AN ANALYSIS OF GRAMMATICAL AND LEXICAL COHESION OF DISCUSSION TEXT AND REPORT TEXT

THESIS

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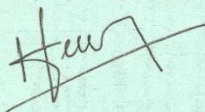**STATE UNIVERSITY OF PADANG**
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An Analysis of Grammatical and Lexical Cohesion of
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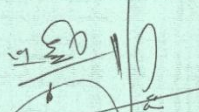
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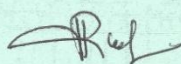
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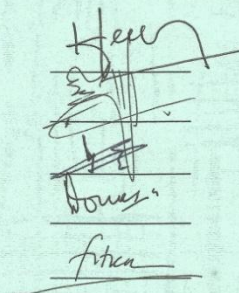
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ABSTRAK

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Kohesi merupakan hubungan antar kalimat yang disusun secara padu oleh unsur-unsur gramatikal dan leksikal untuk menghasilkan wacana yang mempunyai kesatuan dan keutuhan. Kohesi dibutuhkan untuk menghubungkan antar kalimat dan klausa pada teks. Adapun tujuan dari penelitian ini adalah untuk mendeskripsikan jenis-jenis gramatikal and lesikal kohesi yang terdapat dalam *discussion text* dan *report text*. Penelitian ini merupakan penelitian deskriptif. Metode ini bertujuan untuk menjawab masalah-masalah dengan jelas karena penelitian ini membutuhkan penjelasan dalam bentuk deskripsi. Adapun data dalam penelitian ini berupa kata, anak kalimat dan kalimat yang memiliki gramatikal kohesi dan leksikal kohesi pada discussion text dan report text yang berjumlah 6 teks *discussion text* dan 6 teks *report text*. Kedua teks menggunakan alat kohesi baik gramatikal maupun leksikal, yang terdiri atas *reference*, *substitution*, *ellipsis*, dan *conjunction*, serta alat kohesi leksikal, yang terdiri atas *reiteration* dan *collocation*. Dalam penemuan di penelitian ini ditemukan *reference* dan *reiteration* adalah jenis kohesi yang paling banyak digunakan pada dua jenis teks tersebut. Persentasi dari reference adalah 70,87% dalam *report text* dan 55,56% dalam *discussion text*. Kemudian peresentasi dari *reiteration* adalah 85,71% dalam *discussion text* dan 86,15% dalam *report text*. Dalam hal ini kedua teks memiliki kohesi yang baik sehingga bisa dikatakan sebagai teks yang baik karna memiliki hubungan yang baik antar kalimat dan klausanya.

Kata kunci: kohesi, gramatikal, leksikal, discussion text, report text.

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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

The Researcher

TABLE OF CONTENTS

LIST OF FIGURE

LIST OF TABLES

LIST OF CHART

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Language has an important role in human life, because it is used as communication device. Human being can not separated from communication event in their life. They are communciate to each other by using language. According to Hornby (2005) communication defined as transmission message from a source to a receiver. In communication human can express their idea, opinion, feeling, concept, thought, etc. So, language used to giving information from source to receiver.

Language can be in oral and written form. The examples of oral language are daily conversation, speech, etc. Meanwhile, written language is everything that written. Written can be found in the form of text. Written text is media that effective and efficient to express ideas, opinions, and information. In written text, the writer tries to express their ideas, and opinions. However, the important thing that should be realized not only language but also comprehension. Through comprehension, the purpose and the aim of the text are conveyed clearly, and the idea will be delivered cohesively.

Cohesiveness in a text or discourse is the most important thing, because it links between clause and sentence, or one sentence and another sentence. Every word, pharase, clause, and sentence in written text have to be connected each other. It can be easy to understand if every part of the text has connected as a text. To integrate the text there are two factors that influence: coherence and cohesion.

Concerning coherence and cohesion factors, linguists have asserted the concept about them. According to Renkema (2004) coherence is the connection which is brought about something outside the text. It means coherence referring to the connection which can made by the reader based on knowledge outside the text. For example: *Maria got pregnant and she married.* The interpretation of the reader is her *pregnancy* was the reason for her *married*. Cohesion is the connection of textual element which result a textual element dependent another element in the text (Renkema, 2004). For example: *Maria got pregnant and she married, she* is personal pronoun that refers to *Maria, and* is additive conjunction to connect two informations, these are the connection that exists between elements in the text. Cohesion makes the relation between word with other word, clause with other clause, and sentence with other sentence. However, as cohesion is an important element in text, so researcher will only focus on cohesion factor in the text.

Cohesion is the most important thing needed in the cohesiveness of a text. The concept of cohesion according to Halliday and Hasan (1976) "the concept of cohesion is a semantic one, it refers to relations of meaning that exists within text, and that define it as a text". Cohesion is a connection between an element with another element in a text, so the reader will have a good comprehesion about the text. There are two aspects in cohesion; grammatical and lexical aspects. According to Halliday and Hasan (1976) stated that cohesion devices consist of grammatical cohesion and lexical cohesion. Grammatical cohesion is the form grammatical system in sentences. Halliday and Hasan (1976) stated that the types

of grammatical cohesion are reference, substitution, ellipsis, and conjunction. While lexical cohesion is the cohesive effect included the selected vocabulary. The types of lexical cohesion are reiteration and collocation. Actually, cohesion devices (grammatical cohesion and lexical cohesion) can be found in every types of the text which contain information.

Information is one of types the written text, the forms of information are discussion and report text. Discussion text contained argues of two viewpoints about the some issues. Therefore, its delivery the text must be informative by two viewpoints, there are both for and against. The discussion is commonly found in philosophical, historic, and social texts. In discussion text, people can express their opinions about issue that happened in society. While, report text is one of kind the factual text. Report text is describing some information. Report text more scientific because it presents facts as result of research or observation. In general, report text describes the natural and unnatural phenomena such as animal, planet, stone, plants, state and city, culture, transportation and so on. People can get the factual information. Discussion text and report text should be written in cohesion to be understood by readers. In order the message or content of information is delivered to the reader clearly, it must cohesive between clasue and sentence or one sentence and another sentence. Therefore cohesion and text can not seperated in order to establish a cohesive text. For the example of cohesive sentence, there are excerpt sentence from discussion text and report text:

> *(1) However, people still argue whether <u>distance learning</u> give more advantage or disadvantage. Some of them who see the benefit of <u>distance learning</u> will say that distance learning needs no commuting.*

(2) The calf may feed on its mother's milk for up to two years, and it usually remains with its <u>mother</u> until <u>she</u> is about to give birth once more.

The example (1) above is a discussion text used lexical cohesion, the words are undelined are the elements of lexical cohesion, it is reiteration. Repetition of the same words and performed to mark important word and emphasize something. The example (2) is a report text used grammatical cohesion the words are undelined are the elements of grammatical cohesion. It is a personal reference. The word *she* refers back to *mother*.

Because of those special characters in discussion text and report text, the researcher is interested in analyzing the both texts. There are many cohesion devices underlying in each paragraph of discussion text and report text. The words, clauses, sentences that exist in texts are able to link each other by using grammatical and lexical cohesion. So, the text becomes an intact and compact. The researcher wants to know the role of cohesion devices in the form a special characteristic within both texts. The researcher tries to find out types of grammatical cohesion and lexical cohesion that are used in the discussion text and report text. The researcher tries to apply the concepts of cohesion devices (grammatical cohesion and lexical cohesion) in order to see the cohesiveness of the text. The researcher also compares the cohesion devices that used in both texts, and it will be found the difference in frequency of using grammatical cohesion and lexical cohesion in discussion text and report text.

1.2   Identification of the Problem

Discussion text and report text that are contain word, clause and sentence that can be analyzed. There are two aspects in forming text unity, they are coherence and cohesion. Coherence is the connection which is brought about something outside the text. Cohesion is the connection which has their manifestation in the text itself.

Cohesion consists of grammatical and lexical cohesion. Grammatical cohesion divided into reference, substitution, ellipsis, and conjunction. While, lexical cohesion can be divided into reiteration and collocation. Therefore the researcher tries to find out types of cohesion in the discussion text and report text and compare the both of texts to find out the difference frequency of using cohesion devices that used in discussion text and report text.

1.3 Limitation of the Problem

Based on the identification problem, the researcher only analyzes element that exist within text. It just analyzes cohesion in discussion text and report text. This research was limited and focused on the types of grammatical cohesion and lexical cohesion, the researcher use theory from Halliday and Hassan's theory (1976) for types of grammatical and lexical cohesion. Grammatical cohesion can be divided into reference, substitution, ellipsis, and conjunction. While lexical cohesion divided into reiteration and collocation. Therefore, in this research the researcher just tries to find out types of cohesion in the discussion text and report text. In the text, to understand the meaning of the texts in the discussion text and report text tries to find cohesive devices. The researcher also does not analyze

word by word or sentence by sentence, however it analyzes the sentences relation and cohesion aspect in the text.

1.4 Formulation of the Problem

Based on the fact that researcher describe before, the researcher formulated the problem in following question "What are cohesion devices used in discussion text and report text?"

1.5 Research Questions

The following research questions can make this research be specific from general problem above. The research questions in this research are:

1. What are the types of grammatical cohesion used in discussion text and report text?

2. What is the difference in frequency of using grammatical cohesion between discussion text and report text?

3. What are the types of lexical cohesion used in discussion text and report text?

4. What is the difference in frequency of using lexical cohesion between discussion text and report text?

1.6 Purposes of the Research

There are some purposes of this research that related to research questions above:

1. To find out the types of grammatical cohesion that used in discussion text and report text.

2. To find out the difference in frequency of using grammatical cohesion between discussion text and report text.

3. To find out types of lexical cohesion that used in discussion text and report text.

4. To find out the difference in frequency of using lexical cohesion between discussion text and report text.

1.7 Significance of the Research

There are two kinds of significance in this study, those are theoretically and practically. Theoretically, the findings of this research can give contribution in the linguistics study especially in discourse analysis. This research can make the reader more understand about cohesion devices (grammatical cohesion and lexical cohesion). In practically, this research can be used as additional information in conducting related research. In addition, the result of this research can be contribution to the next researchers who are interested to analyzing about cohesion.

1.8 Definition Key Terms

The definition some conceptual terms in this research that can be help the readers while read and to get the idea of the conceptual terms as follows:

1. Grammatical cohesion: Grammatical cohesion deals with grammatical and semantic connections.

2. Lexical cohesion: The relation between vocabularies in the text.

3. Discussion Text: Text that has social function to express opinions, ideas about some issue by two or more points of view.

4. Report Text: A text which has purpose to present about factual information such as classifying and describing the characteristic.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Definition of Discourse

Discourse is a part of language that has unity and connectivity. According to Renkema (1993) a discourse and a text are a sequence of connected sentences or utterances (the form) by which the sender communicates messages to a receiver (the function). However, it is known that discourse and a text are products of interaction or communication. This idea is supported by Cook (1989) said that discourse is language in use for communication. It can be spoken and written. Spoken discourse is considered to be less planned and orderly, and more open to intervention by the receivers. There are some kinds of spoken discourse, such as lessons, lectures, and interviews, which have significant features in common with typical written discourse. Meanwhile, written discourse is considered to be well-organized, more formal and closed. In addition, Mulyana (2005) said discourse is the form of language that communicative, interpretative, and contextual. In language use needs interpretation and comprehension context of discourse. It's contain aspects of disourse totality, there are; cohesion, coherence, topic of discourse, lexical aspect, grammatical aspect, phonology aspect, and semantic aspect.

Additionally, Rocci (2009) used the term discourse and a text interchangeably. Rocci believed that the notion of discourse has pragmatic and semantic dimensions.

Pragmatically, discourse is a text or speech representing a complex action which is realized by the participation of the addressee. Semantically, discourse is a text that establishes the representation of states of affairs in some possible words.

According to Nunan (1993) discourse is a continue stretch of language larger than sentence, often constituting a coherent unit, such as a sermon, argument, joke or narrative. Beside, according to Deborah (1994) discourse as language above the sentence or above the clause. Tarigan (1987) said that discourse is the language above level of sentence. In other words, discourse is larger unit than sentence or clause.

Briefly, discourse is comprehension unit of language. It occurs as a highest unit than sentence or clause. Discourse can be the same as or part of a text as a result of the states of participation in communication. Discourse can be written and spoken language. In discourse, these languages needs interpretation and comprehension context.

2.2 Definition of Text Unity: Coherence and Cohesion

Before discuss about cohesion, it will be known about the text. According to Halliday and Hasan (1976) text is unit of language size, it's not a grammatical unit like a sentence or a clause. Text is s a grammatical unit larger than sentence but related to a sentence in the same way that a sentence is related to a clause, a clause to a group and so on. Text consist of the structure of sentences, arranges of clause sentence and meaning context. Sentences in the text must contain message to make unity and balance in form. Furthermore Halliday and Hasan said the text is used in linguistics to refer any passage by spoken and written.

Renkema (2004:50) explain seven criteria for text, there are: (1) Cohesion is the connection which results when the interpretation of a textual element is dependent on another element in the text. (2) Coherence is the connection which is brought about by something outside the text. This 'something' is usually knowledge which a listener or reader is assume to possess. (3) Intentionality means that writers and speakers must have the conscious intention of achieving specific goal with their message, for instance, conveying information or arguing an opinion. (4) Acceptability requires that a sequence of sentences be acceptable to the intended audience in order to qualify as a text. (5) Informativeness is necessary in discourse. A text must contain new information. If a reader knows everything contained in a text, then it does not qualify. (6) Situationality is essential to textuality. So, it is important to consider situation in which the text has been produced and dealt with. (7) Intertextuality means that a sequence of sentences is related by form or meaning to other sequences of sentences.

Basically, two aspects in forming text unity are cohesion and coherence. According to Halliday and Hasan (1976) the concept cohesion is semantic system that relations of meaning that exist within text. Cohesion is the overt relationship between propositions expressd through sentences. Halliday and Hasan (1976) said that cohesion in the text can be divided into grammatical cohesion and lexical cohesion.

Additionally, Paltridge (2006) said cohesion is an area of language in which grammar and discourse that relationship between contents in a text such as word, phrase, clause, sentence, pronouns, nouns and conjunction. In other word, cohesion is

unity of connection sentence, phrase, and clause and propositional relationship across sentences in a text.

Coherence is connection between successive sentence which not apparent in the text elements. According to Gillian Brown and George Yule (1983) the key concept of coherence is not something which exist in the language, but something which exists in people. It means people can interpretation of what their's hear and read and analyzed the components of the text. So, coherence is connection which brought about something outside the text, it means coherence is not exist within text.

According to explanation above, cohesion and coherence are important factors that influence the text unity. Cohesion is the connection between sentences and clauses which exist within text elements. It can be realized through grammatical and lexical cohesion. Coherence is the connections between successive sentences not exist in the text elements. In coherence, the reader or listener interpret about information based on their knowledge.

2.3 The Concept of Cohesion

The concepts of cohesion cannot separate with the concept of the text. Cohesion is all about the relation of meaning in a text, it defines something as a text because a text is unit of meaning. It is manifested through ties in which every one of them refers to a single instance of cohesion and expressed partly through grammar and partly through vocabulary. Cohesion realized through grammar and vocabulary (Tanskanen, 2006). In the same way Halliday and Hasan (1976) stated cohesion devices divided into grammatical and lexical cohesion. Additionally, Baker (1992)

said that cohesion is the network of the lexical, grammatical, and other relations or ties organize, and to some extent, create a text, for instance by requiring the reader to interpret words and expressions by reference to other words and expressions in the surrounding sentences and paragraphs. Cohesion is surface relation, it connects together the actual words and expression that people can read or hear.

Halliday and Hasan (1976) stated the concept of cohesion is semantic one, it refers to relation of meaning that exist within the text, and that define it as text. Cohesion establishes a semantic relation among elements in a text that are crucial to the process of interpretation by means of presupposed and presupposing. For example: *Wash and core six cooking apples. Put them into a fireproof dish.* It is clear tthat *them* in the second sentence refers back to (anaphoric) the *six cocking apples* in the first sentence. This anaphoric function of *them* gives cohesion to the two sentences, so that we interpret them as a whole; the two sentences together constitute a text.

Thus, the writer can conclude that cohesion is semantic relation expressed through the grammar and through the vocabulary. It can be devided into grammatical cohesion and lexical cohesion.

2.3.1 Cohesion Devices

Cohesion devices are tools of cohesion that create unity of meaning within the text. Cohesion devices needed in the text to make it meaningfull. Halliday and Hasan (1976) cohesion in English has provided an important framework for identifying and analyzing cohesive devices in spoken and written discourse. Cohesion devices are

words or pharases that act as signals to the reader in order to help him/her make connections one idea with another idea. They are also classified cohesion devices into two types, there are; grammatical cohesion and lexical cohesion which have theoretical as types of cohesion for describing and analyzing texts. Halliday and Hasan (1976) classify grammatical cohesion into 4 types that represented in the text; reference, substitution, ellipsis, and conjunction. Meanwhile, lexical cohesion is divided into reiteration (repitition, synonymy etc) and collocation.

Figure 1 – Cohesion Devices based on Halliday and Hasan (1976)

Cohesive Devices

Grammatical Cohesion   Lexical Cohesion

- Reference   - Reiteration
- Substitution   - Collocation
- Ellipsis
- Conjunction
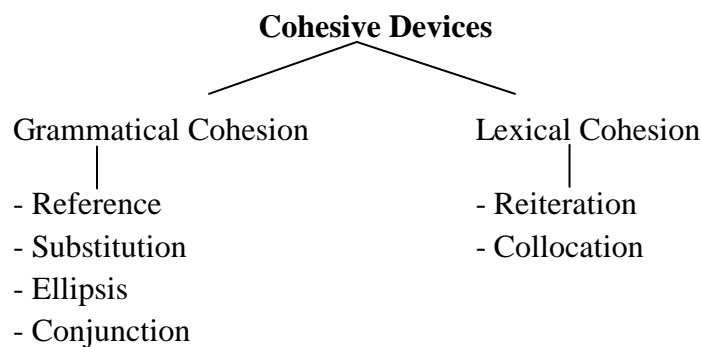
1. *Grammatical Cohesion*

According to Halliday and Hasan (1976 : 6) grammatical cohesion is forms or structure between sentences in the grammatical system. Grammatical cohesion is form of cohesion realized through grammar. Grammatical cohesion has four types that consists reference, substitution, ellipsis, and conjunction (Halliday and Hasan, 1976:6). The grammatical cohesion can be classified into four types, as describe bellow:

Figure 2 – Grammatical Cohesion based on Halliday and Hasan (1976)

Grammatical Cohesion Devices

Reference	Substitution	Ellipsis	Conjunction
- Personal	- Nominal	- Nominal	- Additive
- Demonstrative	- Verbal	- Verbal	- Adversative
- Comparative	- Clausal	- Clausal	- Clausal
			- Temporal
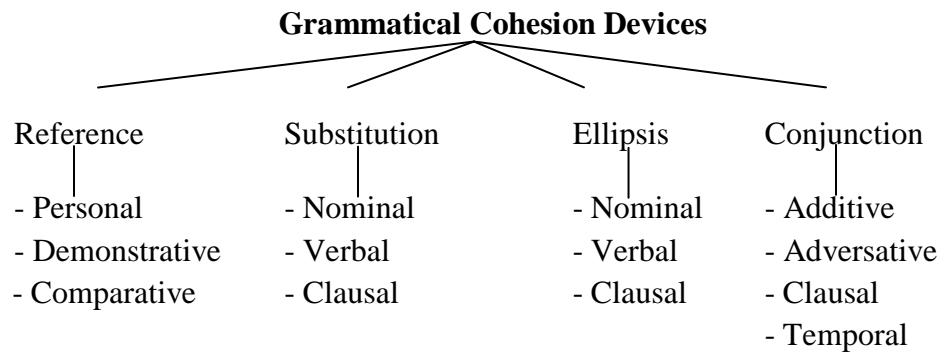
a. *Reference*

According to Halliday and Hasan (1976:31) reference is the specific nature of the information that is signaled for retrieval. In the case of reference the information is to be retrieved is the referential meaning, the identity of the particular thing or class of things that is being referred to and the cohesion lies in the continuity of reference, whereby the same thing enters into the discourse a second time (Halliday and Hasan, 1976:32). Its mean two information that related each other has referential meaning, the identity of one information refers to another information. In addition, Cambridge English Dictionary (2016) reference that is mentioned in a piece of writing, showing you where particular information was found.

Furthermore, Nunan stated (1993: 21) referential cohesion plays a special role in creating cohesive ties between the elements that can be difficult or even impossible to interpret if a single sentence is taken out of context. Reference is one type of grammatical cohesion is a certain lingual unit that refers to another lingual unit that precedes or follows. Reference occurs one item in the text to another element for its interpretation. For example:

> *Three blind mice, three blind mice.*
>
> *See how they run! See how they run!*

The example above, *they* in the second clause refers to pervious noun *three blind mice.*

Halliday and Hasan (1976) differ reference into two kinds, there are exophora or exophoric and endophoric. Exophora is situational reference, its related with context of situation. Exophora occur the interpretation of reference lies beyond the text. While endophoric is textual reference which contributes to make sentences integrate within the text. Endophoric occur the interpretation of reference lies within the text. In this research only endophoric reference will be discussed, because exophoric reference dose not contribute directly to cohesion.

In endophoric reference have two different ways, there are an anaphoric way and cataphoric way. Anaphoric reference is the elements refer to preceding text, its mean the presupposition something that has gone before. While cataphoric is the element refer the following text, the presupposition something which is following. For example of anaphora and cataphora:

> ***Rapunzel*** *grew into the most beautiful child under the sun. When **she** was*
>
> *twelve years old ....*

In this sentence she is anaphoric which refers to Rapunzel. Without having presupposed of *Rapunzel,* it can't know what *she* refers to. It's need to look back at sentence gone before.

I will tell **it. I saw him come to your room together with his friend tonight**.

This example, *it* is cataphoric to the presupposed *saw him come to your room together with his friend tonight.* Its need to look forward to the following sentence reveals what it refers to. Halliday and Hasan (1976) identify reference items are personal, demonstrative and comparative.

1) **Personal Reference**

According to Halliday and Hasan (1976) personal reference is reference by means of function in the speech situation that through the category of person. Its means the writter or speaker makes references to category of person in the text. The category of personal includes three classes, there are; personal pronoun, possessive determiners or possessive adjective, and possessive pronouns. It can be seen in the table below:

Table 1. Personal Reference

	Personal Reference		Possessive Pronoun	
	Subjective case	Objective case	Determinative function	Indepenten function
1st Person				
Singular	I	Me	My	Mine
Plural	We	Us	Our	Ours
2nd Person				
Singular	You	You	Your	Yours
3rd Person				
Singular masculine	He	Him	His	His
Singular feminine	She	Her	Her	Hers
Singular non-personal	It	It	Its	
Plural	They	Them	Their	Theirs
Generalized person	One	One	One's	

For example: ***Mikhail Gorbachev*** *didn't have to change the world.* ***He could have chosen the rule much as his predecessors did***. (Nunan, 1993) *He* in the second sentence refers to *Mikhail Gorbachev*. This kind of personal reference is expressed through pronoun.

 2) ***Demonstrative Reference***

According to Halliday and Hasan (1976) demonstrative reference is essentially verbal of pointing and the speaker identifies the referent by locating it on scale of proximity. It means demonstrative reference is one item of reference that refers to location. Demonstrative reference is expressed through determiners and

adverbs. Demonstrative determiner includes *this, these, that, those and the*. They refer to the location of some person or object that is participating in the process.For example:

> *Recognizing that his country had to change,* **Gorbachev could have become cautious modernizer in the Chinese fashion, promoting economic reform and sponsoring new technology while holding firm against political change. This** *did not happen.* (Nunan, 1993).

> *This* in the last sentence refers to *Gorbachev could have become cautious modernizer in the Chinese fashion, promoting economic reform and sponsoring new technology while holding firm against political change.* This type of demonstrative reference is used near and singular participant.

3) *Comparative Reference*

According to Nunan (1993) comparative reference is expressed through adjectives adverbs to compare items within in the text in terms of identity or similarity. Beside, Halliday and Hasan (1976) state comparative reference is indirect reference by means of identity or similarity. So, comparative reference is reference keeps track of identity and similarity through indirect references using adjectives and adverbs. Comparative reference divided into general comparative and particular comparative. General comparative expressed by certain a class of adjectives and adverbs, it expresses likeness and unlikeness. For example by Halliday and Hasan:

- *It's the <u>same</u> cat as the one we saw yesterday.*

- *It's a <u>similar</u> cat to the one we saw yesterday.*

- *It's <u>different</u> cat from the one we saw yesterday.*

All the examples, *same, similar, different* are comparative reference that refers to *the one we saw yesterday.* While, particular comparison expresses comparability between things in respect of particular property, particular property can be a matter of quantity or of quality (Halliday and Hasan, 1976).

Table2. Comparative Reference

Comparison	
General Comparative	**Particular Comparative**
Identity: same, equal, identical, identically Similarity: such similar, so similarly, likewise Difference: other difference else, differently otherwise, fewer, less, further	so-, as-, more-, less-, equally- e.g: so many, as many, equally good, better

b. *Substitution*

According to Halliday and Hasan (1976: 88-89) substitution is relation on the lexico grammatical level, the level of grammar and vocabulary, or linguistic form. It means, substitution is replacement one item by another that relation in the wording that has level of grammar and vocabulary. In addition, according to Renkema (2004) substitution is the replacement of a word (group) or sentence segment by a "dummy" word. The reader or listener can fill in the correct elements based on the preceding. Halliday and Hasan (1976) substitution divided in to three types; nominal substitution, verbal substitution, and clausal substitution.

1) *Nominal Substitution*

According to Halliday and Hasan (1976) nominal substitution is replacement one item by nominal item or noun. Nominal substitution composed of 'one', and 'ones' which has functioned as head of nominal group and can substitute only an item that also has a head function of nominal group. For example:

*My **axe** is too blunt. I must get a sharper **one**.* (Halliday and Hasan, 1976).

In the example, *one* is substitute a nominal item. *One* refers back to *axe*. The nominal substitution *one* replace the same previous word.

2) *Verbal Substitution*

According to Halliday and Hasan (1976) verbal substitution is replacement of verb. Verbal substitution includes *do*, with the unusual morphological scatter *does, did, doing* and *done* which has function as a head of verbal sentence and can substitute only item that also has a head function of verbal group. For example:

*.... the words did not **come** the same as they used to **do**.*

*He never really **succeeded in his ambitions**. He might have **done**, one felt, had it not been for the restlessness of his nature.* (Halliday & Hasan, 1976: 112-113)

In the example above *do* substitutes *come*, *done* substitutes *succeeded in his ambition*.

3) *Clausal Substitution*

According to Halliday and hasan (1976) clausal substitution is a kind of substitution in which the one that is presupposed is not an element within the clause

but an entire clause and the contrasting element is provided outside the clause. In the environment it may take either of two forms, positive and negative. The positive is expressed by *so* and the negative expressed by *not*. It is shown in the following analysis, for example:

Is it **going to rain***? I think* **so***.*

Has **everyone gone home***? I hope* **not***!*

In the example above, clausal substitution *so* in the first example is used to substitute for *going to rain*. In the second example, *not* substitute for *everyone gone home*.

Table3. Substitution

Nominal Substitution	Verbal Substitution	Clausal Substitution
• **One** • **Ones** • **Same**	• **Do** • **Did**	• **So** • **Not**

c. *Ellipsis*

According to Haliday and Hasan (1976) ellipsis is some essential structural element is omitted from a sentence or clause and can only be recovered by referring to an element in the preceding text. In addition, McCharty (1991) explained that ellipsis is the omission of elements normally required by the grammar which the speaker / writer assume are obvious from the context and therefore need not be raised. It means ellipsis is the process in a text is omitted by nothing. Ellipsis and substitution are similar each other, ellipsis can be interpreted as substitution without

substituted or 'substitution by zero'. Halliday and Hasan (1976) divided of ellipsis into three types such as nominal, verbal, and clausal.

1) *Nominal Ellipsis*

   According to Halliday and Hasan (1976) nominal ellipsis is the omission of noun. So, the noun is omitted from clause or sentence. Nominal ellipsis means ellipsis within the nominal group. According to McCharty (1991) Nominal ellipsis often involves omission of noun headword. For example:

   How did you enjoy the exhibition? - A lot (of the exhibition) was very good,

   though not all.

   The ''of the exhibition'' on the parenthesis above is actually omitted from the sentence. Some words are omitted, but it can be understood.

2) *Verbal Ellipsis*

   Verbal ellipsis is omission of the verb, it means the verb is omitted from sentence in the text. According to Halliday (1976) verbal ellipsis means ellipsis within the verbal group. A verbal group whose structure fully represents its entire systematic feature is elleptical. For example:

   Have you been writing?

   Yes, I have.

   An example above, *been writing* is ommited in the second sentence. Therefore, it called as verbal ellipsis. It should be *Yes, I have been writing.*

3) *Clausal Ellipsis*

Clausal ellipsis means ellipsis within the clause, the clause is omitted in this cohesion. According to McCharty (1991) with clausal ellipsis in English, individual clause elements may be omitted; especially common are subject-pronoun omissions ('doesn't matter', 'hope so', 'sorry', 'can't help you', etc). For example:

A: I haven't finished my assignment yet?

B: Why?

Why in this example means *why haven't you finished your assignment yet?* The clause in first sentence is omitted in the second clause, but it has interpretation in this text.

d. **Conjunction**

According to Halliday and Hasan (1976:320) conjunction is based on the assumption that there are in the linguistic system forms of systematic relationship between sentences. In addition, Cambridge English Dictionary (2016) conjunctions are linking words like *and, or, but, then* and *because.* So, conjunction consists of linkers that connect sentences and clauses with another, and connect between linguistic elements in a text. Halliday and Hasan (1976) divided of conjunction into four categories, there are; additive, adversative, clausal and temporal to create a logically articulated discourse.

1) *Additive*

According to Halliday and Hasan (1976) additive conjunction structurally coordinates or links on one sentence to another sentences, one clause to another

clauses. The item of the additive conjunction are *and, also, too, furthermore, moreover, in addition to,* etc. Additive conjunctions may also have negative form of the additive relation hat are expressed item and signaled by *nor, and…not, not… either, and… not… either* and *neither, and… neither,* etc. For example:

> *Was she in a shop?* **And** *was that really-was it really a sheep that*
>
> *was sitting on the other side of the counter.*
>
> *I couldn't send all the horses, you know, because two of them are*
>
> *wanted in the game.* **And** *I haven't sent two Messengers* **either**.

An example above shows that conjunction *and* has function for linking a eries of question. Second example shows that conjunction expands forms with *either* have an additional element of explicitness in them, a sense of 'and what is more' (Halliday and Hasan, 1976).

2) *Adversative*

According to Halliday and Hasan (1976:250) adversative conjunction is a contrary to expectation, the expectation may come from the content of what is being said. It is the connector of two contras sentences. The adversative conjunctive relation the simple words such as *yet, though, only, but, in fact, rather, however, in the other hand,* etc. For example:

> *Maria is poor but she is beautiful.*

Based on example above, *but* is adversative conjunction, it's connector of contrary two sentences *Maria is poor* and *she is beautiful.*

3) **Causal Conjunction**

According to Halliday and Hasan (1976:256) causal conjunction has function to show a specific one of result, reason and purpose. Causal conjunction is signaled by using words such *as because, so, thus, hence, therefore, then, for this reason, as a result, in the respect, for this purpose* etc, for example:

> *Chinese tea is becoming increasingly popular in the restaurants, and even in coffee shops. This is **because** of the growing belief that it has several health-giving properties*. (Nunan, 1993)

The word *because* connects the two sentences by means of showing their causal relation. The first sentence is the consequence that occurs because of the effect of the belief. The belief that Chinese tea has several health-giving properties becomes the cause of its popularity.

4) **Temporal Conjunction**

Temporal conjunction is relation between two successive sentences in relating to external terms as content and perhaps is simply on of sequence in time; the one is subsequent to the other by Halliday and Hasan (1976: 261). Temporal conjunctions relation are expressed by using words such as *then, next, after that, next day, until then, at the same time, at this point,* and *subsequently,* etc. For example:

> *Brick tea is a blend that has been compressed into a cake. It is taken mainly by the minority groups in China. **First**, it is ground to a dust.*
>
> ***Then**, it is usually cooked in milk.* (Nunan, 1993)

The words *first* and *then* correlate the second and third sentences to the first sentence by means of sequential ways. It explains how to make brick tea and the steps are forward. It is impossible to do it randomly or backward.

Table4. Conjunction

TYPES	MARKERS
Additive	and, or, beside, nor, furthermore, similarly, in addition
Adversative	but, however, on the other hand, nevertheless
Causal	so, consequently, for this reason, it follows from this
Temporal	then, after that, an hour later, finally, at least

2. *Lexical Cohesion*

According to Halliday Hasan (1976: 318) lexical cohesion is 'phoric' cohesion that is established through the structure of the lexis, or vocabulary, and hence (like substitution) at the lexico-grammatical level. Lexical cohesion is the cohesive affect achieved by the selection of vocabulary. Lexical cohesion occurs when two words in a text or discourse are semantically related in terms of their meaning.

Additional, McCarthy (1991) lexical cohesion is related vocabulary items occur across clause and sentence boundaries in written text and across act, move and turn boundaries in speech and are major characteristic of coherent discourse. Besides, Renkema (1993) give more explanation that lexical cohesion does not deal with grammatical and semantic connections but with connections based on the words used. It means that lexical cohesion refers to relation the words in a text.

In other word, lexical cohesion is an analysis through the selection of vocabulary and analysis of lexical relation. There are two categories of lexical cohesion, they are reiteration and collocation.

a. *Reiteration*

According to Halliday and Hasan (1976) reiteration is a type of lexical cohesion that establishes the semantic links by means of using repetition, synonym, superordinate, and general word. Repetition refers to re-writing the same word in another place as the item being referred. Synonym includes the words that have similar meaning to the word that is being referred. Superordinate is a means of establishing semantic relation by mentioning the word that has more general classification that the word that is previously mentioned. General word refers to the most general category of the word being referred. All of the devices have the function of repeated the pervious item. Examples of each type follow.

➢ Repetition

> *At twilight, he* ***clambered down*** *over the wall into ...*

> *... but when he had* ***clambered down*** *the wall he was ...*

clambered down in the first sentence repeats in the second sentence. The function of repetition in the example to show *clambered down* is important in this text. *clambered down* in the second sentence is repitition of *clambered down* in the first sentence.

➢ Synonym

> *... a* <u>conference</u> *will be held on national environmental policy.*

*This **environmental symposium** will be primarly a conference dealing*

with water .... (Renkema, 1993)

The lexical aspect that occurs in this text is synonym between the word *conference* and *environmental symposium*. Therefore, those words have different lexical items and sound but it have same in meaning.

➢ Superordinate

> ***Pneumonia** has arrived with the cold and wet conditions. **The illness** is*
>
> *striking everyone from infants to the elderly*

Superodinate uses the words to reveal a specific word (hyponym) by general reference (hypernym). The example above *Peneumonia* is superordinate of *the illness.*

➢ General Word

> A*: did you try the steamed buns?*
>
> *B: Yes, I didn't like the **things** much.*

A general word corresponds to major classes of lexical items. General word is best described in the example above by mentioning *things* as exchange to *steamed buns*

b. Collocation

Collocation is the second type of lexical cohesion. Collocation is the part of lexical cohesive devices that refers to lexical items that are likely to be found together within the same text. According to Halliday and Hasan (1976) collocation is lexical cohesion achieved through the association of lexical items that regularly co-occur.

They state that there is obviously a systematic relationship between a pair of words. It occurs when pair of words is not necessarily dependent upon the same semantic relationship but rather they tend to occur within the same lexical environment. Furthermore, Renkema (1993) described that collocation deals with the relationship between words or the basis of the fact that these word often occur in the same surrounding or are associated with each other.

Collocation is pairs of opposite various kinds, for example: complementary such as man and woman, boy and girl, sit down and stand up, antonym such as love and hate, tall and short. Collocation is pairs of words drawn from the same ordered series, such as Tuesday and Thrusday, dollar and cent, north and south, and it is unordered lexical sets. Lexical sets may be related as part a whole such as car and brakes, box and lid, part to part such as hand and finger, mouth and chin, and hyponym of the same superordinate term, ie both members of the same general class such as black and white (both hyponym of colour), chair and table (both hyponym of furniture). For example:

> *Sing a song of sixpence, a pocket full of **rye**,*
> *Four-and-twenty blackbirds baked in a pie,*
> *When the pie was opened, the birds began to sing,*
> *Wasn't that a dainty **dish** to set before a king?*
> *The **king** was in his counting-house, counting out his money,*
> *The **queen** was in the **parlour**, **eating bread** and honey,*
> *The maid was in the **garden**, hanging out the clothes.*
> *Along came a blackbird and pecked off her nose. (Halliday and Hasan, 1976)*

There is also collocation cohesion. *eg: king ... queen, parlour ... garden, dish ... eat, rye ... bread.*

2.4 Discussion Text and Report Text

Discussion text is a text that has social function to present (at least) two points of view about an issue. According to Knapp and Megan (2005) their explained about the purpose of discussion text is a more sophisticated as it involves the consideration of an issue from a number of perspectives. Discussion present two viewpoints of arguments in the text, there are both for and against. A discussion text is commonly found in philosophical, historic, and social writing, for example; same sex marriage, the advantages and disadvantages of home schooling, national examination will be banned, etc. Discussion text concludes by giving the recommendation that state the writers' viewpoints and summarize the evident presented.

Eka Mulya Astuti (2010) a discussion is a text which presents a problematic discourse. Discussion texts usually have this structure: (1) Statement of the issue, often plus a preview of the main arguments. (2) Arguments for, plus supporting evidence (alternatively, argument/counter argument one point at a time). (3) Arguments against, plus supportive evidence (alternatively, argument/counter argument one point at a time). (4) Recommendation- summary and conclusion.

In conclusion, discussion text is a text that presents an issue. The issue is discussed from different viewpoints, it present pro and contra opinion. The writer

gives a balanced of the point of view so the readers have clear steps tones before their make the best decision.

The other genre of the text is report text, report text is a text that presents information about something in general. According to Hyland (2003) stated the report text is a text which presents factual informations about class things, usually by classifying them and describing their characteristic. A report is essentially a description that classifies and describes things in general and specific terms, it generally describes the way things are with reference to arrange of natural, manmade and social phenomenon in our environment, such as: mammals, the planets, rocks, plants, countries of region, cultures, transportations, and etc.

Depdiknas (2003) stated that the generic structure of report text are: (1) General classification, tells what the phenomenon under discussion is, general classification usually in the first paragraph of the text. It introduces the topic of the report or tells what phenomenon under discussion is. It can be a short description of the subject or it can be definitions from the subject that is described. (2) Description, tells what the phenomenon under discussion in like in terms of part, qualities habits or behaviors, if living, if non-natural.

According to Arta (2012) report text and desriptive have similarities in the social function and generic structure. The purposes of the two texts are description of the object or participant. Both of a report text and a descriptive text tell about the factual condition of the object. The different between report and descriptive text is the scope of the written object. For example in report text 'car', it will talk about car in
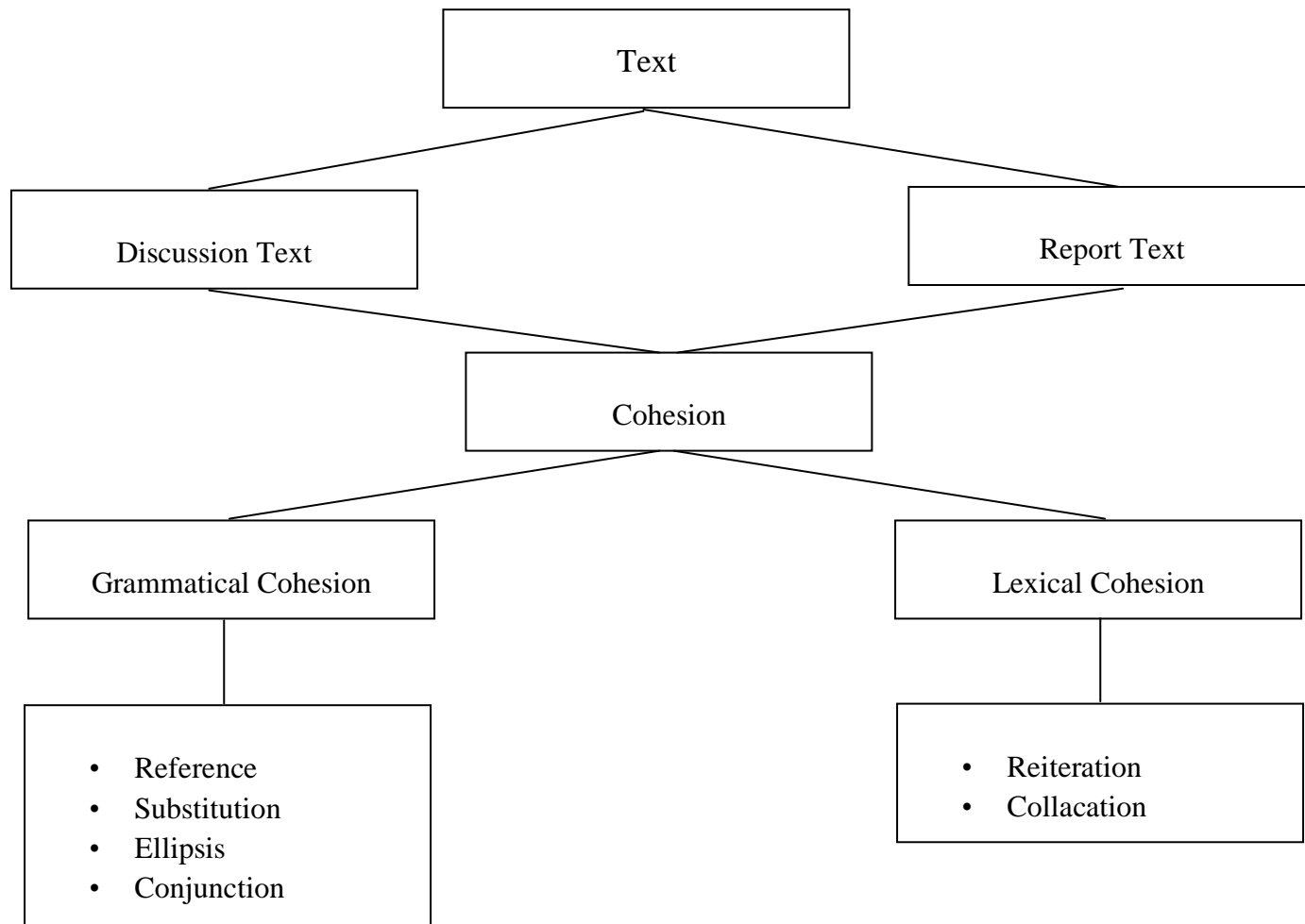
general in terms of its parts, function of the car and physical strength. In the other hand, 'my car' belongs to descriptive text, it will talk about the specific characters, such as: color, brand, wheel style, etc. Report text describes the certain things and refer to phenomenon of nature, animal and scientific object. Report text is more scientific because it presents fact as result of observation. Descriptive text describes something based on the objective fact and describe in specific.

Based on explanation above, it can be concluded that report text is a text that present fact of some information in general and scientific. The purpose of a report text is to present information about something generally. There are two generic structures of the report text; general classification and description.

2.5 Conceptual Framework

In this research, the researcher compares two genres of the text (discussion text and report text) which have cohesion devices. Cohesion devices consist of reference, substitution, ellipsis, conjunction, reiteration and collocation. Researcher analyzes texts which have cohesion devices and researcher find the difference of frequency using cohesion devices in two genre of the text. This study can be illustrated as follows:

Figure 3 – Conceptual Framework of the Research

```
                            ┌──────────────┐
                            │     Text     │
                            └──────────────┘
                    ┌──────────────┐    ┌──────────────┐
                    │Discussion Text│    │  Report Text │
                    └──────────────┘    └──────────────┘
                            ┌──────────────┐
                            │   Cohesion   │
                            └──────────────┘
          ┌─────────────────────┐      ┌─────────────────┐
          │ Grammatical Cohesion│      │ Lexical Cohesion│
          └─────────────────────┘      └─────────────────┘

          •  Reference                  •  Reiteration
          •  Substitution               •  Collacation
          •  Ellipsis
          •  Conjunction
```

2.6 Review of Related Studies

The researcher has collected some of research that have relationship with cohesion, the first study was done by Aminy (2004) who did a research entitled *Grammatical Cohesion found in the Several Poems.* In this study, she tried to find out the types of grammatical cohesion of several poems that written by Robert Frost. In her research, she choose the theory proposed by Halliday and Hasan (1976) which divided grammatical cohesion into 4 types (reference, substitution, ellipsis, and conjunction). In this research, she found that there two types of grammatical cohesion, they are reference and conjunction. The research would be different from this research. In her research, she focused on grammatical cohesion while this research focused on grammatical and lexical cohesion. In addition, the difference in the choice of data which come from discussion text and report text.

The second study was done by Jamilah (2009). In this study, she studied about cohesion of journalistic text and fiction text. She compared two text based on cohesion devices (grammatical and lexical cohesion). In her research, she found that both texts were not used all grammatical devices and lexical devices. However the function of cohesion devices which are basis for making text cohesive is protected enough. Based on her research, the types of grammatical cohesion that found in journalistic text and fiction text are reference, substitution, and conjunction. While lexical cohesion that found in both texts are repetition, synonym, superordinate, antonym and hyponym. There would be similarity and difference between Jamilah's research with this research. The similarity would be the similar analyzed and compared two genre of text that used cohesion devices

(grammatical and lexical cohesion). The difference came from the different of the source of data, journalistic text and fiction text, and discussion text and report text.

The last research conducted by Astri O. Kuncahya (2015) entitled *Cohesion in Narrative Texts Presented in The Electronic Textbook Of Senior High School Grade X Entitled Developing English Competence.* She combined the analysis of grammatical and lexical cohesion of narative text. She found narrative texts are considered as highly cohesive text because it contained dense lexical cohesion that make coherent discourse and facilitate comprehension. The narrative texts mostly use lexical cohesion rather than grammatical cohesion to carry semantic relation.

This research was different from the pervious research because in this research entitled an analysis of grammatical and lexical cohesion of discussion text and report text. In this research, researcher was analyzed and compared of grammatical and lexical cohesion in two genre of text; discussion text and report text.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Having finished with this thesis, the researcher draws conlusion that there are types of cohesion used in discussion text and report text, and there are several different frequency about that. Generally, both texts used grammatical cohesion and lexical cohesion to make the text cohesiveness. Cohesive tie in the text as connection between one sentence to the other sentences, so every sentence in text have cohesiveness that make the reader can understand and get the information easily about the phenomena and issues.

From the findings, there are similarities and differences about frequency grammatical cohesion and lexical cohesion in discussion text and report text. Reference mostly used in report text than discussion text. Both texts used conjunction, ellipsis, and substitution. Both texts contain the information that relate with the issues and phenomena. Then, reiteration and collocation are lexical cohesion that used in the both texts. The dominant device of lexical cohesion occurs in discussion and report texts are reiteration, especially the same word repeated. Repetition has percentage more seventy percents. The others reiteration were synonym, superordinate, general word. However, there was no general word in the report text. It occur report text is kind of informative text which is function as give the information as detailer and clearer. The using of general word of reiteration types does not very need.

5.2 Suggestion

This research was analysis of grammatical and lexical cohesion in dicussion text and report text. The researcher would like to give suggestion theoretically and practically. Theoretically, the researcher suggests the other researchers who want to conduct further research or relevant research to get the data from other sources such as speech, conversation. Practically, the researcher suggests the English department students, especially linguistic students who are interested in discourse analysis to read this thesis as additional information.

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