

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Text and Discourse

According to Halliday and Hassan (1976:1), “the word text is used in linguistics refer to any passage, spoken or written of whatever length, that does form a unified whole. A text is a unit of language in use. It is not grammatical unit, like a clause or sentence and it is not defined by its size.” It means that text can be in the form of spoken or written. The length of text is not defined. For instance, the warning sign *No Smoking* is known as a text, not because of its length, however because of its realization of the meaning. “A text is best regarded as a semantic unit. Thus it is related to a clause or sentence not by size but by realization (Halliday and Hasan, 1976:2).” A text has texture that distinguishes it from the sequences of unrelated sentences. Texture is a property of being a text that reflects the unity of a text. Texture is provided by cohesive relation that exists within and between sentences (Halliday & Hasan, 1976:2-3). So the term discourse is taken here to refer both to what a text producer meant and what the text means to the receiver (Widdowson, 2007:4). Dressler (1981:7) regarded discourse as one genre of text that forms a fairly complete unit and is usually restricted to successive utterances of a single speaker trying to convey a message. Dressler (1981:7) regarded discourse as one genre of text that forms a fairly

complete unit and is usually restricted to successive utterances of a single speaker trying to convey a message.

## **2.2 Discourse Analysis**

Discourse analysis studies the language use (Schiffrin, 2001:1). The discourse analysis is best related to the analysis of text. According to Salkie (2001:9), text and discourse analysis is about how sentences combine to form a text. The combination of the sentences within the text is closely related to the grammatical and semantic relation. In addition, discourse analysis, an approach to the analysis of language that looks at patterns of language across texts as well as the social and cultural contexts in which the texts occur (Platridge, 2012:1). Discourse analysis studies the language use (Schiffrin, 2001:1). The principal concern of discourse analysis is to examine how language produced by the participants whether spoken or written. Thus, discourse analysis is concerned with written and spoken forms.

## **2.3 Cohesion**

According to Halliday and Hasan (1976:4), the concept of cohesion is semantic one, it refers to relation of meaning that exist within the text and that define it as a text. The sense of cohesion in a text can also be established by the lexical items that are by the words in the text and semantic relationship among

them. These relationships allow group of words in a text to be seen as forming chains and constitute texture. On the other hand, cohesion as semantics one can be realized through semantic connections between different paired elements with one presupposing and the other presupposed. In addition,

“Cohesion occurs where the interpretation of some element in the discourse is dependent on that of another. The one presupposes the other, in the sense that it cannot be effectively decoded except by recourse to it. When this happens, a relation of cohesion is set up, and the two elements, the presupposing and their presupposed, are thereby at least potentially integrated into a text.” (Halliday and Hasan, 1987:04)

Based on Halliday and Hasan, cohesion is divided into two parts which are known as cohesive relation. It consists of grammatical relation; reference, substitution, ellipsis, conjunction and semantic relation; reiteration consists of lexical cohesion and collocation.

### **2.3.1 Reference**

Referencing cohesion functions to retrieve presupposed information in text and must be identifiable for it to be considered as cohesive. In written text, referencing indicates how the writer introduces participants and keeps track of them throughout the text (Eggins, 1994:95). There are two general types of reference: exophoric referencing, which refers to information from the immediate context of situation, and endophoric referencing, which refers to information that can be retrieved from within the text. Endophoric referencing is the focus of cohesion theory. Endophoric referencing can be divided into two types: anaphoric and cataphoric. Anaphoric refers to any reference that points backwards to previously mentioned information in text, when the information needed for the

interpretation is in the preceding portion of the text. Cataphoric refers to any reference that points forward to information that will be presented later in the text, when the information needed for the interpretation is to be found in the part of the text that follows. For cohesion purposes, anaphoric referencing is the most relevant as it “provides a link with a preceding portion of the text” (Halliday and Hasan 1976:51). There are three main types of cohesive references: personal, demonstrative, and comparative. Personal reference keeps track of function through the speech situation using noun pronouns like *he, him, she, her, etc.* and possessive determiners like *mine, yours, his, hers, etc.* Demonstrative reference keeps track of information through location using proximity references like *this, these, that, those, here, there, then, and the*. Comparative reference keeps track of identity and similarity through indirect references using adjectives like *same, equal, similar, different, else, better, more, etc.*

### **2.3.2 Lexical Cohesion**

Lexical cohesion differs from the other cohesive devices of reference, substitution, ellipsis and conjunction in that it is a non-grammatical function. "In order to complete picture of cohesive relations it is necessary to take into account also lexical cohesion. This is the cohesive effect achieved by the selection of vocabulary (Halliday and Hasan, 1976:274)." It means that cohesion in a text is composed by selection vocabulary and lexical cohesion is part of cohesion that concerns with connection word used. Halliday and Hasan (1976:288) point out that: "In lexical cohesion every lexical item may enter into a cohesive relation, but

by itself, it carries no indication whether it is functioning cohesively or not" (emphasis in the original). Halliday and Hasan (1976:297), lexical cohesion is as the name implies, it involves a kind of choice that is open ended, the selection of a lexical item that is in some way related to one occurring previously. Lexical cohesion is concerned with content words and primarily related to field. Field is discovered through the content words within a text. According to Halliday and Hasan, lexical cohesion can be divided into two categories: reiteration involving repetition, synonymy, superordinate and general word. The second category of lexical cohesion is collocation.

### **2.3.2.1 Reiteration**

Reiteration is a form of lexical cohesion which involves the repetition of lexical item, at one end of scale; the use of a general word to refer back to a lexical item, at the other end of the scale and a number of things in between use of a synonym, near synonym, or superordinate (Halliday and Hasan, 1976:278). Reiteration has five types which are:

#### **1) Repetition**

Repetition is to refer back to preceding word. "Repetition is a part of lexical cohesion that involves that repetition of lexical item. Repetition refers to words that are repeated in text... (Platridge, 2012:133)." For example, all matter may be classified as a solid, a liquid or a gas. Solids are firm and have a rigid form. Rubber, wood, glass, iron, cotton, and sand are all classified as solids. The atoms

or molecules of a solid are densely packed and have very little freedom of movement: therefore, most solids require a considerable force in order to change their form or volume. In this example there is a repetition of the word “solid” in the most sentences. This repetition gives the chain information about the topic discussed. In addition there are two classification of the repetition based on Tanskanen’s theory, as below:

“In our classification, repetition is divided into simple repetition and complex repetition. Simple repetition occurs when an item is repeated either in an identical form or with no other than a simple grammatical change, e.g. singular – plural, present tense – past tense. Complex repetition involves a more substantial change: the items may be identical but serve different grammatical functions, or they may not be identical but share a lexical morpheme (Tanskanen, 2006:50).”

## **2) Synonym**

According to Yule (2010:117), two or more words with very closely related meanings are called synonyms. Synonymy is the experiential meaning of the two lexical items which is identical. Synonymy refers to the fact of two or more words or expressions having the similar meaning. In addition, lexical cohesion results from the choice of a lexical item that is in some sense synonymous with a preceding one (Halliday and Hasan, 1976:331). For example sound and noise in the following example illustrate synonymous cohesion; He was just wondering which road to take when he was startled by a noise from behind him. It was the noise of trotting horses. He dismounted and led his horse as quickly as he could along the right-hand road. The sound of the cavalry grew rapidly nearer.

## **3) Superordinate**

Superordinate refers to any item whose meaning includes that of the earlier one; in technical terms, any item dominates the earlier one in the lexical taxonomy (Halliday and Hasan. 1976:280). Superordinate is a means of establishing semantic relation by mentioning the word that has more general classification with the word that is specifically mentioned. For example; Henry's bought himself a new jaguar, he practically lives in the car. The car is the superordinate of the subordinate jaguar. Car appears later than the jaguar.

#### **4) General Word**

General word refers to the most general category of the word being referred. "The general words, which correspond to major classes of lexical items, are as we said very commonly used with cohesive force. They are on the borderline between lexical items and substitutes (Halliday and Hasan. 1976:280)." The general word is not always used cohesively. In fact, the nouns can categorize as general word when it has the same referent as whatever it is presupposing and and when it is accompanied by a reference item. For example; there's a boy climbing the old elm. That old thing isn't very safe (Halliday and Hasan, 1976:280). Here, the reiteration takes the form of a general word thing.

#### **2.3.3 Collocation**

Collocation is "cohesion that is achieved through the association of lexical items that regularly co-occur (Halliday and Hasan 1976:284)." For example: *sheep and wool, collage and study, or congress and politician*. In addition,

Tanskanen (2006:60), points out that “The items occur in similar environments because they describe things or happenings that occur in similar situations.” Moreover, Tanskanen (2006) divided collocation into three categories: ordered set, activity-related collocation and elaborative collocation. The first classification, ordered set “is perhaps the clearest of the three categories and closest to the more systematic reiteration relations described above. The category includes members of ordered sets of lexical items, for example, colours, numbers, months, days of the week and the like (Tanskanen, 2006:61).” The second is activity-related, Tanskanen (2006) argues that it is difficult to define and nonsystematic. Furthermore, it is based only on an association between items thus avoids any systematic classification and definition. The words that create an activity-related collocation therefore do not share necessarily a lexical field but an activity. The last is elaborative collocation in which Tanskanen (2006) argues that the items might expand on the same topic but are not found within one lexical field and they are not tied together by an action.