

A Discourse Analysis of Grammatical Cohesion in News Item Text of "Symphony 3" XII Grade English Textbook

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Abstract

This study aims to (1) determine the kind of grammatical cohesion devices that were used in a news item text of a textbook (2) to examine how reference, substitution, ellipses, and conjunction were used to describe the Cohesion that was used in the news item text of an English textbook for senior high school students in the 12th grade "Symphony 3". This study is qualitative descriptive research. The analysis of data found that the grammatical cohesion devices in the news item text of the textbook are reference, conjunction, and ellipsis. References become the most common devices, followed by conjunction and ellipsis. Surprisingly, there is no substitution found in this text. Hence, substitution and ellipsis are the two most minor common forms of cohesive devices. It demonstrates that the two types of coherent devices have no use in written discourse. The news item text of the textbook is written cohesively "good" as the percentage is 61 % for the reference. In comparison, 38% for the conjunction is categorized as "fair." This textbook is considered an objective

criterion of cohesiveness. It may be fascinating to analyze these in separate studies in spoken discourse, particularly spontaneous speech.

Keywords: Discourse Analysis, Grammatical Cohesion, News Item Text

1. INTRODUCTION

Discourse is classified into two broad categories in English language instruction: spoken discourse and written discourse. Spoken communication is less ordered and planned than written speech and more sensitive to receiver interference. Certain types of oral discourse, such as lessons, interviews, and lectures, have substantial similarities to written speech in general and vice versa. On the other hand, written speech is more organized, formal, and closed (Cook, 1989).

A text is an example of written discourse. The writers should create a well-structured text to ensure that the readers understand what the authors are saying (Puspita et al., 2019). Although it may appear as a whole sentence or paragraph, it can also be a phrase or word. Essays, novels, and books are all examples of written conversation. Propositions in the ideal discourse are linked together to create a sense of unity, which is the goal of the ideal discourse. In addition, the layout must be consistent or tidy to convey a sense of Cohesion. The importance of cohesiveness and coherence in increasing discourse quality is highlighted (Trisnaningrum et al., 2019).

Cohesion is a critical aspect of text since it helps maintain the flow of ideas from one section of the text to the next (Ekowati et al., 2019). Furthermore, Halliday and Hasan (1976) emphasize that cohesiveness refers to the meaning correlations in the text to enhance the criteria above. Cohesion is connected to form (grammatical Cohesion) and meaning (lexical Cohesion). While Izwaini and Al-Omar (2019) stated that Cohesion is overt-sentential Cohesion, this occurs when sentences are linked together by grammatical and semantic signals.

A cohesive text will demonstrate a clear link between one form and another, ensuring that the text's message is apparent and intact. Hence, the research on grammatical Cohesion is considered essential to be conducted. In this study, the author limits her research to analyzing the grammatical Cohesion of a news item in the textbook. Meanwhile, a textbook serves as a source of information for teachers at the institution. It is employed to carry out the educational process. Almost all teachers used it as a resource for teaching materials and guidance. For textbooks to be judged on their quality, the materials they contain must be analyzed by the teachers. Choosing suitable textbooks impacts the quality of pupils' materials since students will find much text inside that textbook. Furthermore, Jayanti and Hidayat (2021) stated that the teacher must plan the material to attain excellent reading comprehension. Language components like sound systems, grammar, and vocabulary are included in the reading content.

There are many previous studies have been conducted to investigate the grammatical cohesiveness of students' writing, such as those conducted by Alyousef (2021), Ayub et al. (2013), Ekowati et al. (2019), Hum and Choi (2020), Kristiana (2020), Maulida et al. (2020), Nurhidayat et al. (2021), and Rudiana (2021). However, there are few studies investigating

the grammatical cohesiveness of EFL textbooks. In other words, the researcher found only several researchers interested in exploring the text in the EFL textbook, whereas the textbook is a critical source of students' material.

The most current previous related study that the researcher found was conducted by Masithoh and Fadlilah (2017), which shows that two of the three forms of grammatical cohesiveness were found in texts 1 and 3 (reference, ellipsis, conjunction). It reveals that the grammatical Cohesion of the textbook is categorized as objective criteria because it is 33%.

Another study conducted by Kuncahya (2015) showed grammatical cohesiveness in the 16 narrative texts offered in the electronic textbook "Developing English Competence for senior high school grade X." There are 359 references or 36 percent of all occurrences. Conjunction ranks second with 209 occurrences, accounting for 21.3% of all occurrences. Substitution and ellipsis are in the last rank. Each of these appears twice, accounting for 0.20 percent of all occurrences. However, it means that the narrative passages in the textbook rely on language rather than structure to convey semantic relationships. The 16 narrative texts examined in the study are classified as very cohesive because they have rich lexical coherence, which creates coherent discourse and aids understanding. Finally, the study discovered that the narrative texts offered in the textbook might be used as language inputs.

There are some similarities and differences between that earlier research and this study. The resemblance lies in the theoretical framework employed and the grammatical coherence. Meanwhile, the distinction is in the thing under investigation. Both of the earlier studies investigated the grammatical Cohesion of EFL textbooks, but the kind of the text and textbook object analyzed are different. The previous researchers have never investigated a news item text. Moreover, Quadra's EFL textbook "symphony 3" has never been investigated. These two reasons are a gap in this study, so the research's novelty will be found here. The researcher focuses on analyzing the grammatical cohesion device of a news item text of an English textbook for senior high school students in the 12th grade "Symphony 3" as a part of discourse analysis. According to senior high school's English curriculum, she chooses the text because students in the 12th grade must study several texts, and the news item text is one of those.

The study's objectives are as follows: (1) to determine the kind of grammatical cohesion devices that were used in a news item text of a textbook (2) to examine how reference, substitution, ellipses, and conjunction were used to describe the Cohesion that was used in the news item text. Hence, the writer thinks that this research is essential to be conducted because the results of the study are expected to provide input for authors to improve the quality of the contents of the textbook, as well as for teachers to be able to wisely choose textbooks that are appropriate for students based on the curriculum used so that the purpose of learning to understand news item text can be achieved optimally.

2. LITERATURE REVIEW

2.1 Discourse Analysis

The study of language use is known as discourse analysis (Schiffrin et al., 2001). It detects patterns and regularities in language. The overarching goals of this analytical effort are to demonstrate and analyze the link between regularities, meanings, and objectives represented via language (Nunan, 1993). The interpretation cannot, without a doubt, be

obtained only from the text. The specific domain of context in which language users participate is essential to consider (Jørgensen & Phillips, 2012). It can assist language users in understanding how referring expressions are understood (Brows & Yule, 1983).

The text has pragmatic and semantic aspects; meaning is layered in how language is written and spoken, depending on who writes and speaks it (context). A text and a discourse are interchangeable concepts, according to Harris in Blakemore (2001), who stated that discourse could be examined by analogy with sentences. People's conventions and ways of communicating information can be revealed through discourse patterns, which show how people utilize language in the communication process. However, it is necessary to research to understand how distinct discourses fit together. Discourse analysis refers to the investigation itself. Joan (2002) noted the importance of text structure in discourse analysis.

In addition, discourse analysis may be characterized by examining the requirements of excellent conversation. Having coherence is one of them because speech is acceptable to the extent that it has coherence ties between its components (Blakemore, 2001). As a result, discourse analysis is also seen as pursuing what causes discourse coherence (Cook, 1989). The text's cohesiveness serves as a guide to coherence (McCarthy, 1991). The data used in discourse analysis are diverse. They can be recordings of casual interviews, movie subtitles, or language in T.V. commercials. Analyzing them allows one to observe how people develop spoken speech in a certain environment of communicative events. Conversation analysis, on the other hand, is concerned with not just the description and analysis of spoken discourse but also those of written discourse (McCarthy, 1991). People communicate meaningfully through written speech in which phrases are connected in certain ways. People read papers, manuals, comic books, billboards, and other materials. Both oral and written conversation is analyzed in different ways.

2.2 Grammatical Cohesion

The study of language is where the term "cohesion" comes from. It is an integral aspect of a language's structure. Clause structure and complexes are just two examples of resources within language that help maintain textual Cohesion. On the other hand, Cohesive relationships are non-structural relationships that aid in keeping text together (Nunan, 1993). Various sentences or different portions of a sentence may have relationships. In this way, Halliday and Hasan (1976) emphasize that cohesiveness refers to the relationships of meaning in the text to enhance the criteria above.

People employ Cohesion to communicate their ideas. According to Izwaini and Al-Omar (2019), Cohesion refers to overt-sentential Cohesion, which happens when sentences are linked together through linguistic and semantic cues. According to Halliday and Hasan in Izwaini and Al-Omar (2019), there are two types of Cohesion: grammatical Cohesion (substitution, ellipsis, reference, conjunction) and lexical Cohesion. The author concentrated on grammatical Cohesion in this study.

In grammar, there are four kinds of cohesiveness. Reference, substitution, ellipsis, and conjunction are all parts of speech for these four words. The following description goes into detail about each category.

2.2.1 Reference

A reference is a connection between a textual element and something else regarding which the element is interpreted in a specific case (Halliday & Hasan, 1976). Personal, demonstrative, and comparative references are the three sorts of references. Instead of the semantic meaning of the reference, the reference employs additional signaling pieces (words or parts) to make meaning. As a result, reference is defined as a specific cohesiveness with a specific purpose of the information referred to. The features of references are comparable to those of definite articles. It carries a special meaning that may be obtained from the context of the circumstance contained in the reference. In addition, the thing being referred to should have the same or comparable semantic qualities, such as a similar part of speech. In contrast to reference, replacement usually has a grammatical relationship. As a result, the substituted item should belong to the same grammatical class.

For example: *"For he is a jolly good fellow. And so say all of us."* (Halliday & Hasan, 1976). His identity is evident to those present, even though he is implicit.

2.2.2 Substitution

An effective cohesive mechanism for replacing linguistic units in texts is substitution, which involves replacing one linguistic unit with another that serves the same structural purpose. When the speaker used a different word, the statements still had the same meaning (Thi & Ngo, 2019). Also, the listener picked up on the sentences' meaning. According to Halliday (2014), context substitution can occur in the phrase, verbal, and nominal groups. Substitution is the process of substituting one language element in composition with another to emphasize or clarify certain language portions. The three forms of substitution are nominal, verbal, and clausal.

2.2.3 Ellipsis

In some ways, an ellipsis is similar to substitution, but not in others (Matthiessen & Halliday, 2014). A linguistic unit is removed from a text in ellipsis because it is considered evidence. According to Thi and Ngo (2019), an ellipsis is defined as the omission of a specific item. Ellipsis and substitution have a lot in common. Ellipses, however, are "substitution by zero." Using ellipsis, you omit a word or phrase from a more extended passage of text. It occurs when a sentence or clause is missing some crucial structural pieces that can only be restored by referencing a previous text element.

2.2.4 Conjunction

Additive, adversative, causal, and temporal kind are the classification of conjunctions. They employ a variety of signal words and connect utterances in various ways based on their underlying meanings. Additive Cohesion is a sort of Cohesion that arises structurally and coordinates. It signifies that it is dependent on the sentence form. By coordination, it adds to the current information. For example: *"Our garden did not do very well this year."* On the other hand, the orchard appears excellent (Halliday & Hasan, 1976). The term, by comparison, indicates that there is a conflict between the preceding and following sentences. The paradox illustrates their dissimilarity and reflects how coordination is gained in this specific additive relationship.

2.3 News item text

According to Rao et al. (2019), a news item is the genre of text used to write a factual text and is mainly found in newspapers, magazines, and other mass media. In other words, this type of text tells the reader about the current occurrences in the world. In the eyes of the public, the occurrences are noteworthy. It is a genre of literature that primarily serves to educate readers, listeners, and viewers about the day's events. A news item's objective is to inform readers about current happenings that are considered newsworthy or relevant. The following is the general structure of a news item: 1. Newsworthy events, 2. Background event, 3. Source event (Rao et al., 2019).

3. RESEARCH METHODS

3.1. Research Design

The qualitative descriptive approach was used in this study. Qualitative research is a study that aims to comprehensively grasp phenomena that the subject of the inquiry is experiencing in a specific natural situation by articulating it with words and utilizing scientific methodologies (Moleong, 1998).

3.2. Data & Data Source

The news item text presented in the textbook is the data of this research. It was broken into 28 sentences. The data source was An English textbook, "Symphony 3" for Senior High School Grade XII by Quadra. This book was made based on the 2013 curriculum. By D.S Kesava Rao, Jasti Appa Swami, P.Vasudevan, and S. Vijayalakshmi.

3.3. Instrument of the Research

The researcher used the necessary and adequate tools to collect the data correctly. The researcher was the most appropriate tool in this study. She used herself as a critical instrument in gathering and analyzing data in natural settings and organizing and conducting the research.

3.4. The Technique of Data Analysis

For the following sentence of the news item text, the writer employed a variation of Halliday and Hasan's (1976) theory to describe grammatical Cohesion. The procedures are as follows: First, sentences are divided and numbered into clauses; second, cohesive grammatical devices are identified within the sentences; third, the number of cohesive grammatical devices is then sorted into tables based on their kind, and the number of cohesive grammatical devices is eventually given as a percentage. The writer utilized a particular criterion based on Halliday and Hasan (1976), the data criterion to categorize whether the news item is written cohesively.

Table 1. Categorization of cohesive device number (Halliday & Hasan, 1976)

Categories	Number of Cohesive Devices in Percentage
Poor	0-25
Fair	26-50
Good	51-75
Excellent	76-100

4. FINDINGS

Following the analysis of the data and the identification of the various types of cohesive devices, the following findings are provided in the table and diagram below. The data source is 28 sentences from the news item text classified as reference, substitution, ellipsis, or conjunction. After analyzing grammatical cohesion types used in the news item text In EFL Textbook "Symphony 3" XII Grade English Textbook by Quadra, the three types of grammatical Cohesion were found. The types of grammatical Cohesion are reference, conjunction, and ellipsis. The more detailed cohesive device found in the sentences in the news item text can be seen in Table 2.

Table 2. Types of cohesive devices found in the data source

SENTENCES	Reference	Substitution	Ellipsis	Conjunction
1. The first robots reached the world of the industry over 60 years ago.				
2. Since <i>then, for</i> security reasons, <i>they</i> have performed their work isolated in cages, <i>and that</i> prevented collaboration between workers and machines	They That			And For Then
3. The research center Tecnalía Research & Innovation is embarking on a new era by incorporating into European industry the first robot capable of working shoulder to shoulder with people				
4. There are two aims: to improve the capacities of the workers in conditions of safety <i>and</i> to increase the competitiveness of the factories in international markets.				And
5. <i>For</i> this, <i>it</i> has the robot Hiro, Japan's most closely guarded secret in recent years in the sphere of industrial robotics.	it			For
6. Assisted by Tecnalía, the robot Hiro has made <i>its</i> first trip outside Japan.	Its			
7. <i>For</i> years, Japan, the leader in industrial	This			For

robotics, has been developing this technology while regarding it as a “protected national heritage” which it did not share beyond its frontiers.	It It Its			
8. However , now it has placed its trust in Tecnia so that Hiro can be adapted and join companies worldwide, starting with Europe.	It Its That			However So And
9. Through Hiro, Tecnia is aiming to ensure workers’ safety. increase the capacities of European manufacturing plants, and fight off competitions existing in international markets.				And
10. So , it has committed itself to combining the intelligence of the human being with the characteristics of industrial robots since 99% of the tasks are more efficient if the two are combined.	It Itself More			So
11. What is new about Hiro is that it is a social robot.	That It			
12. In other words, it is built to share working space with people on conditions of absolute safety.	It			
13. Moreover , should it come into physical contacts with any human beings, it is programmed to stop automatically	It It			Moreover
14. For this purpose , Tecnia was able to rely on the experience and industrial vision of the aircraft manufacturer AIRBUS, one of its strategic clients	Its			For this purpose And
15. Tecnia says that developing robot’s intelligence is to adapt it to industry, so that it can carry out different actions in a range of scenarios depending on the needs of each factory and each client.				
16. It should be added that robots will undertake to carry out tasks that could signify a health hazard for the workers, and that way, workers’ safety can be guaranteed to the maximum.	It That That			And For
17. It is reckoned that within six years, 60 % of the industrial base state-wide that performs final product assembly work will have this type of robot on its production lines.	It That That This			
18. The sectors set to benefit from this new technology will be automotive, auxiliary, plastics, food, timber, beverages, agricultural, aeronautical, railway, and energy ones, among others.	This			And
19. The robot Hiro, developed by Kawada	Its		The robot	And

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<i>Industries</i> , has a humanoid appearance in <i>its</i> upper part and a <i>robot's body</i> below.	robot's body		Hiro, developed by Kawada Industries	
20. Kawada Industries said, "Equipping robots with a human appearance encourages their entry into labour environment and their interaction with workers.	Their			And
21. That is why the upper part has a head, a trunk, and two extremities ending in the form of a hand.	That			And
22. It also has a total of four eyes, two on the face and one on each hand, to help it perform tasks that are uncomfortable or hazardous for human beings.	It it that			And For
23. However , underneath it has a mechanism with wheels to enable it to move around, a more operational solution as it is a robot designed for industry.	It It More It			However For
24. Hiro's capabilities for this purpose , says the company, include movement, interaction, communication, image recognition, and voice synthesis.	Hiro's capabilities			And for this purpose,
25. Tecnaia says that developing <i>robot's intelligence</i> is to adapt <i>it</i> to industry, so that it can carry out different actions in a range of scenarios depending on the needs of each factory and each client.	That robot's intelligence it it			So And
26. It is about addressing the real needs of the industry.	It			
27. For this purpose , Tecnaia was able to rely on the experience and industrial vision of the aircraft manufacturer AIRBUS, one of <i>its</i> strategic clients.	Its			For this purpose,
28. Both companies went to Japan where they were able to analyse together the capacity of this robot to respond to the real needs of industry.	They			
28	47/77	0/77	1/77	29/77
Total (%)	61 %	0 %	1 %	38 %

The table above clearly states that reference becomes the most common cohesive device found in the sentences in the news item text. From the total of 77 cohesive devices, there is 47 reference such as *it*, *this*, *that*, *they*, *its*, *their*, *and* *so on*. While for conjunction, there are 29 cohesive devices such as *so*, *and*, *however*, *for*, *and so on*. However, only one ellipsis and no substitution is found from the text.

The table above shows 77 grammatical cohesions found from 28 sentences of a news item text from the textbook. It contains 47 references (61 %), 29 conjunction (38%), and one ellipsis (1%), and there is no substitution in the text. The diagram below also shows the percentage of the grammatical cohesive device.

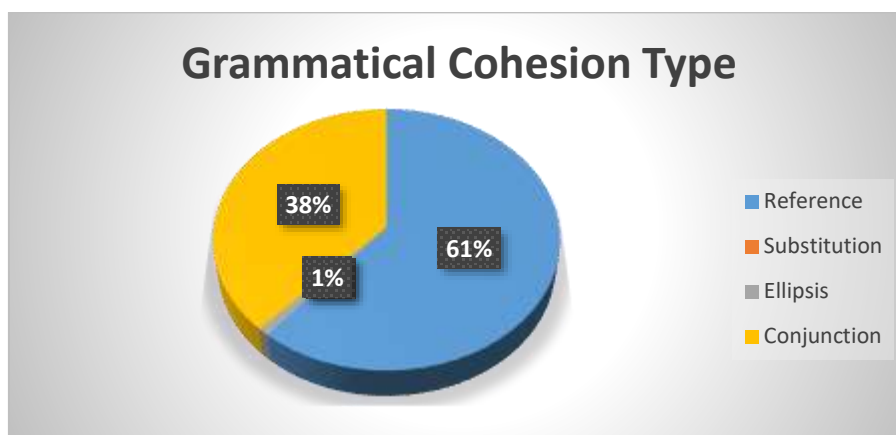


Diagram 1. Percentage of the grammatical cohesion type

5. DISCUSSION

The findings show that reference ranks highest among all forms of grammatical cohesiveness subcategories, followed by a conjunction, substitution, and ellipsis. Another research conducted by Masithoh and Fadlilah (2017) also revealed that reference became the most common grammatical Cohesion found in the text. Another study conducted by Albana et al. (2020) also revealed that the coherent grammatical device appears to be dominated by references. It might have happened because one the importance of the reference, which avoids using the exact words repeatedly.

This reference type indicates that the requested information may be obtained elsewhere in a text using semantic relations (Gang & Qiao, 2014). The references mostly found in the text are "it, its, this, this," all of which are anaphoric and refer back to someone or something previously named. That reference's purpose is to signify a reference pronoun. Example: "In other words, *it* is built to share working space with people in conditions of absolute safety." In this example, the word "it" is used as a personal reference. The word "it" here links to the term "Robot" mentioned previously; hence this allusion is also known as anaphoric.

The following most common form of grammatical cohesion is conjunction. In contrast, this research's most common type of conjunction is additive conjunction, such as the word "and," which is used to communicate an extra fact or notion. The third type of conjunction is adversative, represented by the words "so" and "although." That conjunction's role is to convey contrast. The next Conjunction is clausal, such as "for and so." That serves to illustrate the cause-and-effect link and the purpose relationship between sentences.

Surprisingly, there is no substitution and only one ellipsis found in the text. It happened because both are regularly found in spoken discourse. According to Thi and Ngo (2019), an ellipsis is defined as the omission of a specific item. Bae (2001) stated that the two forms of coherence, ellipsis, and substitution, are more regularly utilized in spoken speech than in written communication (Abusaeedi, 2012). It is advised that these two types

of cohesive devices be used in spoken language analysis for these outcomes. The research was done by Kuncahya (2015) also found substitution and ellipsis, at least in his research.

There is only one ellipsis found in the text. It happened because both are regularly found in spoken discourse. According to Bae (2001), the two forms of coherence, ellipsis, and substitution, are more regularly utilized in spoken speech than in written communication (Abusaeedi, 2012). It is advised that these two types of cohesive devices be used in spoken language analysis for these outcomes.

Based on Halliday and Hasan's (1976) categorization of the text cohesiveness provided above, it can be concluded that the news item text of the textbook is categorized as "good." Alternatively, in other words, we can say that it is written cohesively "good" as the percentage is 61% for the reference, while 38% for the conjunction, which is categorized as "fair."

6. CONCLUSION

The findings conclude that the news item text of the textbook "Symphony 3" XII Grade English Textbook by Quadra contains three types of grammatical Cohesion: reference, conjunction, and ellipsis. It may be inferred that grammatical cohesiveness plays a vital role in comprehending the textbook's material. In other words, grammatical cohesiveness will assist readers in focusing on the issue and emphasizing and understanding the text more clearly. In this analysis, the most common grammatical coherent device is a reference. It signifies that the language of a news item would want to preserve the identities of ideas and participants to make their news clear and easy to grasp.

In contrast, the conjunction has become the text's second most common use. Because the text has several clauses, multiple conjunctions must be used. This text has no substitutions. Substitution and ellipsis are the two most minor common forms of cohesive devices. It demonstrates that the two types of coherent devices have no use in written discourse. To summarize, this textbook falls within objective requirements since the degree of grammatical cohesiveness is 61 percent (Reference) and 38 percent (Conjunction). It may be fascinating to analyze these in separate studies in spoken discourse, particularly in spontaneous speech.

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