

**DISCOURSE ANALYSIS ON COHESIVE DEVICES FOUND
IN THE FEMALE'S FASHION BLOG**

A Thesis

**Submitted as a Partial Fulfillment of the Requirements for S1-
Degree**

By:

**IIN NURFITRI AINI SYARIFAH
NPM.1711040071**

Study Program : English Education



**TARBIYAH & TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
1445 H / 2024 M**

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ABSTRACT

DISCOURSE ANALYSIS ON COHESIVE DEVICES FOUND IN THE FEMALE'S FASHION BLOG

By :

IIN NURFITRI AINI SYARIFAH

The purpose of this research is to categorize the cohesive devices that Diana Rikasari use in the Female's Fashion Blog and to determine how cohesive which Diana Rikasari use in the Female's Fashion Blog. It can objectively demonstrate to readers that cohesive devices can be found in both formal and informal texts, such as diaries, blogs, Facebook posts, and tweets. It demonstrates the many kinds and purposes of lexical and grammatical cohesions in blogs.

The researcher used Descriptive Qualitative Research as a method in this research. The reason of using Descriptive Qualitative Research is because of the researcher supposed to explain the different kinds and purposes of cohesive devices that can be found in blogs. The reason this study is referred to be qualitative is that it focuses on written words from the investigation's object rather than numbers. In order to allow for various interpretations, the researcher in this study attempts to comprehend the data on the study's focus, imagines the phenomenon being studied, and looks for common patterns in the data.

The result of this research is that the researcher analyzed and found that there were several types of cohesion found when conducting discourse analysis in this blog based on Halliday and Hasan's theory. In this discourse analysis, researchers categorized cohesion into 2 categories such as grammatical cohesion and lexical cohesion. There are four types of grammatical cohesion, namely reference, substitution, ellipsis, and conjunction. In Lexical cohesion there are reiteration and collocation. The suggestion to the next researcher based on this analysis about a discourse analysis of type cohesion in Females Fashion Blog, this research can be continued to make further researches in analyzing other elements of critical discourse analysis. It should add the theories from other sources or previous studies that support and make the research more complete and perfect.

Keyword : cohesive ,discourse analysis

DECLARATION

The researcher is a student with the following identity:

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Study Program : English Education
Thesis Title : Discourse Analysis On Cohesive Devices
Found In The Female's Fashion Blog

I hereby state that this thesis entitled: Discourse Analysis On Cohesive Devices Found In The Female's Fashion Blog is completely my own work. I am fully aware that I have quoted some statement, references, and ideas from various sources and those are properly acknowledge in the text.

Bandar Lampung, December 2023

Declared by.



IIN NURFITRI AINI SYARIFAH
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A thesis entitled: **Discourse Analysis On Cohesive Device Founds
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MOTTO

لَيْسَ بَعْدَ الْقَرَائِضِ أَفْضَلُ مِنْ طَلَبِ الْعِلْمِ

There is nothing that is obligatory that is more important than seeking knowledge.”

(Imam Asy-Syafi'i)



DEDICATION

Bismillahirrahmanirrahim, All praised to Allah who have given us healthy until now. I would like to dedicate this thesis to :

1. My beloved parents, Mr. M. Syamsudin Abbas and Mrs. Srihayatun who always love me, support me, and keep on praying for my life and success.
2. My beloved lectures of UIN Raden Intan Lampung Especially English Education Study Program
3. My beloved Almamater UIN Raden Intan Lampung



CURRICULUM VITAE

Iin Nurfitri Aini Syarifah was born in Gunung Agung, on December 27th 1999. She is the last child of Mr. M.Syamsudin Abbas and Mrs. Srihayatun.

Iin started her education for the first time at SDN Gunung Pasir Jaya in 2005 and finished elementary school in 2011. She continued her study at SMPN 2 Sekampung Udik in 2011 and finished junior high school in 2014. Then she continued her study at MAN 1 Metro in 2014 and finished senior high school in 2017. After graduating from senior high school she decided to continue her study at The State Islamic Of University Raden Intan Lampung and took English education as her major.



ACKNOWLEDGMENT

First of all, let's all praise thanks to Allah SWT who has given us the health, blessings, and also mercy so the researcher can complete this thesis. Then, the best wishes and salutations be upon the great messenger prophet Muhammad who had delivered us the truth to human beings in general and Muslim in particular. This thesis entitled "Discourse Analysis on Cohesive Devices found in Females Fashion Blog" is presented to the English Education Study Program of Raden Intan State Islamic University Lampung. The main purpose of writing this thesis is to partially fulfill the student's requirements for obtaining a Bachelor's degree.

The researcher would like to thank the following people who contributed to this thesis :

1. Prof. Dr. Hj. Nirva Diana, M.Pd., the Dean of Tarbiyah and Teacher Training Faculty at the Islamic State University of Raden Intan Lampung;
2. M. Ridho Kholid, M.Pd, as the chairperson of English Education Study Program of the Islamic State University of Raden Intan Lampung
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6. All friends of the English Department of Islamic State University of Raden Intan Lampung, especially my beloved friends, Dea Karin Pradipta, Hanny Febriana and also for All my friends from B class that can't be mentioned one by one but you are always in my pray, who always give suggestion and spirit in framework of writing this research;

Finally, none or nothing is perfect and neither in this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung,December 2023
The Researcher,

IIN NURFITRI AINI SYARIFAH
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TABLE OF CONTENTS

COVER	i
ABSTRACT	ii
DECLARATION.....	iii
APPROVAL.....	iv
ADMISSION.....	v
MOTTO.....	vi
DEDICATION.....	vii
CURRICULUM VITAE	viii
ACKNOWLEDGMENT.....	ix
TABLE OF CONTENTS.....	xi

CHAPTER I INTRODUCTION

A. Title Confirmation.....	1
B. Background of the Problem.....	2
C. Focus and Sub Focus of the Research.....	4
D. Formulation of the Problem	5
E. Objectives of the Research.....	5
F. Significance of the Research.....	5
G. Relevance Studies	5
H. Method of the Research.....	8
1. Research Design.....	8
2. Research Instrument.....	9
3. Data Collection and Analysis.....	9
I. Systematic of Discussion	10

CHAPTER II REVIEW OF RELATED LITERATURE

A. Discourse Analysis.....	11
B. Cohesion.....	12
1. Grammatical Cohesion	13
a. Reference.....	13
b. Substitution	16
c. Ellipsis.....	18
d. Conjunction.....	20
2. Lexical Cohesion	22
a. Reiteration	22
b. Collocation	24
3. The Function of Cohesion.....	25

CHAPTER III DESCRIPTION OF THE RESEARCH OBJECT	
A. General Description of the Object.....	27
B. Presentation of Facts and Research.....	27
CHAPTER IV : RESEARCH ANALYSIS	
A. Research Data Analysis.....	29
B. Research Findings	32
CHAPTER V : CLOSING	
A. Conclusion.....	63
B. Recommendation.....	64
REFERENCES	
APPENDICES	



CHAPTER I

INTRODUCTION

A. Title Confirmation

As a first step to understand the title of this thesis and to avoid misunderstanding between reader and writer, the writer need to explain some word that are the title of this thesis. The title of this thesis is “Discourse analysis on cohesive devices found in the Female’s Fashion Blog”.

Discourse analysis examines the ongoing conversation between a speaker and a listener (or a writer's text and its readers), whereas other subfields of linguistics may concentrate on specific components of language, such as words and phrases (grammar) or the constituent parts that make up words (linguistics). In discourse analysis, in addition to the words spoken, the setting in which the words are expressed is also considered. This context may include the social and cultural framework, the speaker's location at the time of discourse, as well as nonverbal cues such as body language, and in the case of textual communication, may also include images and symbols. Then, Cohesion is the relationship between an element to another element in discourse or text. Halliday & Hasan state “If a speaker of English hears or reads a passage of the language which is more than one sentence in length, he can normally decide without difficulty whether it forms a unified whole or is just a collection of unrelated sentences”.¹

Blog is defined as, “a frequently updated webpage with dated entries, new ones placed on top”.² A blog is a website in the form of online media that contains content in

¹Halliday, M.A.K. Hasan, R. *Cohesion in English* (London: Longman, 1976),1.

² Blood, R. (2002).*The Discourse of Blog and Wikis*.(Britain: Continuum International Publishing Group).

the form of articles, videos and photos which is managed by a blogger or several writers at once. The topics displayed on blogs usually focus on one particular area. For example lifestyle, finance, health, technology, culinary, and so on. Apart from that, the domain name for the blog is also adjusted to the field being discussed. The purposes of this thesis is to know about the types of cohesive devices found in the females fashion blog and analyze them with clearly.

B. Background of Problem

Cohesion is the relationship between an element to another element in discourse or text. According to Halliday & Hasan, "Cohesion is a potential for relating one element in the text to another, wherever they are and without any implication that everything in the text has some part in it".³ Cohesion means "unity", it is unity of the discourse or text. Halliday & Hasan (1976:1) state "If a speaker of English hears or reads a passage of the language which is more than one sentence in length, he can normally decide without difficulty whether it forms a unified whole or is just a collection of unrelated sentences".⁴ A text that is cohesive as a whole indicates that there is cohesion because each sentence has a relationship to the other, but a text made up of disconnected sentences lacks cohesion.

In writing, cohesiveness is crucial. It may occur throughout the entire text levels, in a word, sentence, or paragraph. The word level designates the presence of one or more cohesive devices in a sentence. For example "I and you go to supermarket". There two types of cohesive devices found in that sentence, I and you as personal reference, and as additive conjunction. The link between two or more sentences is indicated by the sentence level.

³ Halliday, M.A.K., Hasan, R. *Cohesion in English* (London: Longman, 1976), 27.

⁴ Halliday, M.A.K., Hasan, R. *Cohesion in English* (London: Longman, 1976), 1.

For example “Aliya drinks the juice. She drinks with her sibling in the kitchen”. She and her in the second sentence refers back to Aliya in the first sentence. The mechanism used to establish a connection between the sentences is cohesiveness. The entire text can remain cohesive by utilizing cohesive devices, both lexical and grammatical. Hoey states that cohesion is “the way certain words or grammatical features of a sentence can connect that sentence to its predecessors and successors in a text”.⁵ It implies that coherence is a necessary component for a statement to have meaning in relation to other sentences.

The researcher uses a blog as the study's object in this thesis. Grammatical and lexical cohesions are two types of cohesive devices that may be examined in written communication, and blogs are one of these types of communication because they are present in the text. Blog is defined as, “a frequently updated webpage with dated entries, new ones placed on top”.⁶ Because they are updated frequently, blogs differ from personal home sites. Similarly, diaries are not the same as blogs because they rely heavily on links. Typically, they include comments on links to other websites, as well as links to other blogs that their readers might find interesting. They may include audio, video, text, and images.

This study examines blogs on fashion. It is adapted from Diana Rikasari, the first Indonesian fashion blogger. The rationale behind selecting this blog is Diana's ability to organize her writing into a cohesive whole. Her compositions typically employ clear, accurate coherent devices. for example; “And btw, today felt different because I had to bring along my hubby and baby hihih. So sorry to keep you waiting my looooves. Look how sleepy

⁵ Hoey, Michael. *Patterns of Lexis in Text*. (Oxford: Oxford University Press,1996)

⁶ Blood, R. *The Discourse of Blog and Wikis*.(Britain: Continuum International Publishing Group,2002)

they were heheheh...muah! :)”). The word "because" denotes a cause-and-effect relationship. I had to bring my hubby and baby along because I felt differently. The term they also serves as a personal reference from the hubby and baby, serving as a means of indicating reference pronunciation. When referring to hubby and the baby, the word and becomes an additive conjunction. The relationship between the internal structure of one sentence and another sentence has a significant impact on the writing's cohesiveness. Grammatical cohesiveness, one of the strategies employed in the text to connect words, clauses, phrases, and sentences, has an impact on the relationship. As a result, this site offers linguistic uniqueness in a cohesive way, making it an intriguing subject for analysis. For the reasons listed above, the researcher wishes to investigate the types and purposes of cohesiveness that Diana Rikasari employs in her blog posts, which are examined through the lens of Halliday & Hasan's theory.

Although this study used the same theory as previous studies by Halliday and Hasan, its purpose is distinct from those of the other investigations. Because the language used in blogs is more common in everyday interactions, utilizing blogs as objects will make the results more interesting for readers. The majority of the subjects used in earlier research were drawn from formal writings, including songs, poems, screenplays for movies, newspapers, English translations, abstracts from student theses, and periodicals. Since the majority of them utilized the linguistic pattern prior to writing, these texts are considered formal texts. It is crucial to conduct this research as a result.

C. Focus and Sub focus of the Research

The focus of this research is conducting discourse analysis. And the sub-focus of this research is to conducting discourse analysis limited by theory in an article.

D. Formulation of the Problem

The following is a formulation of the research questions based on the problem's background:

1. What types of cohesive devices are used in Diana Rikasari's blog?
2. How are the cohesive devices used by Diana Rikasari in her blog?

E. Objectives of the Research

Here are the study's two aims once the two research topics have been identified. The first step is to categorize the many cohesive device kinds that Diana Rikasari uses on her blog. The second is to determine how these coherent devices—which are employed in Diana Rikasari's blog—are used and what their purposes are.

F. Significance of the Research

It is anticipated that the study's findings will provide both contributions, particularly in the field of discourse analysis. The findings of this study can objectively demonstrate to readers that cohesive devices can be found in both formal and informal texts, such as diaries, blogs, Facebook posts, and tweets. This study demonstrates the many kinds and purposes of lexical and grammatical cohesions in blogs. It is anticipated that the following researchers in this field would use it as a reference.

G. Relevance Studies

These are the previous studies which related to this research.

1. Firstly is "A DISCOURSE ANALYSIS OF COHESION IN ROMEO AND JULIET MOVIE by

Anwar Soleh.⁷ This research was designed by using descriptive qualitative method because the data of this research were in the form of utterances or speeches, which were not statistically analyzed. In this case, this study also used Discourse Analysis because the researcher wanted to know how language used and to know cohesion in movie.

2. Secondly is “DISCOURSE ANALYSIS: THE STUDY OF COHESIVE DEVICES ON STUDENTS’ WRITING IN INDONESIAN EFL CLASSROOM” by Nestya Nanda Nur Fauza.⁸ In this study, the researcher used a descriptive and analytical design qualitative method. The writing test instrument is used to gain the data. Students were asked to write argumentative essays in the form of analytical exposition texts.

The researcher used the descriptive study to describe the most frequently used cohesive devices found in students’ writings and their specifications. Using analytical study, the researcher analyses and explains the correctness and incorrectness of cohesive devices use found in students’ writings.

3. Thirdly is “COHESIVE DEVICES EXPRESSED BY THE MAIN CHARACTER OF CASINO ROYALE FILM” by Luluk Indrawati.⁹ This study uses descriptive qualitative design in which the data are taken from the utterances expressed by the main character of Casino Royale film. The data collected are identified using Halliday and Hasan’s theory of cohesive devices.

⁷ Soleh, Anwar. *A Discourse of Cohesion in “Romeo and Juliet” MOVIE*. (Malang: Maulana Malik Ibrahim State Islamic University, 2014)

⁸ Fauza, Nestya Nanda Nur. *Discourse Analysis the Study of the Cohesive Devices on Student’s Writing in Indonesian EFL Classroom*. (Yogyakarta: Yogyakarta State University, 2022)

⁹ Indrawati, Luluk. *Cohesive Devices Expressed By The Main Character Of Casino Royale Film*. (Malang: The State Islamic Of Malang, 2007)

The finding of the study reveals that, on the grammatical cohesive devices, the researcher finds that the most common used is reference.

4. Fourly “GRAMMATICAL COHESIVE DEVICES IN THE HEADLINE NEWS

ON THE JAKARTA GLOBE PERIOD JUNE 2019” by Siti Latifah.¹⁰ Research problem of this study were yo know What kinds of grammatical cohesive devices are found in the headline news on the Jakarta Globe period June 2019 . What is the dominant grammatical cohesive dVICES in the headline news on the Jakarta Globe period June 2019.. While the objective of this research were to find out the kinds of grammatical cohesive devices in the headline news on the Jakarta Globe period June 2019.to investigate the dominant grammatical cohesive devices in the headline news on the Jakarta Globe period June 2019.

5. GRAMMATICAL COHESION ON THE STUDENTS' NARRATIVE WRITING by Siti Patimah.¹¹ This study deals with an analysis of grammatical cohesion on the students' narrative writing. The objectives of this study were to find out the types of grammatical cohesion that are used on the students' narrative writing and to derive the dominant types of grammatical cohesion on the students' narrative writing.

Although this study used the same theory as previous studies by Halliday and Hasan, its purpose is distinct from those of the other investigations. Because the language used in blogs is more common in everyday interactions, utilizing blogs as objects will make the results more interesting for readers. The majority of the subjects used in earlier

¹⁰ Latifah,Siti. *Grammatical Cohesive Devices in the Headline News.*(Tulung Agung:State Islamic Institute of Tulung Agung.2019)

¹¹ Patimah,Siti.*Grammatical Cohesion on the Students' Narrative Writing.*(Medan:University of Muhammadiyah Sumatera Utara.2017)

research were drawn from formal writings, including songs, poems, screenplays for movies, newspapers, English translations, abstracts from student theses, and periodicals. Since the majority of them utilized the linguistic pattern prior to writing, these texts are considered formal texts. It is crucial to conduct this research as a result.

H. Method of the Research

1. Research Design

This study falls under the category of descriptive qualitative research. The reason this study is referred to as descriptive is that the researcher explains the different kinds and purposes of cohesive devices that can be found in blogs. This study explores the types of cohesiveness that are employed and how these cohesion devices work in blogs using the descriptive technique.

The reason this study is referred to be qualitative is that it focuses on written words from the investigation's object rather than numbers. In order to allow for various interpretations, the researcher in this study attempts to comprehend the data on the study's focus, imagines the phenomenon being studied, and looks for common patterns in the data. Heigham & Croker said that qualitative research entails collecting primarily textual data and examining it using interpretive analysis.¹²

Because the data for this study came from the discourse text, it falls under the category of discourse analysis. Discourse analysis is a type of analysis that applies to both written and spoken language. In this instance, Diana Rikasari's blog, which is composed in written text, provides the research data.

¹² Heigham, J & Croker, *Qualitative Research in Applied Linguistics*. (New York: Palgrave Macmillan, 2009)

2. Research Instrument

The researcher serves as the primary tool in this study. This is so that the researcher can observe the subject of the investigation, gather data, and do more analysis. Certain research tools, such as questionnaires and interviews, are not appropriate for this particular study due to the characteristics of the data and research methods.

3. Data Collection and Analysis

The process of gathering data involves several steps. The first step is to thoroughly read these data from the January–Mei 2014 edition in order to identify and comprehend the utterances that appear in the text that contain cohesive devices. The selection of utterances with cohesive devices is the second phase. When a sentence is related to either the preceding or the following sentence, it is considered to have a cohesive device. The next stage is to use bold and underline to code the utterance that contains cohesive devices.

The process of evaluating data involves several steps. The first involves applying Halliday & Hasan's theory of cohesion—which takes grammatical and lexical cohesion into account—to the data analysis. The four components of grammatical coherence are conjunction, ellipsis, reference, and substitution. When a word in one sentence alludes to another or to the prior sentence, it is called a reference. When a word is substituted by another in a nominal, verbal, or clausal group, substitution takes place. Ellipsis occurs when one word is substituted for another in a nominal, verbal, or clausal combination. A word is considered conjunct when it has a relationship with another word. Reiteration, repetition, synonyms, hyponyms, metonyms, antonyms, and collocations are all included in lexical coherence. When a word is used repeatedly, it

is considered repetitive. When two words are used in a text to represent the same meaning, they are considered synonyms. When a word appears in a text that is both general and specific, it is called a hyponym. When the text uses the whole vs the parts, a metonym is present. When two terms in a text have opposing meanings, an antonym exists. Collocation is the occurrence of two or more words in the same textual space. Analyzing the cohesive devices' function and application of these discoveries is the next stage. Talking about the results is the next stage. Arriving to a conclusion is the conclusion.

I. Systematic of Discussion

The writer discusses the research into the structure below:

1. Chapter I introduction

This chapter consists of title confirmation, background of the problem, focus and sub focus of the research, problem formulation, objective of the research, significance of the research, relevance Studies, research method and systematic of the discussion.

2. Chapter II Review Of Related Literature

This chapter consists of frame of theory

3. Chapter III description of the research object

This chapter consists of general description of the object and fact and data display.

4. Chapter IV Research Analysis

This chapter consist of General Description of the Object Presentation of Facts and Research Data

5. Chapter V Closing

This chapter consist of conclusion and recommedation

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about the theories used in this research. The related theories of this research are; cohesion and the function of cohesion.

A. Discourse analysis

The Latin *discursus* is where the term "discourse" originates. The Latin root from which the word "current" is derived. Discourse, according to a CDA tradition, is language usage as social practice. In other words, conversation alternates between creating and reflecting the social environment. In this sense, language cannot be seen as neutral since it is entangled in social, political, racial, and cultural processes in addition to economic and religious ones. CDA is what Fairclough has referred to as a textually oriented form of discourse analysis (TODA).¹³ To develop this textual analysis, Fairclough brought together the linguistic theory of Systemic Functional Linguistics with the social theory of discourse as it evolved in the work of Foucault

Brown and Yule also states that discourse analysis is an analysis of language in use for communication.¹⁴ Next, discourse is categorized by Brown and Yule according to the role of language and the production process. Discourse can be classified into two categories based on language function: transactional discourse, which emphasizes information and content, and interactional discourse, which emphasizes social and personal connections. Spoken and

¹³Fairclough, Norman. *Analysing discourse textual analysis for social research* (London, 2003)

¹⁴ Brown, Gillian, and Yule. *Discourse Analysis*. (Cambridge: Cambridge University Press, 1983), 1-8.

written discourse can be categorized based on the production process.

While other linguistics subfields may focus on particular language components, like words and phrases (grammar) or the parts that make up words (morphology), discourse analysis analyzes the ongoing conversation between a speaker and a listener (or a writer's text and its readers).

Discourse analysis takes into account not just the spoken words but also the context in which they are expressed. The social and cultural background of the speaker, their location throughout the speech, nonverbal clues like body language, and—in the case of textual communication—images and symbols can all be included in this context.

B. Cohesion

Cohesion means “unity” based on Oxford Learner’s Pocket Dictionary.¹⁵ In this case, the cohesion refers to the unity of meaning within text or discourse. Halliday & Hasan said that “cohesion is defined as the set of possibilities that exist in the language for making text hang together: the potential that the speaker or writer has at his disposal”.¹⁶ Halliday & Hasan argue that cohesion occurs where the interpretation of some elements in the discourse is dependent on that of another.¹⁷ In the sense that it cannot be successfully decoded without reference to the other, the one requires the other. “Cohesion refers to the range of possibilities that exist for linking something with what has gone before,” according to Halliday & Hasan.¹⁸ Based on

¹⁵ Oxford Learner’s Pocket Dictionary.(New York: Oxford University Press,2003)3rd eds ,77.

¹⁶ Halliday, M.A.K., & Hasan, R. *Cohesion in English*.(London: Longman.1976), 19

¹⁷ *ibid*

¹⁸ *Ibid*

Halliday & Hasan Grammatical cohesion and lexical cohesion are the two categories into which cohesion is divided. Because "cohesion is expressed partly through the grammar and partly through the vocabulary".¹⁹ Grammatical cohesion and lexical cohesion are related to each other.

1. Grammatical cohesion

Halliday & Hasan (state that there are four types of grammatical cohesion, namely reference, substitution, ellipsis, and conjunction).²⁰

a. Reference

One of the cohesive devices from grammatical cohesion is reference. A reference is a textual element that makes reference to another element. It is the circumstance in which an element cannot be interpreted if it is not related to another element in the text. Articles, demonstratives, comparatives, and pronouns are among the devices used to refer to things.

Both endophoric and exophoric references are possible. Endophoric is classified into two categories, according to Halliday & Hasan: anaphora (to previous text) and cataphora (to following material).²¹ When a writer makes a reference to something that has already been discussed, it is called anaphora. For example: "There are *three beautiful girls*. See how *they* walk!". In this example the pronoun 'they' refers back to the "three beautiful girls". Cataphora occurs when the writer refers forward to something that has not been mentioned. For example: "When *he* arrived, *Andi* was surprised to look his door open". Here the pronoun *he* is cathaphoric reference

¹⁹ ibid ,5

²⁰ ibid

²¹ ibid

because it refers to *Andi* that is introduced later in the text. Exophoric reference is used to describe abstracts without ever identifying them (in contrast to anaphoric and cataphoric reference).

For example: A: Who bring my hat?

B: hat what?

From that example, what A said was not the same with what in B focus. Halliday & Hasan state that in English there are three items of reference, personals, demonstratives, and comparatives.²²

The first item of reference is personal reference. Halliday & Hasan define personal reference as “reference by means of function in the speech situation, through the category of person”.²³ Personal reference is categorized into three classes namely personal pronoun, possessive pronoun, and possessive determiner. Halliday & Hasan state “this system of reference is known as person, where ‘person’ is used in the special sense of ‘role’;”²⁴ the traditionally recognized categories are first person, second person, and third person, with the number categories of singular and plural”. Personal pronouns are *I/ me, you, we/ us, he/ him, she/ her, they/them, it, one*. Possessive pronouns are *mine, yours, ours, his, hers, theirs, its*. The last possessive determiners are *my, your, our, his, her, their, its, ones*.

For example : *My parents* and *I* are living together.

We are living in a small town.

According to that example, "we" means "my parents and I." Because the personal pronoun "we"

²² ibid

²³ Ibid ,37

²⁴ Ibid ,44

connects back to the details of "my parents and I" that were stated in the preceding phrase, it becomes anaphoric.

Other examples: - Sabrina has gone to campus *She* went to school by driving a car.

- Daniel's house is beautiful. *His* wife must be happy with *it*.
- That red car is Daniel's. I don't know it was *his*.

The first example has personal pronoun "*she*", the second example has possessive determiner "*his*", and the last example has possessive pronoun "*his*". All those examples are categorized in anaphora.

The second type of reference is demonstrative reference. Halliday & Hasan state demonstrative reference is "reference by means of location, on a scale of proximity".²⁵ Based on Halliday & Hasan In the case of demonstratives, there are certain differences in meaning between the functions of modifier and head; a demonstrative functioning as head is more like a personal pronoun.²⁶

For example: *That* boy seems more handsome

There is a handsome

In the first sentence the word "that" is included in demonstrative reference which refers to the word "boy". In the second sentence the demonstrative reference is the word "there" which refers to the "handsome". Those two references imply the distance which is not near from the speaker.

Demonstrative references include; *this*, *these*, *that*, *those*, *here*, *there*, *then*, and the definite article "*the*". Halliday & Hasan said that "in

²⁵ Ibid ,37

²⁶ ibid

general, *this*, *these*, and *here* imply proximity to the speaker; *that* *those*, and *there* imply distance from the speaker”.²⁷ The third item of reference is called comparative reference. Halliday & Hasan state “comparative reference is indirect reference by means of identity or similarity”.²⁸ The comparative reference items are identity (*same*, *equal*, *identical*, *identically*), similarity (*such*, *similar*, *so*, *similarity*, *likewise*), difference (*other*, *difference*, *else*, *differently*, *otherwise*), numerative (*more*, *fewer*, *less*, *further*, *so many*), epithet (*better*; so-as-more-less- equally-+ comparative adjectives and adverbs, eg: equally good). General comparison is expressed by a certain class of adjectives and adverbs. The adjectives function in the nominal group either as deictic or as epithet. The adverbs function in the clause as adjunct (eg: *identically* in the *others performed identically*).

For example: That father is *more handsome* than his son.

That example is the comparison between the “father” and the “son”.

b. Substitution

The topic of substitution is covered in this section. "Substitution is the replacement of one item by another, and the ellipsis is the omission of an item," according to Halliday & Hasan.²⁹ The act of substituting nouns, verbs, or sentences with information that was previously delivered is known as substitution. Nominal, verbal, and clausal substitutions are the three different forms of substitution.

²⁷ Ibid,58

²⁸ Ibid,37

²⁹ Ibid,88

"One/ ones" is the replacement item when nominal substitution takes place on the nominal group. A noun that is to serve as the leader of the nominal group is required for the substitution "one/ones" (Halliday & Hasan).³⁰ Only an item that is also the head of a nominal group can be substituted by the substitute one or ones, who always act as the head of the nominal group.

For example: That ice cream are expired.

Get some new *ones*.

The word "*ice cream*" is substituted by the word "*ones*". The complete sentence is "get some new ice cream".

The verb "do" (do, does, doing, did, done) is the replacement item when verbal substitution occurs on the verbal group. According to Halliday & Hasan, "do" is the verbal substitute in English. This functions as the verbal group's leader. As the leader of a speaking group is the role.³¹

For example in this dialogue:

A : You should *go to the school* today

B : But I am lazy to *do* it

In this example, the verb "do" stands for "go to the school". It means "*go to the school*" is substituted by the word "*do*".

Clausal substitution occurs on the clausal group. The words used as substitute are *so* and *not*.

³⁰ Ibid,92

³¹ ibid

For example: Is Clara going to be sleepy now?

I think *so*.

Here, the word “*so*” presupposes the whole of the clause “*going to be sleepy*”. The complete sentence of the second sentence is “I think Rina is going to be sleepy now”.

Other example; A: I have done my homework and cooked delicious fried rice.

B: I don’t believe you *do* either!

The verb “do” is used in place of “have done my homework and cooked delicious fried rice” in the example above. “I don’t believe you have done your homework and cooked delicious fried rice,” is the full sentence found in sentence B. Substitution, to put it briefly, is the process of changing out some words in a text to make it clearer and simpler.

c. Ellipsis

Ellipsis is the removal of previously provided information. The removal of a word, phrase, or group is known as ellipsis. Substitution is defined as “the replacement of one item by another, and the ellipsis as the omission of an item” by Halliday & Hasan.³²

Example: A: Do you have the *black shoes*?

B: Yes I *have*

In that example, the word “black shoes” is left out and the word “have” is sufficient. “Yes, I have the black shoes,” is what B says in its entirety.

³² Ibid ,88

There are three different kinds of ellipsis: clausal, verbal, and nominal. Within the nominal group, nominal ellipsis happens (Halliday & Hasan).³³ The removal of an utterance because it has been made sufficiently obvious without include it is known as nominal ellipsis.

Example: Dea has done the *exam*.

She says that the *most difficult* is biology.

The second line, in its entirety, reads, "She says that the most difficult exam is Biology." The utterance exam is left out because there has been enough material covered without it.

Verbal ellipsis belongs to the verbal group. Lexical and operator ellipsis are the two categories of verbal groups according to Halliday & Hasan.³⁴ It is important to keep in mind that lexical ellipsis is ellipsis "from the right": all previous elements may be ignored, with the exception of the initial operator, and the lexical verb, which is the final element in the verbal group. Operator ellipsis is ellipsis "from the left": all elements in the verbal group may be omitted after the first one (the lexical verb, if it is the only element in the verbal group; otherwise, the first non-finite operator may be omitted).

Clausal ellipsis is the omission of a clause or an element of a clause.

Example: I am afraid because Elsa seems angry if anyone asks about her father. I

don't know why.

³³ *ibid*

³⁴ *ibid*

The complete sentence in the second part is “I don’t know why *elsa seems angryif anyone asks about her father*”. In that example, the clause is omitted.

d. Conjunction

Information contained in the text is not indicated by conjunctions. "The way the writer wants the reader to relate what is about to be said to what has been said before" is the definition of conjunction. For instance, "He chose to wait for them even though it was nighttime and nobody else was there." The conjunctions "but" and "and" are adversative and additive, respectively. The four conjunctions are temporal, adversative, causal, and additive. Here are some instances of each:

My little sister asks me to buy some doll,

- a. *And* buy a new shoes (additive)
- b. *At the same time* she asks me to buy the new clothes. (adversative)
- c. *So* she is crying loudly (causal)
- d. *Then*, I accompany her goes to the market. (temporal)

In (a) the utterance *and* is additive because it has function as addition, in (b) *At the same time* has the same function as *but*, it indicates contrast, in (c) *so* indicates cause and effect relationship, and in (d) *then* indicates the temporal time or the sequence of time. The word *and*, *at the same time*, *so*, and *then* can be an example of those four very general conjunctive relations. Additive conjunction are comprised; *and*, *or*, *nor*, *furthermore*, *moreover*,

additionally, besides that, add to this, in addition, and another thing, alternatively, incidentally, by the way, likewise, similarly, in the same way, in this way, on the other hand, by contrast, conversely, that is, I mean, in other words, to put it another way, for instance, for example, and thus (Halliday & Hasan).³⁵

The next item of conjunction is adversative conjunction. Halliday & Hasan(1976:250) said “the basic meaning of the adversative is contrary to expectation”. Adversative conjunctions are *yet, but, however, though, nevertheless, still, in spite of this, despite this, all the same, at the same time, in fact, as a matter of fact, actually, in point of fact, instead, rather, on the contrary, at least, rather, I mean (Halliday & Hasan).³⁶*

The third item of conjunction is causal conjunction. Here are the causal conjunctions *because, because....., so..., thus, hence, therefore, consequently, accordingly, because of this, for this reason, on account of this, it follows, on the basis, as a result, in consequence, arising out of this, for this purpose, with this in mind/ intention, to this end, then, in that case, that being the case, in such aevent, under the circumstances, otherwise, apart from this (Halliday & Hasan).³⁷*

For example: I didn't know the new information at school.

Otherwise I have been late going to school.

"Otherwise" refers to the causal relationship between "I didn't know the new information" and "I

³⁵ *ibid*

³⁶ *ibid*

³⁷ *ibid*

have been late going to school."

The last item of conjunction is temporal conjunction. Halliday & Hasan state "the temporal relation may be made more specific by the presence of an additional component in the meaning, as well as that of succession in time". For example: "today I will go to my grandmother's house, and *next week* I will go to my uncle's house". The utterance "*next week*" is temporal conjunction because it indicates the sequence of time. These are the temporal conjunction items *then, next, afterwards, after that, subsequently, at the same time, before that, previously, at once, thereupon, presently, later, after a time, some time earlier, next time, this time, the last time, on a previous occasion, next day, five minute later, five minutes earlier, meanwhile, all this time, up till that time, until then, next moment, the previous moment*, etc (Halliday & Hasan).³⁸

2. Lexical Cohesion

The four forms of grammatical coherence were discussed in the previous paragraph; lexical cohesion is the subject of the following. "This is the cohesive effect achieved by the selection of vocabulary," according to Halliday & Hasan Reiteration and collocation are the two main types of lexical cohesion.³⁹

a. Reiteration

One kind of lexical cohesion is repetition. Four categories of reiteration are distinguished by Halliday and Hasan: the same word (repetition), a

³⁸ ibid

³⁹ Ibid,274

synonym or near-synonym, a superordinate (metonym), and a general word (hyponym).⁴⁰ The most intricate forms of lexical cohesion, such as metonymy, hyponymy, antonymy, repetition, and synonymy, are based on the semantic ties between words in terms of sense relations (Halliday and Hasan).⁴¹

Repetition is the first kind of reiteration. Mentioning or writing the same word more than once is called repetition. According to Brown and Yule, repetition comes in two flavors: fully repeated and partially repeated.⁴²

Here is the example of repetition: Sarah has a *dog*.

The *dog* is very adorable.

The word "dog" appears twice in the sentence above; it is categorized as a whole repetition. Additionally, the definite article "the" indicates that the dog is the same in both the first and the second sentence.

Synonyms are the second kind of repetition. "Synonym is the link between the words which have similar meanings or have closely related meanings," states Yule.⁴³ When two things are synonyms, their meanings are the same or are stated in different words. For instance, a woman and a girl

The meaning of the terms "girl" and "woman" are the same. Hyponyms are the next sort of repetition. The link between the general and the

⁴⁰ *ibid*

⁴¹ *Ibid*, 278-282

⁴² Brown, G & Yule, G. *Discourse Analysis*. (Cambridge: Cambridge University Press, 1983)

⁴³ Yule, G. *The Study of Language*. Cambridge: Cambridge University Press, 2006), 106

specific is called a hyponym.

"Ahmad brought many kinds of fruit to the market and his sister helped him brought apple" is the passage that serves as an example. "Apple" is the specific word, and "fruit" is the broad one.

The relationship between parts and wholes is called a metonymy. This is an illustration of a metonym: "There are many roofs, four doors, and ten windows in my house." One of the components of a "house" is the term "window".

Antonym is the word has the opposite meaning to another words.

The following example: The *old* phone is in steel broken.

The *new* one is beautiful.

The word "*old*" and "*new*" have the opposite meaning, therefore it is called byantonym.

b. Collocation

The second kind of lexical cohesive is called collocation, and it deals with the connections between words based on how frequently they appear in the same context. According to Renkema, collocation deals with therelationship between pairs of words or basis of the fact that these often occur inthe same surroundings or similar environment.⁴⁴ "Green & red" and "nose & eye" are two examples. These two terms, "green & red," have a relationship with one another in the same color context.

⁴⁴ Renkema, J. *Introduction to Discourse Studies*. (Amsterdam/ Philadelphia: John Benjamins Publishing Company, 2004)

3. The Functions of Cohesion

The purpose of cohesive can be deduced from the explanation of the various forms of cohesion provided by Halliday and Hasan in the following manner.⁴⁵

The purpose of grammatical cohesive reference is the first. Its purposes include indicating spatial order (here, there, etc.), degree and comparison (better, similar, etc.), and reference pronouns (she, he, it, their, etc.). The purpose of substitution is to replace the sentence's related noun, verb, and clause. One and ones are the substitutions that are used in place of nouns. Do, dos, did is the verb substitution that is utilized. Additionally, there are and are not substitutes used for clauses.

Eliminating comparable nouns, verbs, and clauses that were mentioned in the previous phrase is the purpose of ellipsis. The purpose of conjunction comes next. The initial step involves highlighting a supplementary fact or concept (and, or, also, etc.), drawing a contrast (but, on the other hand, instead, etc.), explaining the cause and effect link (e.g., because, so, etc.), and providing a conclusion or summary (in conclusion, in summary, etc.). Lexical coherence serves the final purpose of identifying synonyms (man and boy), metonyms (house and door), hyponyms (color and red), antonyms (up and down), collocations (red and yellow), and recurrence in a text.

⁴⁵ Halliday, M.A.K., & Hasan, R. *Cohesion in English*. (London: Longman, 1976).

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