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GRAMMATICAL COHESION IN SUSAN CHOI'S FLASHLIGHT

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Abstract

Grammatical cohesion is a study of the relation of grammatical elements that make the text unity. This research aimed to find out the types of grammatical cohesion used in the Flashlight short story by Susan Choi. There are four types of grammatical cohesion which are reference, substitution, ellipsis, and conjunction according to Halliday and Hasan's theory. These types are very important in writing essays in order to make sentences related to each other and to enhance the reader's understanding of the writers' ideas. This research was qualitative research. The data was taken from the official website which was published on August 31, 2020. The data of this research was utterances in a short story. The data was analyzed based on the theory of grammatical cohesion by Halliday and Hasan. The research found 230 data. Reference was predominant with 109 occurrences (47%) that contained personal, demonstrative, and comparative reference which was realized by anaphoric and cataphoric. The conjunction was 121 occurrences (53%) with the additive, adversative, clausal, and temporal. The substitution was 1 occurrence (0,43%) with only verbal substitution where an ellipsis was not found. The finding of the research was not all types of grammatical cohesion found, namely nominal substitution, clausal substitution, nominal ellipsis, verbal ellipsis, and clausal ellipsis since the data was written text. Therefore, substitution and ellipsis were dominantly used in spoken text.

Keywords: Grammatical Cohesion, Reference, Substitution, Conjunction

I. INTRODUCTION

A good written text needs an element to form the text unity in order to make the reader understand the text easily. This element can be used to distinguish the composition of sentences, whether the sentences are written or spoken. The element that is used to form a text is called cohesion (Brown and Yule, 1983 as cited In Sudani, Tika, and Sudana, 2017, p.47). According to Tanskanen (2006) as cited in Tambunan (2019, p.1) cohesion is the grammatical and lexical linking within a text or sentence that holds a text together and gives it meaning. She points out that cohesion refers to the grammatical and lexical elements on the surface of the text which can form connections between parts of the text. Moreover, cohesion also refers to the relation of meaning that exist within the text and that define it as a text. Thus, the main idea of cohesion is to create a text that is to be understood by the reader.

Cohesion has the function to make the inter-relatedness among the sentences or between paragraphs and other paragraphs to form the text unity. Halliday and Hasan (1976) as cited in Sudani, Tika, and Sudana (2017, p.2) identified two main subcategories of cohesion to make the text unity; namely grammatical cohesions and lexical cohesion.

Grammatical cohesion concerns the flow of sentences and paragraphs from one

to another. It involves the tying together of old information and new. The writer as a sender of the message should write cohesively and coherently so that the readers would easily follow and interpret the delivered message in the text. Otherwise, if the text is incohesive, a written work can be choppy and not flow well. A lack of coherence challenges the reader and can ruin comprehension which means the reader cannot get either clarification or confirmation of the information.

In this study, the writers analyzed a famous short story written by Susan Choi entitled Flashlight. Susan Choi is a well-known author for her masterpiece which has been spread and acknowledged around the whole world. Her short story Flashlight provides a very interesting story with cohesively and coherent text. Therefore, this Asian American author has won £30,000 in the 2021 Sunday Times Audible Short Story Award for the short story Flashlight, the world's richest and most prestigious prize for a single short story.

The writers analyzed four types of grammatical cohesion such as reference, substitution, ellipsis, and conjunction, for the discussion. Those types are used to make connectedness of the sentence or information. Through this study, it is expected that the reader could gain a deeper understanding of the types of

grammatical cohesion used in a short story.

II. REVIEW OF RELATED

LITERATURE

The writers chose the theory of cohesion proposed by Halliday and Hasan (1976) since their theory is more comprehensive and gives a concise understanding of classifying the types of grammatical cohesion.

2.2.1 Reference

Reference is one of the grammatical cohesive features in a text-only interpreted with reference to some other parts of the text. The reference provides three types of reference such as personal, demonstrative, and comparative. A personal reference is used to refer to individuals, things, and objects which are mentioned in a sentence or paragraph. The personal category includes three classes of personal pronouns, possessive determiners usually called possessive adjectives, and possessive pronouns.

The second is a demonstrative reference which is essentially a form of verbal pointing. This type of reference is achieved by means of location on a scale of proximity (near, far, neutral). This consists of demonstrative as referring to words, phrases, or even

chunks of the text. The third is a comparative reference which is reflected by a certain class of adjectives and adverbs. There are two sub-types of comparative reference such as general and particular. The general has expressed likeness between things in the form of identity, similarity, and difference while the particular is expressed comparability between things by which it is expressed by enumerative and epithet.

2.2.2 Substitution

Substitution is the process of replacing one item with another. It is a sort of counter which is used in place of the repetition of a particular item. There are three types of substitution which are nominal, verbal, and clausal substitution. First is nominal substitution which is derived from the nominal substitutes such as *one*, *ones*, and *same*. Nominal substitution is when *one*, *ones*, and *same* serve as the head of a nominal group and can only be substituted for an item that is also the head of a nominal group. Second is verbal substitution which is represented by the substitute *do* or *does*. It serves as a head of the verbal group, always found in final

position and substitutes the lexical verb as in item. Third is clausal substitution. It is a replacement when a complete clause is presupposed rather than a single clause. In other words, it may extend over more than the head of the substituted item, and it involves the presupposing of a whole clause. The forms that have been used as substitutes are *so* and *not*.

2.2.3 Ellipsis

The essential in ellipsis is that some elements are omitted from the surface text but they are still understood. It describes it as words that are deliberately left out of a sentence when the meaning is still clear. Ellipsis also consists of three types, namely nominal, verbal, and clausal.

A nominal ellipsis occurs within the nominal group where the function of the omitted head is taken by some modifying element. The elements are deitic (determiners), numerative (numerals and other qualifiers), epithets (adjective), and classifiers (nouns). Deitic and numerative element function is more often as head than the other elements. Verbal ellipsis occurs within the verbal group whose structure does not fully express its

systemic features. The verbal ellipsis is generally presented by lexical ellipsis and operator ellipsis. It is necessary to find any omitted features that can be recovered by presupposition in order to understand whether the verbal group is elliptical or not. A clausal ellipsis is the omission of other elements in the structure of the clause. There are four sub-types of clausal ellipsis which are modal ellipsis, propositional ellipsis, yes/no question ellipsis, and WH - ellipsis.

2.2.4 Conjunction

A conjunction is achieved to have grammatical cohesion in texts showing the relationship between sentences. It is identified as four types which are additive, adversative, clausal, and temporal types of conjunctive relations.

Additive conjunction signals the presentation of additional information. Cohesive is established in a text when the forms *and*, *or*, *nor* link one in one sentence to another and thus operate conjunctively. They are used as additive conjunction to connect a succession of two sentences and add more information. Adversative conjunction is established when the second sentence moderates or qualifies the

information in the first. In other words, it acts to indicate contrary to expectation and signaled by *but, yet, on the other hand, however*.

Clausal conjunction expresses the relation between clause and consequence. Clausal conjunction includes result, reason, and purpose. This type of conjunction establishes a link between sentences which can be labeled as the cause consequences relation. Moreover, the clausal conjunction is established specific relation of results which are *as a result*, reasons which are *for this reason*, and purposes which are *for this purpose, with this intention*. The forms are *so, thus, therefore* and they belong to the subclass of general clausal relations. Other emphatic forms such as *consequently, accordingly, because of that* are used as a general conjunctive expression to emphasize the cause-consequence relation. Conditional is another subclass of clausal conjunction. It can be expressed by the simple form *then* or other emphatic such as *in that case, under these circumstances, otherwise*. Another form that is as equivalent to a conjunctive expression such as *in this respect,*

apart from this, with regard to this. These forms are called respective clausal conjunction.

Temporal conjunction is established when the events are related in terms of the timing of their occurrences. Temporal conjunction connects sentences or clauses based on whether the events occur at the same time or sequentially. This type of conjunction expresses a temporal relation between sentences. The forms are of the temporal conjunction then. Other forms used in the same sequence can mean that two events happen simultaneously such as *at the same time, simultaneously* or the one event precedes another such as *earlier, before that, previously*.

III. RESEARCH METHOD

This research was qualitative research. The data analyzed in this research was the short story entitled Flashlight by Susan Choi.

The writers adopted steps proposed by Creswell as cited in Amaliny (2021) which are appropriate to the data. First, the writers organized and prepared the data from Flashlight short story by identifying the types of grammatical cohesion. Second, the writers collected the data by using table. Third, the writers represented the data analysis.

IV. FINDING AND DISCUSSION

The finding embraced four phases of data analysis with the research questions. The first presented the types of reference as grammatical cohesion used in Susan Choi's Flashlight. The second presented types of substitution as grammatical cohesion used in Susan Choi's Flashlight. The third presented types of ellipsis as grammatical cohesion used in Susan Choi's Flashlight. The fourth presented types of conjunction as grammatical cohesion used in Susan Choi's Flashlight.

4.1 Types of Reference

Reference is the specific nature of the information that is signaled for retrieval. Based on the place of reference, the interpretation of reference can be divided into endophora (textual) and exophoric (situational) reference (Halliday and Hasan, 1976, p.33).

4.1.1 Personal Reference

All personal reference data found are 61 or 27% which will be described in each class. The main items of personal reference as follows in Susan Choi's Flashlight:

a. Personal Pronouns

It is a short word used as a simple substitute for the proper name of a person. Each personal pronoun shows the grammatical person, gender, number, and case of the noun it replaces. All

personal pronoun data found are 340. The data relating to personal pronouns are as follows:

Data "One thing I will always be
1a grateful your mother for – **she**
taught you to swim."

The data above is anaphoric since it points readers backward to another word previously mentioned in the clauses. It was taken from data 1a p.1. The bold word **she** represents the personal reference items and refers to **your mother**. **She** is a personal pronoun that refers to the third person singular.

b. Possessive Determiners

It is a type of function word used in front of nouns to express possession or belonging. All possessive determiners data found are 248. The data related to personal pronouns is as follows:

Data "Why." Not asked as a question but
2c groaned as a protest. Louisa does not
want **her** father to talk about **her**
mother.

The data above is anaphoric since it points readers backward to another word previously mentioned in the clauses. It was taken from data 2c p.1. The bold word **her** represents the personal reference items and refers to **Louisa's**. **Her** is a possessive determiner which refers to the third person singular.

c. Possessive Pronoun

Possessive pronoun is a pronoun that is used to express ownership or

possession. All possessive pronoun data found are 2. The data related to possessive pronouns is as follows:

Data 38f Louisa wiped her palm on the front of her jeans. After she and her mother had arrived in Los Angeles, her aunt had taken her shopping for jeans. All her life she'd worn skirts, kilts, jumpers, pinafore dresses, sandals, and oxfords, and now she was clad in blue jeans and red sneakers. Her body didn't feel or look like her body, which she hadn't before thought of as feeling or looking like **hers**.

The data above is anaphoric since it points readers backward to another word previously mentioned in the clauses. It was taken from data 38f p.8. The bold word **hers** represents the personal reference items and refers to **her** which is Louisa. **Hers** is possessive pronoun that refers to the third person singular.

4.1.2 Demonstrative Reference

Demonstrative reference is a reference by means of location, on a scale of proximity (Halliday and Hasan, 1976, p.37). A demonstrative reference is essentially a form of verbal pointing. The speaker identifies the referent by locating it on a scale of proximity. The circumstantial (adverbial) demonstratives *here* and *there* refer to the location of a process in space or time, and they normally do so directly, not via the location of some person or object that is participating in the process. The nominal demonstrative *this*, *these*, *that*, and *those* refer to the location of something,

typically some entity – person or object – that is participating in the process. They, therefore, occur as elements within the nominal group (Halliday and Hasan, 1976, p.57-58). As a result, all demonstrative reference data found are 44 or 19%. The main items of demonstrative reference as follow in Susan Choi's Flashlight:

Data 2f **This** is the theme of their new life, in Louisa's opinion: that Louisa and her father are two fish who should leave her beached mother behind.

The data above is cataphoric in that it looks forward in the text to identify the elements to which the reference item refers to. It was taken from data 2f p.1. The bold word **this** represents the demonstrative reference by means of the location. **This** refers to **theme** and it is located on a near proximity scale.

4.1.3 Comparative Reference

Comparative reference is an indirect reference by means of identity or similarity (Halliday and Hasan, 1976, p.37). General comparison is a comparison that is simplified in terms of likeness and unlikeness, without respect to any particular property: two things may be the same, similar, or different (different includes both not the same and not similar). Meanwhile, particular comparison means comparison with respect to quantity or quality. As a result, all demonstrative reference data found are 4 or 2%. The main items of comparative reference as follow in Susan

Choi's Flashlight:

Data 52d Dr. Brickner set to work raising the blinds, which required much **more** effort and time **than** lowering them had.

The data above is a comparative reference. It was taken from data 52d p.11. The bold word **more than** represents the comparative reference items to identify the particular comparison of quantity which is **effort and time**. It means that Dr. Brickner needs more effort and time in his work.

4.2 Types of Substitution

Substitution is a relation between linguistic items, such as words or phrases. In another word, it is a relation on the lexicon-grammatical level, the level of grammar and vocabulary, and linguistic form. It is also usually as a relation in the wording rather than in the meaning. The criterion is the grammar function of the substitution item. In English, the substitution may function as a noun, as a verb, or as a clause. Then, Halliday and Hasan (1976, p.90) divide three types of substitution namely nominal, verbal, and clausal. As a result, all substitution data found is 1 which is only verbal substitution and it will be described below.

4.2.1 Verbal Substitution

According to Halliday and Hasan (1976, p.112) the elements of verbal substitution are *do* and *does*. This operates as the head of a verbal group, in the place that is occupied by the lexical verb; and it is

always in the final position in the group. As a result, all demonstrative reference data found are 1 or 0,43%. The main item of verbal substitution as follow in Susan Choi's Flashlight:

Data 54d There was nothing on his desk anymore to obstruct their calm view of each other, and Louisa wondered if he would notice, and thought that, if he **did**, she would find a new feeling to dress him in.

The bold word **did** is an element in verbal substitution. It was taken from data 54d p.12. **Did** substitutes the verbal group **noticed** and **thought**. Hence, the full form of the clause is supposed "*there was nothing on his desk anymore to obstruct their calm view of each other, and Louisa wondered if he would notice, and thought that, if he **noticed and thought about that**, she would find a new feeling to dress him in*". In order to make an effective clause, the two same verb phrases are replaced by the verbal word **did**.

4.3 Types of Ellipsis

The essential characteristic of ellipsis is something that is present in the selection of underlying (systematic) options that are omitted in the structure. According to Halliday and Hasan (1976, p.143) ellipsis can be regarded as a substitution by zero. It is divided into three kinds, namely nominal ellipsis, verbal ellipsis, and clausal ellipsis. As a result, there is no types of ellipsis found in the data.

4.4 Types of Conjunction

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 (Halliday and Hasan, 1976, p.226). Halliday and Hasan (1976, p.238) adopt a scheme of just four categories, namely additive, adversative, clausal, and temporal. As a result, all conjunction data found are 120 which will be described below.

4.4.1 Additive Conjunction

According to Halliday and Hasan (1976, p.244) additive Conjunction acts to structurally coordinate or link by adding to the presupposed item divided into positive (*and, or*) and negative (*nor*). As a result, all positive additive conjunction data found are 45 or 20% while negative additive conjunction is not found. The forms found are *and, or* which will be described below.

Data 2f This is the theme of their new life, in Louisa's opinion: that Louisa **and** her father are two fish who should leave her beached mother behind.

The data above contained additive conjunction. It was taken from data 2f p.1. The conjunctive system additive is intended to add related information so that two pieces of information can be joined together in one clause. The two pieces of information above are *this is the theme of their new life in*

Louisa's opinion that Louisa and her father are two fish who should leave her beached mother behind. This conjunction is usually used to combine the information that has the same position.

4.4.2 Adversative Conjunction

According to Halliday and Hasan (1976, p.250) it is a conjunction that relates two clauses that state contrasts each other. It acts also to indicate contrary to expectation and signaled by *but, though, yet*. As a result, all adversative conjunction data found are 28 or 12%. The forms found are *but, yet, though* which will be described below.

Data 2b "Why." Not asked as a question **but** groaned as a protest. Louisa does not want her father to talk about her mother.

The data above contained adversative conjunction. It was taken from data 2b p.1. Adversative conjunction in the sentence above is contrary to the expectation between two clauses. The clauses are *Louisa is not asked as a question* and *Louisa groaned as a protest*. However, it means that adversative conjunction indicates that what follows in some sense is opposed to, or contrasted with, what has come before. It can be assumed that the conjunctions are used to show contrast.

4.4.3 Clausal Conjunction

According to Halliday and Hasan (1976, p.256), clausal conjunction expresses the relation between clause and consequence. Clausal conjunction includes

of result, reason, and purpose. This type of conjunction establishes a link between sentences which can be labeled as the cause consequences relation. As a result, all clausal conjunction data found are 17 or 7%. The forms found are *so*, *because*, *because of* which will be described below.

Data 3d All summer Louisa has played in the waves by herself **because** her mother isn't well and her father is invariably dressed in a jacket and slacks.

The data above contained clausal conjunction. It was taken from data 3d p.1. The clausal conjunction is used to combine the clauses. It is also used to tell why something happened and indicates the cause or reason for what is being stated in the first of the two clauses. The statement is *her mother isn't well and her father is invariably dressed in a jacket and slacks* and the consequence is *all summer Louisa has played in the waves by herself*. When the occurrence of one state of affairs, henceforth referred to as the cause, is perceived by the writers as leading to the occurrence of another state of affairs, henceforth referred to as the result.

4.4.4 Temporal Conjunction

According to temporal conjunction (1976, p.261), temporal conjunction act like signposts to indicate to the reader the order and flow of writers' ideas. They help carrying over a thought from one sentence to another, from one paragraph to another, or from one idea to another. As a result, all

temporal conjunction data found are 31 or 13%. The forms found are *when*, *while*, *then*, *after*, *before*, *meanwhile*, *until*. The main item of temporal conjunction as follow in Susan Choi's Flashlight:

Data 10c **After** she said it, there would be another brief hesitation, which Louisa didn't mind, because it showed that her mother was indeed satisfyingly hurt.

The data above contained temporal conjunction. It was taken from data 10c p.2. It was due to the meaning of temporal conjunction that links the clause with the time. It is important where the sequence in time is a major organizing principle. It also indicates events taking place in advance of the others, there are two events taking place simultaneously, the event occurring during another event or event that takes place after the other occurred. The first event is *she said it* and it links to the second event which is *there would be another brief hesitation, which Louisa didn't mind, because it showed that her mother was indeed satisfyingly hurt*.

Based on the analysis, the most dominant type of reference as grammatical cohesion used in Susan Choi's Flashlight is a personal reference with 61 or 27%. Then, the most dominant type of substitution as grammatical cohesion used is verbal substitution with 1 or 0,43%. Next, the type of ellipsis as grammatical cohesion used is zero. Last, the most dominant type of

conjunction used as grammatical cohesion is additive conjunction with 45 or 20%.

IV. CONCLUSION

Based on the findings and discussion performed in this research, was drawn into some conclusion that cohesion occurs when the interpretation of some elements in the discourse is dependent on one element presupposing the other. The element cannot be effectively decoded except by recourse to it. Moreover, the basic concept of it is a semantic one. It refers to relations of meaning that exist within the text. So, when this happens, a relation of cohesion is set up, and the two elements, the presupposing and the presupposed, are thereby integrated into a text.

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