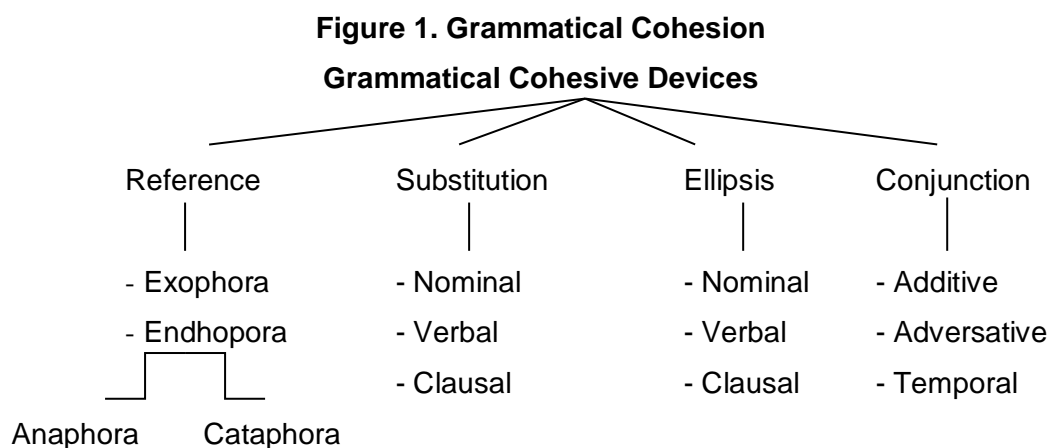
1) Reference

The simple explanation according to Cook in (Fadillah, 2018) reference is the words of which the meaning can only discovered by referring to other words or to elements of the context which are clear to both sender and receiver. According to Halliday and Hasan in (Musdiawardhani, 2016) state that reference is a semantic relation between an element and the others in the text in which the interpretation of the element involves the act of referring to a preceding or following element. There are two general types of references. They are exophoric and Endophoric .

While, (Musdiawardhani, 2016) argues Endophoric referencing is the focus of cohesion theory. Endophoric is classified into two categories, they are anaphora and cataphora. In other definition, Halliday and Hasan in (Nurjannah, 2015) divided reference into personal reference, demonstrative reference, and comparative reference. Based on the explanation above it can be concluded that reference is the word that relation between semantic in the text and refer to a preceding of following the element in the text.

Figure 2. Reference

REFERENCE

[situational]
EXOPHORIC

[textual]
ENDOPHORIC

[to preceding text]
ANAPHORA

[to following text]
CATAPHORA

a) Personal Reference

Personal pronoun as the personal reference categories was more tended used in the text. Halliday and Hasan in (Andayani, Seken, & Marjohan, 2014) said there are the category of personal reference includes:

a. Personal pronouns, such as: I, me, you, him, she, he, her, we, us, they, them, it. For instance: John is a smart student. He always does the homework. *He in the sentence* as the personal reference refer to John.

b. Possessive determiners, for instance: my, your, their, its, our, his, her. For example: I found this pen in the class. I think this is your pen. *Your* in the sentence referes to pen.

c. Possessive pronouns, for example: mine, yours, hers, theirs, ours. For example: This bottle is yours. *Yours* in that sentence refer to the person's bottle.

b) Demonstrative Reference

According to (Farikah, 2006) It is expressed through determiners and adverbs. Halliday and Hasan in (Andayani, Seken, & Marjohan, 2014) explained that there are the category of demonstrative reference includes *this, these, that, those*, and *the.* They refer to location, or thing, typically some entity, person or object that participating in the process; they occur as elements within a text.

"The example of demonstrative reference" Alarcon & Morales in (Aziza, 2019) :

a. **The** bill has nine sections and is primarily concentrated upon regulating and proposing the ideal family size and the health care benefits mothers and other women may receive if the bill is to be implemented. The phrase

"the bill" in example 2 suggests that the readers know exactly what bill is being talked about.

b. **These** abuses are obviously done in the form of unreasonable increases of prices of petroleum products. The demonstrative "these" which refers to the plural "abuses" which idea has been mentioned previously.

Table 2. Demonstrative Reference

Semantic category	Selective		Non-selective
Grammatical function	Modifier/Head	Adjunct	Modifier
Class	Determiner	Adverb	Determiner
Proximity: Near Far Neutral	This these That those	Here (now) There then	The

Source: (Halliday & Hasan, 1976)

c) Comparative Reference

According to Nunan in (Aziza, 2019) Emphasizes Comparative reference is expressed through adjectives and adverbs and serves to compare items within a text in terms of identity or similarity. Comparative reference divided into two; "general comparative" and "particular comparative". For instance based on (Hameed, 2008):

a. "the newer sounds" . The word "newer" is comparative reference with epithet "-er". It means the compares the traditional sounds of rural life, that of tractors, cicadas, and cows to the modern sounds of the start-up chime of a computer and the sound of an artist sculpting.

b. "so many British". The word "many" also indicated comparative reference. It refers to the 90% increase in the number buying rural properties in France and Italy as compared to a year earlier.

Table 3. Comparative Reference

Grammatical function	Modifier	Sub modifier
Class	Adjective	Adverb
General comparison: • Identity • General similarity • Difference (*ie* non-identity or similarity)	• Same • Identical • equal • Similar • additional • Other • different	• Identically • Similarly • likewise, • so • such • differently • otherwise
Particular comparison	• Better • More • etc.(comparative adjectives and quantifiers)	• So • More • Less • equally

Source: (Halliday & Hasan, 1976)

2) Substitution

Substitution is a substitute form is used for another language item, phrase, or group (Paltridge, 2006). It is important to mention that substitution and reference are different in what and where they operate. Halliday and Hasan in (Arifiani, 2016) expound that substitution holds a text together through preventing repetition and creating cohesive grammatical cohesion, not in the meaning, but in the wording, between words, clauses, and phrases In this case, the word is not omitted, but the word is substituted to another more general word. According to Halliday and Hasan in (Arifiani, 2016) there are three types of substitution which are nominal substitution, verbal substitution, and clausal substitution. There are the explanation:

(a) Nominal Substitution

Subtitution is substitutes the noun in the sentence. The words includes to this type of substitution are one/ones (singular and plural) and same. The substitute one/ones always function as Head of a nominal group and only for substitute an item which is Head of a a nominal group.

For intstance :

My ruler is too small. I must get the big one.

One is subtitution. It subtitute for *ruler.*

(b) Verbal Substitution

Verbal substitution substitutes the verb in the sentence.commonly the substitute used are do/does/did.

For instance:

You think Sue already drink. I think everybody does.

Does in the sentence it means subtituted *drink* in the previous sentence.

(c) Clausal Substitution

In English the verbal substitution is do which operates as head of verbal group, in the place that is occupied by the lexical verb; and the position is always final in the group. It means the entire clause will be substituted by another word. The words that used to substitute are *so* and *not.* For example: *Do you want to buy these all*? I think *so*". (The word "*so*" presupposed the substitutes for *offering to buy something.* It is mention to buy something.

3) Ellipsis

Ellipsis is the omission of word, phrase or clause in the text (Musdiawardhani, 2016). Halliday and Hasan in (Musdiawardhani, 2016) explained that ellipsis omits a word or sentence which has similar meaning with the preceding word or sentence because it has already understood clearly the interpretation of the second sentence which mentioned previously in the preceding sentence. Ellipsis devided into three types, they are nominal ellipsis, clausal ellipsis, and verbal ellipsis.

(a) Nominal Ellipsis

Nominal ellipsis means the omission of the nominal group or ellipsis within the nominal group. For example:

a. *These* **flowers** *are red.*

b. *Those are white.* If the elliptical group is filling out, the sentence is should be.

c. *These* **flowers** *are red. Those* **flower**s *are white.*

(b) Verbal Ellipsis

Verbal ellipsis means verbal ellipsis within the verbal group. For example; *Have they* **been** *cooking? – Yes, they have.* The verbal group in the answer have (yes they have) instances of verbal ellipsis. It can be said that *Yes They have* **been** *cooking.* And there is no possibility of feeling out with any others items.

(c) Clausal Ellipsis

*C*lausal ellipsis means ellipsis within the clause. Clause in English is expressed by various speech functions, such as statement, question, response, who has two part of structure, consists of Modal Element and Proportional Element. For example; *The Duke was ----- going to plant a row of poplars in the park* **(modal element) (proportional element)**

What was the Duke going to do? – Plant a row of poplars in the park.

In the answer, the modal element is omitted; the subject and verbal group, the finite operator was. Therefore, there is operator ellipsis in the verbal group. If the clause is not omitted, it should be:

A: What was the Duke going to do?

B: **The Duke was going** to plant a row of poplars in the park.

4) Conjunction

(Martin & Rose, 2003) stated that conjunction looks at interconnections between processes: adding, comparing, sequencing, or explaining them. These are logical meanings that link figures in sequences. In other definition, (Ma'wa & Mirahayuni, 2010) Explain Conjunction is a semantic relation which

indicates how the subsequent sentence or clause should be linked to the preceding or the following (part of the) sentence. Conjunction is slightly different from the other cohesive relations, from reference, substitution, and ellipsis. Based on (Halliday & Hasan, 1976) conjunction divided into four types of conjunction; Additive, Adversative, Causal, and Temporal. Here are:

(a) Additive Conjunction

Additive conjunction contributes to give additional information without changing information in the previous phrase or clause. This is kind of the conjunction relation; *and, further (more), moreover, besides that, by the way, or, nor, either.*

(b) Adversative Conjunction

The basic meaning of adversative conjunction is "contrary to expectation". The expectation may be derived from the content of what is being said, or from communication process. This is kind of the adversative conjunction; *However, but, nevertheless, in fact, instead.*

(c) Causal Conjunction

Causal conjunction emphasized on "result, reason, and purpose" and the simple form of causal relation is expressed by *so, thus, hence, therefore, consequently, accordingly*, and number of expression such as a *result (of that), in consequence (of that), because of that*. All these regularly take place in initial clause or sentence, and express causality.

(d) Temporal Conjunction

Temporal conjunction is the relationship of time sequence within the sentences. The simplest of temporal conjunction type is **then**. Beside of then, there are many kind of sequential senses; *next, afterwards, after that, soon, subsequently*, and others.

Table 4. Types of Conjunction

TYPES OF CONJUNCTION			
Additive	**Adversative**	**Causal**	**Temporal**
simple: and, nor, or	*proper*: yet, but, however	*general*: so, because of, thus	*simple*: then, next, afterwards
Complex : moreover, in addition, besides that, additionally	*Contrastive* : but, on the other hand, actually, in fact, at the same time	*Specific* : for this reason, as a result, for this purpose	*Complex* : at once, this time, the last time, meanwhile, at this moment, until then
Comparative : likewise, similarly, on the other hand	*Corrective* : instead, on the contrary, at least	*Conditional* : then, under the circumstances	*sequential/conclusive* : at first, in the end; finally, at last
Appositive : I mean, in other words, for example, thus	*Dismissive* : in any case, anyhow, at any rate	*Respective* : in this respect, with regard to this, otherwise	*'here and now'/ summarizing*: up to now, up to this point; to sum up, briefly

Source: (Tsareva, 2010)

2. Concept of News

According to Djuroto in (Suhaimah, 2019) explained that News is a fact or idea that can really be interesting attention of some readers. Based on Suhandang in (Suhaimah, 2019) explained that:

> *"Berita atau "News" menurut Homby menjelaskan bahwasanya berita merupakan laporan tentang apa yang terjadi paling mutakhir atau sangat baru dipublikasikan oleh media yang sesuai dengan faktanya. Berita merupakan laporan atau pemberitahuan tentang segala peristiwa aktual yang menarik perhatian orang banyak."*

So, based on the explanation above it can be concluded that news is a report or notification of any actual event that attracts attention people. Events involving facts and data in this universe, which the occurrence is actual in the sense of "just now" or hotly discussed by many people.

3. Concept of Discourse Analysis

Based on Yule in (Fadillah, 2018) "Discourse analysis is used to an investigation of what that language is used for. (Fadillah, 2018) said that

discourse knowledge allows language users to produce and interpret discourse structures such us verbal act (e.g. request, offers), conversational sequence (such us question answer), activities (such us storytelling, and arguing), and communicative style (such us woman's speech). Discourse is a unit of spoken and written language that has relevance among sections (cohesion), integration (coherent), and meaningful (Arifiani, 2016).

In researcher's opinion, it can be drawn that discourse is related to the writing that makes the speaker afforded discourse by communication and conversation. Discourse Analysis is study about language and linguistic. There are two kinds of discourse that make a good language are spoken and written. The study about spoken in discourse for instance speech, conversation, conference, seminar and others. While the study about written in discourse can be form in text such as magazine, newspaper, tabloid, book and others.

Written can be form a text. A text can be defined as an actual use of language, as distinct from a sentence which is an abstract unit of linguistic analysis (Widdowson, 2007). Written text is more attention with the grammatical language, therefore in this case discourse connections like cohesive device that used in text to get the meaning of the text. The written text that used in this research is The Jakarta Post Newspaper.