

CHAPTER II

THEORY REVIEW

2.1 Concept of Cohesion

In short, cohesion is the suitability meaning between various elements in the text. This is almost in line with Satria and Handayani (2018), said that cohesion refers to the relation of meaning that exist within text (p.146). Besides that, Halliday and Hasan in Sholah and Yunus (2020), state that cohesion is part of the system of the language which is expressed partly through the grammar and partly through the vocabulary (p.41). Moreover, Warid, et al., (2015), define cohesion is one of the elements of linguistics which has a function to connect imperfect text become the perfect text, till the reader can understand what is the mean of the text (p.103).

Based on the definitions above, it can be summarized that cohesion is part of the system of language that refers to the relationship of meaning that is expressed partly through grammar and vocabulary, which function to connect imperfect text become the perfect text, so that the reader can understand the meaning of the text. Therefore, the concept of cohesion is very important because it can influence understanding and the impression created in writing. By understanding this concept, writers or authors can produce good writing that is more structured and easy for readers to understand.

2.2 Concept of Grammatical Cohesion

Grammatical cohesion is cohesion that related to sentence structure. It is tool or sign that uses linguistic elements to connect ideas between sentences (Sidabutar, 2019, p.64). In addition, Jayanti and Hidayat (2021) described grammatical cohesion as how grammatical features construct together across sentence boundaries (p.3). Meanwhile, Noprival, et al., (2022) reveal that grammatical cohesion is established with the use of grammatical elements of the text expressing the semantic relationships within and between the sentences (p.253).

From these opinion above, it can be concluded that grammatical cohesion is a tool or sign of grammatical features used to connect words or sentence of ideas which construct together so that it become unity. In other words, it refers to various grammatical devices which can be used to make more connections between sentences explicit. The grammatical devices are meant to help the readers comprehend the items referred to replaced and even omitted parts of the text by tying them together in a particular way.

2.3 The Types of Grammatical Cohesion

Halliday and Hasan (1976), classified grammatical cohesion into four types, these types are reference, substitution, ellipsis, and conjunction (p.274). Each type is explained in this following.

Table 1
The Types of Grammatical Cohesion

No.	Grammatical Cohesion	Type	Sub-Type	Including Words
1	Reference	Personal	Personal pronoun	I, you, we, they, she, he, it
			Possessive pronoun	mine, yours, ours, theirs, hers, his, its
			Possessive determiner	my, your, our, their, her, his, its
		Demonstrative	Selective nominal	this, that, these, those
			Definite article	The
			Adverbial demonstrative	here, there, now, then
		Comparative	General comparison	identical, similar, similarly, different, other, else, such, etc.
			Particular comparison	better, more, less, between, etc.
2	Substitution	Nominal	-	one, ones, (be) the same
		Verbal	-	do, does, be, the same
		Clausal	-	so, not
3	Ellipsis	Nominal	-	-
		Verbal	-	-
		Clausal	-	-
4	Conjunction	Additive	-	and, and also, or, nor, or else, in other words, furthermore, besides, alternatively, thus, etc.
		Adversative	-	yet, though, only, but, however, nevertheless, actually, instead, rather, at least, however, etc.
		Causal	-	for, hence, therefore, because, it follow, otherwise, to this end, thus, hence, consequently, etc.
		Temporal	-	in conclusion, before, after that, finally, previously, meanwhile, first, next, originally, soon, etc.

2.3.1 Reference

Reference is an expression whose meaning refers to another word. In other words, reference is the specific nature of information that is signaled for retrieval, in case reference the information to be retrieved is the referential meaning, identify particular thing or class of thing that is being referred (Halliday & Hasan in Satria & Handayani, 2018, p.146). Bloor and Bloor classified the place and meaning reference into two types, such as exophoric and endophoric (Bahaziq, 2016, p.113). This type of reference emphasizes the relationship between words and their objects based on their place and meaning. Objects outside the text indicate an exophoric reference. MC Carthy in Azzous (2009), stated that exophoric reference directs the receiver ‘out of’ the text and into an assumed shared world (p.26). Meanwhile, object inside the text is an endophoric reference. Endophoric reference indicates something really comes from the text itself, or as linguists put it (Sultonov & Numonova, 2021, p.201).

Furthermore, Halliday and Hasan (1976) divide endophoric reference into two, namely anaphoric and cataphoric (p.201). Paltridge in Bahaziq (2016), stated that anaphoric reference is where a word or phrase refers back to another word or phrase used earlier in the text (p.113). For example, “Lisa was already sleepy, she rushed to sleep”. Meanwhile the opposite of anaphoric is cataphoric. Halliday and Matthiessen in Indriyani (2016), stated that cataphora reference may point ‘forwards’ to the future of the unfolding text, that is to a referent that is yet to be introduced (p.16). For example, “After he put down his bag, the student left the classroom”.

In addition, Halliday and Hasan (1976) is also categorized references into three types, there are personal reference, demonstrative personal, and comparative personal (p.37).

a. Personal reference

Personal reference is reference that to how a writer or author introduces people or character in the text. Halliday and Hasan (1976), argues that personal reference is reference by means of function in the speech of situation, through the category of person (p.37). It means that personal reference is reference used to refer to person. This reference also includes all types of pronouns. Therefore, this reference can be categorized into three classes, namely personal pronoun, possessive pronoun, and possessive determiner (Halliday & Hasan, 1976, p.38).

- 1) Personal pronoun is the type of pronoun that is used to change the designation of person. For example: The students are in the library, they are reading book.
- 2) Possessive pronoun is the type of pronoun that is used to indicate or show possession and it can stand alone. For example: I do not know, if it is not ours.
- 3) Possessive determiner is the type of pronoun that usually comes in front of a noun to express possession. It cannot stand alone so it must be followed by a noun. For example: My bag is still in the car.

b. Demonstrative reference

Demonstrative reference is a reference that refers to a verbal demonstrative pronoun. This is almost the same as expressed by Halliday and Hasan (1976), that demonstrative reference is essentially a form of verbal pointing (p.74). In addition, Maryati & Suprapti (2018), said that demonstrative references can also be interpreted as references through locations on a proximity scale (p.31). It means that this reference refers to the place identified by person. This reference can be used to represent a single word or phrase, or a longer piece of text either from a few paragraphs or several pages (Zainiah, 2018, p.17). Halliday and Hasan (1976), divided demonstrative reference into three parts, they are selective nominal, definite article, and adverbial demonstrative (p.57).

- 1) Selective nominal demonstrative is the type of reference that refers to the location of something, person, or object that is participating in the process. The words included in this category are: this, these, that, and those. For example: That is your dictionary.
- 2) The definite article is reference that used before a noun to indicate the identity of the noun is known to the reader. The word included in this category is: the. For example: The broom was used by Ali.
- 3) Adverbial demonstrative is the type of reference that refers to the location or direction of something in relation to the speaker. The words included in this category are: here, there, now, and then. For example: I usually put my stuff here.

c. Comparative reference

Comparative reference is a reference that is comparative. Tafuli, et al., (2022), stated that comparative reference implies the existence of two or more entities or ideas that are comparisons (p.33). It is indirect reference by means of identity or similarity (Rofi'ah, 2015, p.173). In this reference, the comparison is expressed by certain classes of adverbs and adjectives. Halliday and Hasan (1976), categorized two types of comparative reference, they are general comparison and particular comparison (p.76).

- 1) General comparison is related comparison in terms of identity, similarity, and dissimilarity. It expressed two things could be the same, similar, or different. For example: The bag is the same as bag that I saw last night.
- 2) Particular comparison is related comparison in terms quantify and quality. It expressed with adjective or adverb in the some comparative form. For example: you have to eat more to be healthy.

2.3.2 Substitution

Substitution is generally used to avoid repetition. Substitution is a kind of counter that is used as substitute for repetition of an item (Rustipa, 2014, p.3). In addition, Afrianto (2017), stated that substitution connects between items of the text anaphorically and cataphorically by replacing an item with another item in the same grammatical class (p.100). It shows that substitution has the function of replacing something in the paragraph. In substitution, a word is not omitted in the text but is replaced with another, more common word. Halliday and Hasan (1976), divide

substitution into three parts, namely nominal substitution, verb substitution and clausal substitution (p.90).

a. Nominal substitution

Nominal substitution is a substitution that used to replace items that are in the nominal group. It is similar to Maryati and Suprapti (2018), that the function of substitution is as head of nominal group and substitute only for an item which is itself head of a nominal group (p.31). The word included in this substitution is one/ones. For example: He thinks his father's old glasses are more focused than the new ones.

b. Verbal substitution

Verbal substitution is the replacement of grammatical elements in the category of verbs or verb phrases. It operates as the head of a verbal group, located in the place occupied by the lexical verb and its position is always the final in the group (Halliday & Hasan, 1976, p.112). The word included in this substitution is do/does.

For example: A: Do you think they already know?

B: I think everybody does.

c. Clausal substitution

Clausal substitution is a substitution that replaces a clause. In this substitution, the entire clause is proposed in the clause substitution and the contrasting element is outside the clause (Tafuli, et al., 2022, p. 34). The words included in this substitution are so and not.

For example: A: Is it raining today?

B: I hope not.

2.3.3 Ellipsis

Ellipsis is a type of grammatical cohesion in the form of omission or absorption of certain lingual units which were mentioned previously. In addition, Paul and Goione in Sari (2022), stated that ellipsis is used to replace words omitted from the middle of a quoted sentence” (p.3373). Ellipsis is similar to substitution. It is because ellipsis is substituted by zero. Hatch in Maryati and Suprapti (2018), revealed that ellipsis can be thought of as a “zero” tie because the tie is not actually said (p.32). In this case, several elements are removed from the surface of the text that refers to elements in the previous text. Halliday and Hasan (1976), classified the ellipsis into three types, there are nominal ellipsis, verbal ellipsis, and clausal ellipsis (p.146).

a. Nominal ellipsis

Nominal ellipsis is an ellipsis that occurs in nominal groups. This ellipsis often involves omitting nouns (Raftinia & Heryono, 2021, p.18527). It means that, the head that missing is replaced by a word that usually functions as a modifier in nominal phrases. For example: Randy has eight cats at home, and Zela has five cats ~~at home~~.

b. Verbal ellipsis

Verbal ellipsis is the omission of verbal elements or verbal phrases. It refers to an ellipsis in a verbal group whose presence depends on the previous

verb (Has, 2021, p.17). It means that, this ellipsis is defined as a verbal group whose structure does not fully reveal its systematic features.

For example: A: He will watching a movie in the cinema.

B: May be, but I don't think he will ~~watching~~.

c. Clausal ellipsis

Clausal ellipsis occurs when a clause is omitted. It functions as verbal ellipsis, where the omission refers to the clause (Maryati & Suprapti, 2018, p.32). In addition, Ajam, et al., (2023), stated that clausal ellipsis is an ellipsis or capital absorption and proposition in the sentence (p.27). For example: Today it's raining, pick up your clothesline, if you don't ~~pick up your clothesline~~, your clothesline will get wet again.

2.3.4 Conjunction

Conjunction is often referred to as a means of connecting elements of discourse. Conjunction is used to connect word to other words, sentence to other sentences, or paragraph to other paragraphs (Sholah & Yunus, 2020, p.48). According to Halliday and Hasan (1976), "Conjunction elements are cohesive not in themselves but indirectly, by virtue of their specific meanings; they are not primarily devices for reaching out into the preceding (or following) text, but they express certain meanings which presuppose the presence of other components in the discourse" (p. 226). It means that conjunction functions as cohesive device in connecting linguistic elements that occur sequentially together. Halliday and Hasan (1976), categorized conjunction

into four types, there are additive conjunction, adversative conjunction, causal conjunction, and temporal conjunction (p.238).

a. Additive conjunction

Additive conjunction is a conjunction that connects units with similar semantics. It functions to add information in a sentence. This conjunction is characterized by indicating that the second word or sentence usually contains additional facts related to the previous word or sentence (Sholah & Yunus, 2020, p. 48). The words that included in this conjunction are and, likewise, also, furthermore, in addition, in other words, moreover, etc. For example: Eva and Evi are twins. They also have the same hobby, reading books.

b. Adversative conjunction

Adversative conjunction is a conjunction that connects two ideas that expressing contrast. It is the same as with Bahaziq (2016), that adversative conjunction functions to express ideas in sentences that show differences or contrasts with each other (p.114). It is used to show a disagreement or refusal (Raftinia and Heryono, 2022, p18527). The words included in this conjunction are yet, although, however, only, but, nevertheless, rather, etc. For example: Rina's meatballs are undercooked but it tastes very delicious.

c. Causal conjunction

Causal conjunction is called cause and effect transition words. It is mean that causal conjunction is conjunction that connects two ideas, which

has a cause-effect relationship (Tafuli, et al., 2022, p.34). Besides that, Raftinia and Heryono (2022), stated that conjunction is used to explain how things were work or why things happen (p.18527). It is mean that this conjunction expresses about result, reason, and purpose that shows relationship between cause and effect. The words included in this conjunction are so, therefore, because of this, for, because, regard, otherwise, etc. For example: Mila cannot join in this meeting because she will go to Japan.

d. Temporal conjunction

Temporal conjunction is conjunction that explained the time relationship between events. Temporal conjunction determines the time sequence relationship that exists between two sentences (Ajam, et al., 2023, p.28). This temporal relationship is expressed in its simplest form when the event occurs (Lingga, et al., 2021, p.421). The words included in this conjunction are then, next, afterwards, after that, subsequently, etc. For example: Andre will take his sister to school after he has breakfast.

2.4 Edukasi Lingua Sastra Journal

Edukasi Lingua Sastra (ELSA) journal that published since 2002 (printed version) by University of Muhammadiyah Kotabumi. This journal has two numbers ISSN, they are e-ISSN: 2621-0673 and P-ISSN: 1693-9263. ELSA journal also publishes original papers researching such as; results of critical studies, research

results in education, literary language, and literature and language education. ELSA journal has regularly published two times a year on April and September. The official website of this journal is <https://jurnal.umko.ac.id/index.php/elsa>.

In this study, the researcher chooses volume 19 Number 1, April 2021 to be the subject of the research at Edukasi Lingua Sastra journal. This volume contains three articles in Indonesia and five articles in English. However, the focus of this research in this journal is only articles in English, there are:

- a. Female Character's Struggle Upon Patriarchy Portrayed in Mary E. Wilkins's the Revolt of Mother, by Rini Susilowati.
- b. Peer Assessment Effect on Students' Writing Performance by Rulik Setiani.
- c. Fostering Teachers to be Creative at the Age of Covid-19 by Henny Yulia.
- d. A Study of Request Strategies Used by EFL Baturaja University Students by Mila Arizah, Merie Agustiani, and Karina D.K.
- e. The Students Perception toward Using Mobile Technology for Learning English by Novarita and Dwialti Suci Srikandi.

The researcher believes that this volume can provide insights to the researcher in innovating her research papers and also support her skills in this analysis and writing article.

2.4.1 Focus and Scope of Edukasi Lingua Sastra Journal

An objective of ELSA journal is to promote the wide dissemination of the results of systematic scholarly inquiries into the board field of educational research.

ELSA journal is intended to be the journal for publishing articles reporting the results of research on education and language. ELSA journal invites manuscripts in five area, they are education, teaching, learning, language, and literature. ELSA journal also accepts articles in any education and language related subjects and any research methodology that meet the standards established for publication in the journal. The primary, but not exclusive, audiences are academicians, graduate students, practitioners, and others interested in education, language, and literature research.

2.4.2 Author Guidelines of Edukasi Lingua Sastra Journal

In the process of creating or publishing articles in journals, there are several writing guidelines that must be adhered by author. It is used as a reference so that there are no differences in preparation manuscript of articles. The manuscript requirements for these journals are as follows:

- a. The writing must be original, in the form of articles on theoretical thoughts or (preferably) empirical research in certain fields in accordance with the specifications of the journal.
- b. The minimum length of writing is 8 pages and a maximum of 15 pages (including bibliography), typed in a space of 1.5 on A-4 paper, with a left margin 3 cm and 2.5 cm for the right, top, and bottom.
- c. Articles are typed on a computer in MS Word, we recommend that you use times new roman font 12.

- d. The empirical research article contains the title, author's name, and affiliation, abstract (English & Indonesian, 150-200 words), keywords, and content. The contents are written systematically and the percentage of the number of pages:
 - 1) Introduction (without subtitles) in the form of a literature review summary describing the background, problems and objectives, framework of thought, and hypotheses (25%);
 - 2) Research methods that contain, design, sample/data sources, measurement instruments, data collection techniques, and data analysis techniques (15%)
 - 3) Results (25%);
 - 4) Discussion (30%);
 - 5) Conclusions and suggestions (5%);
 - 6) and Bibliography.

- e. The theoretical-critical review article contains the author's title, name, and affiliation, abstract (in English and Indonesian, 150-200 words), keywords, and content. The contents are written in a systematic manner and the percentage of the number of pages:
 - 1) Introduction (without subtitles) which contains statements of background, problems, objectives, and scope (15%);
 - 2) Discussion (divided into several subtitles) which contains literature review and critical analysis results (75%);
 - 3) Conclusions and suggestions (10%);
 - 4) and a list of references.

- f. Include the place and date of completion and revision of the article at the end of the article.
- g. The author's brief bio and research identity are included as a footnote on the first page of the article.
- h. Sources of literature are made in the body note by including the last names of all authors (for authors' name of more than three, only one person is accompanied by 'et al'), year of publication in opening and closing brackets. Citations follow APA (American Psychological Association) standards. All reference sources are written in full in the bibliography at the end of the manuscript based on alphabetical order as follows.

1) **For books:** (a) last/last name, (b) comma, (c) first name, (d) full stop, (e) publication year in opening and closing brackets, (f) full stop, (g) title and subtitle in italics, (h) period, (i) city of publication, (j) colon, (k) publisher name, and (l) full stop;

2) **For articles in scientific journals / magazines:** (a) last/last name, (b) comma, (c) first name, (d) full stop, (e) publication year in opening and closing brackets, (f) period, (g) open quotation, (h) article title, (i) period, (j) close quotation (k) journal name in italics (l) comma, (m) volume, (n) comma, (o) number (p) point. If the article is published in a book, include the word 'In' before the name of editor of the book;

3) **For articles in journals downloaded from the internet:** (a) last/last name, (b) comma, (c) first name, (d) period, (e) year of publication in opening and closing brackets, (f) period, (g) article title, (h) period, (i)

journal name in italics (j) comma, (k) volume, (l) number in opening and closing brackets (m) comma, (n) page, (o) period, (p) the word ‘Retrieved from’, (q) the address of the site.

- i. Submit articles no later than two months before the month of publishing through *jurnal.umko.ac.id* for lecturers and *juma.umko.ac.id* for students.
- j. Certainty of publishing or rejection of articles will be notified by system page.
- k. Author fees, ELSA journal does not charge any processing/publishing fees for every regular articles published. For special issue articles, charges will apply.

2.4.3 Production of Edukasi Lingua Sastra Journal

In producing articles, ELSA journal have several parts. Procedure is a series of activities in carrying out a job at activity. The procedures start with the submissions process, plagiarism check, review, revision, plagiarism check, and finally publish.

a. Submissions

As part of the submission process, authors are required to check off their submission’s compliance with all of the following items, and submissions may be returned to authors that do not adhere to these guidelines.

- 1) The submission has not been previously published, nor is it before another journal for consideration (or an explanation has been provided in comments to the editor).
- 2) The submission file is in OpenOffice, Microsoft Word, or RTF document file format.

- 3) Where available, URLs for the references have been provided.
- 4) The text is single-spaced; uses a 12-point font; employs italics, rather than underlining (except with URL addresses); and all illustrations, figures, and tables are placed within the text at the appropriate points, rather than at the end.
- 5) The text adheres to the stylistic and bibliographic requirements outlined in the author guidelines.

b. Plagiarism check

The articles must have been checked by Turnitin, and the maximum similarity level allowed is 25%. Each author is required to upload proof of the similarity check.

c. Review

ELSA journal uses an online submission and review system. Submission and peer review for each article must be managed using this system and in accordance with the following Peer Review Policy.

- 1) The Journal Edukasi Lingua Sastra (ELSA) Editorial Board is responsible for the selection of papers and the selection of reviewers.
- 2) Articles will be published if they follow the author's guidelines and manuscript preparation.
- 3) Articles should normally be reviewed by at least one independent reviewer.
- 4) Reviewers will be selected based on their historical experience in reviewing manuscripts or based on their area of specialization

- 5) The reviewer is not aware of the identity of the author, and the author also does not know the identity of the reviewer (double blind review)
- 6) The review process will consider novelty, objectivity, methods, scientific impact, conclusions, and references.
- 7) The editor will send the final decision regarding submission to the appropriate author based on the reviewer's recommendation.
- 8) Rechtsregel Editorial Board: The Journal of Legal Studies must protect the confidentiality of all material submitted to the journal and all communications with reviewers.
- 9) Prior to publication, authors must sign a copyright notice.
- 10) Rechtsregel Editorial Board: The Journal of Legal Studies must follow the Journal's policies regarding disclosure of conflicts of interest by authors and reviewers.
- 11) Rechtsregel: Journal of Legal Studies has three types of decisions:
 - a) Received;
 - b) Revision (manuscript will be accepted after revision);
 - c) Rejected (generally, on the grounds of out-of-scope and objective, major technical description issues, lack of clarity of presentation).

d. Revision

Revision is process of reviewing work results to make improvements or updates. The main purpose of this process is to improve the writing of the article of the reviewing.

e. Plagiarism check

After the article has been revised, the article will be checked for plagiarism checking process which is not much different from the first.

f. Publishing

Publishing is the final process in a series of article production process.

In this process, the article is ready to be published.

2.4.4 Editorial Team of Edukasi Lingua Sastra Journal

In ELSA journal, the editorial team is divided into five divisions, there are chief editor, advisory editorial board, manuscript editor, layout editor, and administrative staff.

a. Chief editor

- Dewi Ratnaningsih, S.Pd., M.Pd.

b. Advisory editorial board

- Prof. Chuzaimah D. Diem, M.L.S., Ed.D. (Universitas Sriwijaya, Palembang);
- Prof. Sudjarwo, M.S. (Universitas Lampung, Bandar Lampung);
- Prof. Dr. Suharto, S.H., M.H. (UIN Raden Intan Lampung);
- Prof. Dr. M. Juhri A.M. (Universitas Muhammadiyah Metro);
- Dr. Muhammad Fuad, M.Hum. (Universitas Lampung, Bandar Lampung);
- Dr. Abdul Aziz, M.Pd. (Fak. Bahasa dan Sastra Universitas Negeri Makasar);

- Dr. Hari Sunaryo, M.Si. (Universitas Muhammadiyah Malang);
- Dr. Sumarno, M.Pd. (Universitas Muhammadiyah Kotabumi);
- Dr. Badawi, S.H., M.Pd. (Universitas Muhammadiyah Kotabumi);
- Dr. Sri Widayati, M.Hum. (Universitas Muhammadiyah Kotabumi);
- Dr. Purna Bayu Nugroho, M.Pd (Universitas Muhammadiyah Kotabumi);
- Dra. Masitoh, M.Pd, (Universitas Muhammadiyah Kotabumi);
- Elis Susanti, S.Pd., M.Pd. (Universitas Muhammadiyah Kotabumi);
- Asep Hardiyanto, S.Pd., M.Pd. (Universitas Muhammadiyah Kotabumi);
- Rini Susilowati, S.Pd., M.Pd. (Universitas Muhammadiyah Kotabumi);
- Ainur Rohmah, M.Pd. (STKIP Nurul Huda);
- Hastuti Retno Kuspiyah, M.Pd. (STKIP Nurul Huda);
- Lailatul Fitriyah, M.Pd. (STKIP Nurul Huda);
- Suryani, M.Pd.(STKIP Nurul Huda).

c. Manuscript editor

- Rahmad Prayogi, S.Pd., M.Pd. (Universitas Lampung, Bandar Lampung);
- Nur Mei Ningsih, S.Pd., M.Pd. (Universitas Muhammadiyah Kotabumi);
- Elis Susanti, S.Pd., M.Pd. (Universitas Muhammadiyah Kotabumi);
- Asep Hardiyanto, S.Pd., M.Pd. (Universitas Muhammadiyah Kotabumi).

d. Layout editor

- Echo Pramono, S.Pd.

e. Administrative staff

- Hartono, M.T.I.