

**COHESION IN @9GAG'S VIRAL VIDEO POSTED ON INSTAGRAM**

**THESIS**

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**MALANG**  
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**COHESION IN @9GAG'S VIRAL VIDEO POSTED ON INSTAGRAM**

**THESIS**

Presented to

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In partial fulfillment of the requirement for the degree of *Sarjana Sastra (S.S)*



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## APPROVAL SHEET

This is to certify that Halimatus Sa'diyah thesis entitled "Cohesion in @9gag's Viral Video Posted on Instagram" has been approved by the advisor, for further approval by the Board of Examiner.

Malang, 28 June 2018

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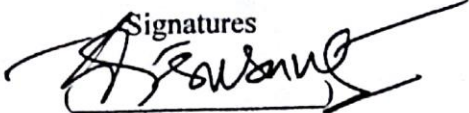
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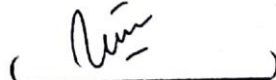
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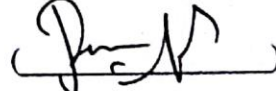
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## STATEMENT OF THESIS AUTHORSHIP

I state that the thesis entitled “Cohesion in @9gag’s Viral Video Posted on Instagram” is truly my original work. It does not incorporate to any material previously written or published by another person, except those indicated in quotations and bibliography. Due to the fact, I am the only one who is responsible for the thesis if there is any objection or claim from others.

Malang, 28 June 2018



Halimatus Sa'diyah

## MOTTO

إن مع العسر يسرا

*“Surely with that hardship comes more ease”*

(Al-Insyirah:6)





## DEDICATION

This thesis is especially dedicated to my parent, my brother, my friends and all of my teachers.



## ACKNOWLEDGEMENT

All praise to Allah the Almighty and the Merciful who blesses me with pleasure in finishing the thesis entitled *Cohesion in @9gag's viral video posted on instagram*. *Shalawat* and *salam* are proposed to the greatest prophet Muhammad SAW, his family, companions, and followers who brings enlightenment to all moslems.

The writing of this thesis is intended to fulfill the requirement for achieving degree of *Sarjana Sastra* in English Letters Department, Faculty of Humanities at Maulana Malik Ibrahim State Islamic University of Malang. This thesis would not have been completed without some contributions, encouragements, supports and prayers from many people. I would like to dedicate my best thank to my beloved parents and my brother, their love, trust and hard work always provide me the inspiration on how to be a better version of myself. I am grateful because you build me a family in which I can share my joy and sorrow. My advisor, Dr. Rohmani Nur Indah, M.Pd and All the lectures in faculty of Humanities who have given valuable guidance, patience, suggestion, comment, and correction which help me to make this thesis more perfect.

Finally, I expect that this thesis will be useful though I realize that this thesis is far from being perfect. Therefore, any criticisms and suggestions are welcomed and appreciated for the sake of the improvement of this thesis.

Malang, June 28<sup>th</sup>, 2018

Halimatus Sa'diyah



## ABSTRACT

Sa'diyah, Halimatus. 2018. *Cohesion in @9gag's Viral Video Posted on Instagram*. Thesis. English Letter Department, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim, Malang. Advisor: Dr. Rohmani Nur Indah, M.Pd.

Key words: Cohesion, Social Media, Instagram

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This research is about the analysis of grammatical and lexical cohesive devices used in @9gag's viral video on Instagram by using Halliday and Hasan's (1976) theory on English cohesion. The research focuses on finding out the types of grammatical and lexical cohesive devices used in @gag's viral video and identifying the use of cohesive devices in the content of @9gag's viral videos posted on Instagram.

The method used in this study is qualitative descriptive method. Qualitative approach is used to describe in detail about the types of the grammatical and lexical cohesive devices found in the viral video. This research is qualitative because it does not contain any number but it contains with language and words, while this research explains and describes the discussion and the finding about Discourse Analysis which focused on cohesion on the content of @9gag's viral videos.

This study reveals that the grammatical cohesive devices used in the viral video are reference (personal and demonstrative), conjunction (additive and causal), nominal substitution, Ellipsis (nominal, verbal, and causal). In addition, the lexical cohesive devices used in the viral video is the only repetition. After all, the most dominant types of cohesion used in the viral video is the part of grammatical cohesion namely reference.

The researcher suggests to the readers especially English Letters Department students to learn and understand more deeply about cohesion by Halliday and Hasan theory. Besides, for the lecturers, they can use this study as the enrichment in Discourse Analysis material. Also, she suggests for the next researcher to conduct similar study, but explore more than this present research, by using another theory and different object. This research can still be expanded by analyzing the other video, from other humorous video such as stand up comedy video or broaden the scope of the analysis.

## ABSTRAK

Sa'diyah, Halimatus. 2018. *Kohesi pada Video Viral @ 9gag yang di unggah di Instagram*. Skripsi. Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim, Malang. Pembimbing Skripsi: Dr. Rohmani Nur Indah, M.Pd.

Kata kunci: Kohesi, Media Sosial, Instagram

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Penelitian ini menganalisis tentang kohesi gramatikal dan leksikal yang digunakan pada video viral @ 9gag di Instagram dengan menggunakan teori Halliday dan Hasan (1976). Penelitian ini berfokus pada jenis kohesi gramatikal dan leksikal yang digunakan dalam video viral @ gag dan mengidentifikasi penggunaan kohesi pada konten video viral @ 9gag yang diunggah di Instagram.

Metode yang digunakan dalam penelitian ini adalah metode deskriptif kualitatif. Pendekatan kualitatif digunakan untuk mendeskripsikan secara terperinci tentang jenis-jenis kohesi gramatikal dan leksikal yang digunakan pada video viral. Penelitian ini bersifat kualitatif karena tidak mengandung angka tetapi berisi dengan bahasa dan kata-kata, sementara penelitian ini berdiskusi dan menganalisis tentang Wacana yang berfokus pada kohesi pada konten video viral di akun @9gag.

Penelitian ini mengungkapkan bahwa kohesi gramatikal yang digunakan dalam video viral adalah referensi (pribadi dan demonstratif), konjungsi (aditif dan kausal), substitusi nominal, Ellipsis (nominal, verbal, dan kausal). Selain itu, kohesi leksikal yang digunakan dalam video viral hanya Repetisi. Dengan demikian, jenis kohesi yang paling dominan digunakan dalam video viral adalah bagian dari kohesi gramatikal yaitu referensi.

Peneliti menyarankan kepada para pembaca terutama mahasiswa Jurusan Sastra Inggris untuk belajar dan memahami lebih dalam tentang kohesi oleh Halliday dan teori Hasan. Selain itu, bagi para dosen, mereka dapat menggunakan studi ini sebagai pengayaan materi Analisis Wacana. Selain itu, diharapkan bagi peneliti berikutnya untuk melakukan penelitian serupa, tetapi mengeksplorasi lebih dalam dari pada penelitian ini, dengan menggunakan teori lain dan objek yang berbeda. Penelitian ini masih dapat diperluas dengan menganalisis video lain, dari video lucu lainnya seperti video stand up komedi atau memperluas ruang lingkup analisis.

## المخلص

السعدية ، حليلة. 2018. التماسك في gag9 الفيروسية فيديو نشرت على الانستقرام. بحث جامعي. قسم اللغة الإنجليزية وأدابها ، كلية العلوم الإنسانية ، جامعة مولانا مالك إبراهيم الإسلامية الحكومية، مالانج. المشرفة: الدكتور رحمان نور انداه، الماجستير  
الكلمات الرئيسية: التماسك ، وسائل الاعلام الاجتماعية ، الانستقرام

هذا البحث هو بحث عن التماسك النحوي والمعجمية المستخدمة في فيديوهات gag9 الفيروسية على الانستقرام باستخدام نظرية هاليداي وحسن . يركز هذا البحث على اكتشاف أنواع التماسك النحوي والمعجمي المستخدم في أشرطة الفيديو الفيروسية الفاسدة ويحدد استخدام تماسك الفيديو gag 9 الفيروسي المنشور على الانستقرام.

الطريقة المستخدمة في هذا البحث هو طريقة وصفية نوعية. يتم استخدام نهج نوعي لوصف بالتفصيل أنواع التماسك النحوي والمعجمي الموجود في أشرطة الفيديو الفيروسية. هذا البحث نوعي لأنه لا يحتوي على أرقام لكنه يحتوي على لغة وكلمات ، في حين تشرح هذه الدراسة المناقشة والنتائج حول تحليل الخطاب الذي يركز على التماسك في مقاطع الفيديو الفيروسية على حساب gag9.

كشفت هذا البحث أن التماسك النحوي المستخدم في أشرطة الفيديو الفيروسية كان مرجعاً (شخصياً ومبنيًا) ، والترابط (مضافاً وسببياً) ، والاستبدال الاسمي ، والشفرات (الاسمية ، اللفظية ، والسببية). بالإضافة إلى ذلك ، فإن التماسك المعجمي المستخدم في مقاطع الفيديو الفيروسية هو التكرار. النوع الأكثر شيوعاً من التماسك المستخدم في أشرطة الفيديو الفيروسية هو نوع واحد من التماسك النحوي ، وهذا هو المرجع.

يقترح الباحث القراء ، وخاصة طلاب الأدب الإنجليزي ، يتعلمون ويفهمون بشكل أعمق حول التماسك في نظريتي هاليداي وحسن. بالإضافة إلى ذلك ، بالنسبة للمحاضرين ، يمكنهم استخدام هذه الدراسة كمواد إثراء لتحليل الخطاب. بالإضافة إلى ذلك ، اقترح أن يقوم الباحث التالي بإجراء أبحاث مماثلة ، ولكن استكشاف أكثر من هذا البحث ، باستخدام النظريات الأخرى والأشياء المختلفة. لا يزال من الممكن توسيع هذا البحث من خلال تحليل مقاطع فيديو أخرى ، من مقاطع فيديو مضحكة أخرى مثل مقاطع الفيديو الكوميديّة أو توسيع نطاق التحليل.

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## CHAPTER I

### INTRODUCTION

#### 1.1 Background of Research

Social media is a growing phenomenon in our present information age. For many persons, particularly the youth, social media and other new media tools provide the platform to create, give, share, and spread information widely among groups in society and in other cases consolidate existing connections between one and another.

According to Dewing (2012:3), the term “Social Media” alludes to the extensive variety of internet-based and mobile service that allow users to take part in internet online exchange, help user-created content, alternately joint online communities so everything is more easily and quickly. The social media application that runs on the foot of the internet technology in this day and age is Instagram. Instagram is a media-sharing site that allows users to post videos or photographs which can follow with caption.

Cohesion is the appropriate connection that results when the interpretation of element of text is dependent on another element in the text. It is all about the relation of meaning in a text. It defines something as a text because a text is unit of meaning, not a form. It is the source of the text that has a range of meanings related to what is being spoken and written to its semantic environment (Halliday & Hasan, 1976:4).

The concept of cohesion, according to Halliday and Hasan (1976), is a semantic one. It deals with the relations of meaning in text. It occurs where

the meaning of some element in the discourse is dependent on that of another and thus, a relation of cohesion is set up. The one presupposes the other, and cannot be effectively describe except by recourse to it. The two elements, the presupposing and the presupposed, are integrated into a text. In cohesion, there are two types of cohesive devices; grammatical cohesive devices and lexical cohesive devices. First, grammatical cohesive are reference, ellipsis, substitution, and conjunction. Second, lexical cohesive devices are reiteration, those are; repetition, synonyms, superordinates, and general words, and collocation (Halliday & Hasan, 1976: 30).

The importance of studying cohesion, especially cohesive devices grammatical and lexical is to create a good and systematic text, and to make easily understand what information is delivered in it. Cohesive devices help to carry over a thought from one sentence to another, from one idea to another, or from one paragraph to another with words or phrases. Cohesive devices link the sentences and paragraphs together smoothly so that there is no abrupt jump or break between ideas. Cohesive devices also can help the reader accurately understands and follows the writer's thought.

The researcher chose @9Gag's viral videos on Instagram as the object of the study because @9Gag contains of a text inside of the videos, which need to be grammatically composed. The video in it is the humorous video which consists of dialog and monolog and become the most viral videos with its humor. Cohesion occurs when the interpretation of the elements of the text is dependent on another text. It concludes that the one element presupposes

the other. The element cannot be effectively described except by recourse to it.

In conducting the research, the researcher needs some previous researches related to similar topic of research to know the position in order to continue the research. These are the previous researches which research cohesion; Nafisah (2014) analyzed the grammatical and lexical cohesive devices used in classification essays made by the fourth semester students of English Study Program at Brawijaya University. She uncovered that the grammatical cohesive devices used in students' classification essays are reference, conjunction, verb substitution, nominal ellipsis and clausal ellipsis. In addition, the lexical cohesive devices used in the students' classification essays are the same word repetition, synonymy, hyponymy, superordinate, antonym, general word and collocation. While, Rohmawati (2014) conducted the cohesion found in Female's Fashion Blog. She concluded that all the types of grammatical and lexical cohesion are used in the data.

The other researcher is Kuncahaya (2015) studied the cohesion in narrative texts presented in the electronic textbook of senior high school grade X entitled "Developing English Competence" issued by the government of the Republic of Indonesia. She concluded that the narrative texts analyzed in this research contain dense lexical cohesion and thus are compatible as language inputs. While Rahman (2016) also analyzed the same object, he analyzed the use of cohesion in students narrative writing in state Islamic university of Maulana Malik Ibrahim Malang which concerns on the

frequency and the functions of the use of cohesion. There was also Musdiawardhani (2016) who conducted the grammatical cohesion on Jakarta Post and New York Times Article in Column Opinion which focused on the types and the differentiate of grammatical cohesion that used on American Newspaper and Indonesian Newspaper.

In short, the previous researchers analyze the types, functions, and the frequency of the cohesion but have different in the object. Therefore, the present researcher analyzed about cohesion but in different object namely humor viral videos which have not been analyzed. The researcher analyzed how the content of @9Gag viral video is grammatically and lexically composed and posted in Instagram. The researcher analyzed with the title “Cohesion In @9gag’s Viral Video Posted on Instagram”.

## 1.2 Research Problems

1. What are the types of cohesive devices in @9gag’s viral videos posted on Instagram?
2. How is the use of cohesive devices in @9gag’s viral videos posted on Instagram?

## 1.3 Research Objectives

The objective of the research is to classify the types of cohesive devices that is often used on @9gag’s viral videos posted on Instagram and

identify the use of cohesive devices that clarify the content of @9gag's viral videos posted on Instagram.

#### 1.4 Significance of Research

In this study, the writer hopes that the result of this research will be useful. The significance of the research can be stated theoretically and practically, as follow:

1. Theoretically, it can enrich knowledge to the reader about the type of cohesion that is often used on the content of @9gag's viral videos posted on Instagram.
2. Practically, it is expected to give understanding, new information or contribution for the next researchers that cohesive devices can help the readers accurately understand and follow the writer's thought, and to carry over a thought from one sentence to another, from one idea to another, or from one paragraph to another with words or phrases.

#### 1.5 Scope and Limitations

Considering that the research has broader scope, the researcher feels it is necessary to make boundaries. Accordingly, the research is effective and not too wide in discussing the problem. In this research, the researcher focused on analyzing the types of cohesive devices, pragmatically the cohesion not the coherence or other. The researcher analyzed the grammatical



and lexical cohesion focusing on the content of @9gag's viral videos posted on Instagram using Halliday and Hasan theory.

In addition, this research limited the analysis in finding the data by downloading the video not image on @9gag video in Instagram without any cross-check from administrator and only chose the most viral and humorous video that posted on March.

#### 1.6 Definition of the Key Terms

The title of this research is Cohesion In @9gag's Viral Video Posted on Instagram. To avoid misunderstanding and misinterpretation about the term, the researcher defines the important related to this research follows:

1. Cohesion : The connection that results when the interpretation of a textual element is dependent on another element in the text. Cohesion refers to the connection that exists between elements in the text.
2. Social Media : Computer-mediated technologies that facilitate the creation and sharing of information, ideas, career interests and other forms of expression via Virtual communities and networks.
3. Instagram : Media-sharing sites which allows users to post videos and photographs.



## 1.7 Research Method

This research used descriptive qualitative method with interpretivisme paradigm which deals with data that are in the form of word rather than statistic. This research is qualitative because it does not contain of any number but it contains with language and words, While this research explained and described the discussion and the finding about Discourse Analysis which focused on cohesion on the content of @9gag's viral videos posted on Instagram.

## 1.8 Research Instruments

In this research, the main instrument is the researcher herself. It is because the researcher is the only one who observed, collected and analyzed the data as natural as well.

## 1.9 Data Sources

In this research the data are the transcripts of the humorous videos which are taken from @9gag's viral videos posted on Instagram.

## 1.10 Data Collection

In collecting the data; first, the researcher found the viral videos in @9gag account on instagram. Second, the researcher transcribed the video. Then, the researcher marked the words on the transcript of the data which are

included as cohesive devices. The last, the researcher checked and rechecked the data whether the data are relevant or not.

### 1.11 Data Analysis

The researcher analyzed cohesion in the data which are taken from the transcript of @9gag's viral videos posted on Instagram through the following steps; first, the researcher classified the data with Halliday and Hasan theory of cohesive devices. It is done by finding the types of cohesive used in the content which consist of grammatical and lexical cohesion. Grammatical cohesion consists of four types, these are reference, substitution, ellipsis, and conjunction, while lexical cohesion consists of two types, reiteration which has three types, these are repetition, synonym, and general word; and collocation. Second, finding how the use of cohesive devices clarify the content of @9gag's viral videos. The next is discussing the finding, and the last is making a conclusion.

## CHAPTER II

### REVIEW RELATED LITERATURE

In this chapter, the literature review consists of explanation on Discourse Analysis, cohesion and its types, and previous research.

#### 2.1 Discourse Analysis

Discourse Analysis is the study of language in use which means how individuals achieve personal, social, and political activities through language. Discourse may be composed of one or more well-formed grammatical sentences and indeed it often but it does not have to be (Cook, 1989: 7).

Discourse Analysis is an approach to studying language's relation to contextual background features which concern on the context, text, and function. It studies the meaning of words in the context which analyze the part of meaning that can be explained by information of the physical and social world, and the socio-psychological variables influencing the communication, as well as the information of the time and place in which the words are articulated or composed (Peccei, 1999:5 & Yule, 1996:3). According to Cook (1989:6), Discourse Analysis have in common on discourse, or the use of language, and text, either uttered or written which concentrating on how extends of language got to be meaningful and unified for the users. The last, discourse have in common on function, The speakers' short term and long term purpose in speaking goals in interacting verbally.

Renkema (2009:12) used the term discourse and a text interchangeably. The notion of discourse has pragmatic and semantic dimensions. Pragmatically,

discourse is a text or speech representing a complex action which is realized by the participation of the addressee. Semantically, discourse is a text that determines the representation of states of affairs in some possible words. From the definitions is known that discourse can be the same as or part of a text as a result of the states of participation in communication.

The terms of discourse and a text are interchangeable by stating that discourse can be studied by analogy with sentences. A sentence is seen as the highest unit of grammatical structure that tends to determine the way in which cohesion is expressed (Halliday & Hasan, 1976:8). Sentences generally appear in both spoken and written form. It means that discourse can be studied in spoken form as previous definitions mentioned and one can see that the concept of discourse is also manifested in texts (Fairclough, 2003:3). From the explanation above, the researcher concludes that discourse analysis is a study about the use of language that is used by each people both spoken and written texts in a social context. Therefore, they will understand what message that is transferred well.

## 2.2 Cohesion

Cohesion is the appropriate connection of the text that results when the interpretation of the element of the text is dependent on another element in the text. Cohesion refers to the connection that exists between elements in the text (Halliday & Hasan, 2014: 5).

Cohesion is all about the relation of meaning in a text. It defines something as a text because a text is unit of meaning, not a form. It is the source

of the text that has a range of meanings related to what is being spoken and written to its semantic environment (Jabeen, 2013:139).

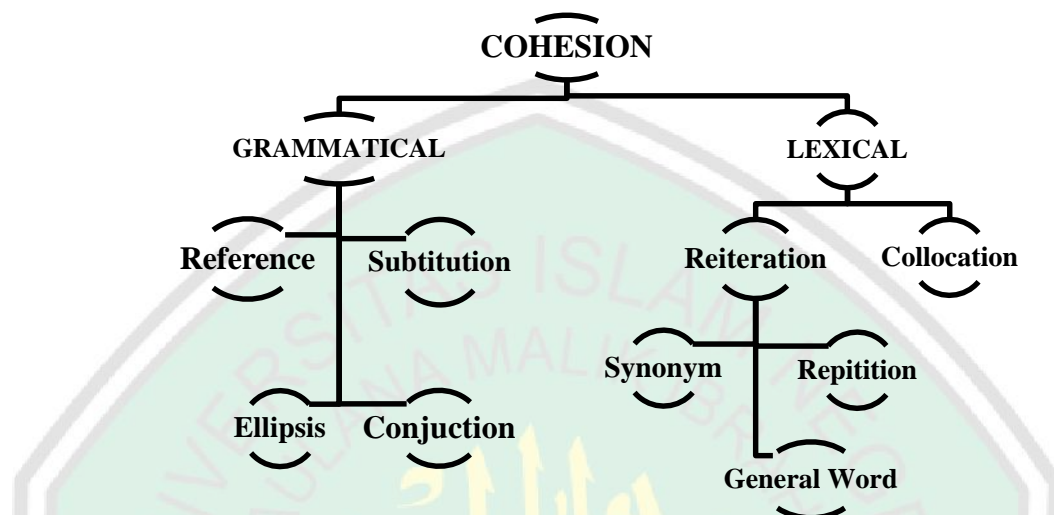
Halliday and Hasan (1976:3) states that cohesion is manifested through ties in which every one of them refers to a single instance of cohesion and expressed partly through grammar and partly through vocabulary. That is why Cohesion is divided into two devices; there are grammatical cohesion and lexical cohesion.

Halliday and Hasan (1989:2) divided cohesion into two types; non-structural and structural cohesion. Non-structural cohesion is in around of meaning relation, whereas structural cohesion is concerning on the grammar level. Non-structural cohesion consist of grammatical and lexical cohesion, whereas structural cohesion consist of parallelism, theme-rheme development, and given-new organization.

Halliday and Hasan (1976:4) explains that grammatical cohesion is a semantic relation that expressed through grammatical system, while lexical cohesion is a semantic relation that expressed through lexical system. In other words, grammatical cohesion is semantic relation among element marked by grammatical devices. Grammatical cohesion is divided into four devices: reference, substitution, ellipsis and conjunction. While, lexical cohesion is divided into two devices: reiteration and collocation, where reiteration divided into three devices: repetition, synonym, and general word. Through these categories, the concept of cohesion by Halliday and Hasan (1976) emerging as the most



comprehensive explanation about the analysis of relation among sentences within a text.



### 2.3 Types of Cohesion

Halliday and Hasan divided the cohesion into two types which can be seen as follows:

Figure 1. The types of cohesion (source: Pragmatic and Discourse:2008)

#### 2.3.1 Grammatical Cohesion

Halliday and Hassan (1976) stated that grammatical cohesion is constructed the grammatical structures where each component is related to each other. It is divided into four types: reference, substitution, ellipsis and conjunction.



### 2.3.1.1 Reference

Reference is the particular types of grammatical cohesion which has specific meaning of information that is referred to interpret what signaling items represent. Cohesion lies in the congruity of reference, whereby thing goes into the discourse a second time. Based on the place of reference, the interpretation of reference can be divided into endophora (textual) and exophoric (situational) reference. (Halliday & Hasan, 1976: 31).

Brown and Yule (1983: 28), states that reference concerns the ability of linguistic expressions to refer to real entities. Reference that may be endophora and exophora is reference that inside of the text. Endophora is divided into anaphora and cataphora. Endophora is reference, which refers to preceding text.

According to Halliday and Hasan (1976: 35), when the interpretation of a reference exists in the limits of text, it is called endophoric relation. This relation forms cohesive ties within the text. There are two sorts of endophoric relations: anaphora and cataphora. Anaphora is the presupposition of something that has gone previously, regardless of whether in the former sentence or not. It is a type of presupposition that alludes to some past thing. In opposite, cataphora refers to the presupposition the other way, with the assumed component following.

Halliday and Hasan, (1976: 37) divided reference into three types, namely personal reference or pronominal reference, demonstrative reference and comparative reference.

### 2.3.1.1.1 Personal Reference

Personal reference is reference which means of function in the speech situation, thought the personal category. The personal category includes the three classes of personal pronouns, possessive determiners namely possessive adjectives and possessive pronouns (Halliday & Hasan, 1976: 43).

Person	Personal Pronoun		Possessive Determiners	Possessive Pronouns
	Subject	Object		
First	I, We	Me, Us	My, Our	Mine, Ours
Second	You	You	Your	Yours
Third	He, She, It, They	Him, Her, It, Them	His, Her, Their, Its	His, Hers, Theirs, Its

E.g.: *“My Husband and I are leaving. We have seen quite enough of this unpleasant.”* (Halliday & Hasan, 1976:50)

From the example above, the “we” refers to “my husband and I”. It becomes anaphoric because the personal pronoun “we” refers back to the information mentioned in pervious sentence “my husband and I”.

### 2.3.1.1.2 Demonstrative Reference

Demonstrative reference is reference which means of location, on a scale of proximity (Halliday & Hasan, 1976: 37). Demonstrative reference is essentially a form of verbal pointing.

Proximity	Singular	Plural	Adverb
Near	That	Those	There
Far	This	These	Here

Neutral	The
---------	-----

E.g.: “I like the lions, and I like the polar bears. These are my favorites.” - “Those are my favorites too.” (Halliday & Hasan, 1976: 60).

The word “*these*” and “*those*” in the example above refer to “*the lions and the bears*”. There are two speaker in the example, the first speaker’s distance is near with the things mentioned, while the second speaker’s distance is far from the things “*the lions and the bears*”.

### 2.3.1.1.3 Comparative Reference

Comparative reference is indirect reference which means of identity or similarity. There are two kinds of comparative reference: General and Particular comparison (Halliday & Hasan, 1976: 37).

#### 2.3.1.1.3.1 General Comparison

General comparison is a comparison that is simplified in term of likeness and unlikeness, without respect to any particular property: two things may be the same, similar or different. (Halliday & Hasan, 1976: 77)

Three types of general comparison;

- a) Identity: *same, equal, identical, identically*
- b) Similarity: *such, similar, so, similarly, likewise*
- c) Deference: *other, different, else, differently, otherwise.*

E.g.:

- a) “We have received exactly the same report as was submitted two months ago.”

- b) *“There are other qualities than conviviality needed for his job.”*  
 c) *“Find a number equal to the square of the sum of digits.”* (Halliday & Hasan, 1976: 78)

In the example (a) the word “same” means that the report as like the report that have been submitted. While in the example (b) the word “other” means there is additional qualities. The last example (c) the word “equal” means the number that same to the square of sum of digits.

#### 2.3.1.1.3.2 Particular Comparison

Particular comparison is comparison in respect to quantity or quality.

(Halliday & Hasan, 1976: 80)

E.g.:

- a) *“There were twice as many people there as last time.”*  
 b) *“He’s a better man than I am.”*  
 c) *“There are more things in heaven and earth, Horatio, than are dreamt of in your philosophy.”* (Halliday & Hasan, 1976: 82)

The example (a) the word “as many people there as” means comparing between two things. Then in example (b) there is the words “better than” is comparing between two people, while in the example (c) is also comparing something which refers to things.

#### 2.3.1.2 Substitution

Substitution is the replacement of one word to another. It is a relation in wording rather than in the meaning. It is also a relation within the text. A

substitute is a sort of counter, which is used in place of the repetition of a particular item (Halliday & Hasan, 1976: 88).

The function of substitution is as a noun, a verb, a clause. Then Halliday and Hasan (1976) divided substitution into three types, namely nominal, verbal, and clausal.

#### 2.3.1.2.1 Nominal Substitution

Nominal substitution is the replacement of noun word to another word using nominal word as one, ones, and same (Halliday & Hasan, 1976: 91).

E.g.:

- a) My handphone is broken. I must buy a new one.  
 b) I shoot the hippopotamus with bullets made of platinum because, if I use leaden ones, his hide is sure to flatten 'em. (Halliday & Hasan, 1976: 91).

In the example (a) the nominal substitution is one, it substitutes the word “handphone”. While in (b) the nominal substitution ones, it substitutes the word “bullets”. The word substitution “one and ones” can be applied in the sentence depend on the noun in the first sentence, whether the word is singular or plural.

#### 2.3.1.2.2 Verbal Substitution

Verbal substitution is the replacement of verb to another word using verb as Do/does.

E.g.:

- a) “Does Jean sing? No, but Mary does”. (Halliday & Hasan, 1979: 118)



- b) *“I don’t know the meaning of half those long words, and, what’s more, I don’t believe you do either!”*. (Halliday & Hasan, 1976: 112).

In the example (a) the word “does” is the verbal substitution, it substitutes the word “sing”. While in (b) the word “do” is substitutes the word “know the meaning of half those long words”

### 2.3.1.2.3 Clausal Substitution

Clausal substitution is the replacement of clause to another word using *so* and *not*. Clausal substitution is divided into three environment, those are; report, condition and modality. In each of these environments it may take either of two forms, positive or negative; the positive is expressed by *so*, the negative by *not* (Halliday & Hasan, 1976: 130).

#### a) Substitution of reported clauses

E.g.: *“if you’ve seen them so often, of course you know what they’re like’. ‘I believe so,’ Alice replied thoughtfully”*. (Halliday & Hasan, 1976: 131).

In the example above the word “so” substitutes the word “you know what they’re like”.

#### b) Substitution of conditional clauses

E.g.:

- a. *“Everyone seems to think he’s guilty. If so, noo doubt he’ll offer to resign.”*
- b. *“We should recognize the place when we come to it. Yes, but supposing not: thenn what do we do?”* (Halliday & Hasan, 1976:134).



In the example (a) the word “so” substitutes the word “he’s guilty”. While in (b) the word “not” substitutes the word “we should recognize the place when we come to it”.

#### c) Substitution of modal clauses

E.g.: *“Oh, I beg your pardon!” cried Alice hastily, afraid that she had hurt the poor animal’s feelings. ‘I quite forgot you didn’t like cats’. Not like cats!’ cried the mouse, in a shrill, passionate voice, ‘Would you like cats if you were me?’ Well, perhaps not, said Alice in a shooting tone”* (Halliday & Hasan, 1976:134)

In the example above the word “not” substitutes the clause “like cats if you were me”.

#### 2.3.1.3 Ellipsis

Ellipsis is simply substitution by zero. The starting point of the discussion of ellipsis can be the familiar notion that it is something left unsaid. Ellipsis is the omission of an item. It can be interpreted as that form of substitution in which the item is replaced by nothing (Halliday & Hasan, 1976: 88).

It is divided into three kinds, namely nominal, verbal, and clausal.

##### 2.3.1.3.1 Nominal Ellipsis

Nominal ellipsis is the omission of the words within the nominal sentence. (Halliday & Hassan, 1976: 147)

E.g.: “*Have another chocolate. – No, thanks; that was my third.*” (Halliday & Hassan, 1976: 161)

In the example above the nominal ellipsis is *my third*. It presupposes the preceding sentence. It can be interpreted as “my third chocolate”.

#### 2.3.1.3.2 Verbal Ellipsis

Verbal ellipsis is the omission of words within the verbal sentences (Halliday & Hassan, 1976: 164).

E.g.: “*What have you been doing? – Swimming*” (Halliday & Hasan, 1976:167).

The verbal ellipsis in the conversation sentence above is verb “swimming”. An omission here is “I have been swimming”.

#### 2.3.1.3.3 Clausal Ellipsis

Clausal Ellipsis is the omission of words within the clausal sentences (Halliday & Hassan, 1976: 196).

E.g.: “*Who taught you to spell? – Grandfather did.*” (Halliday & Hasan, 1976: 199)

In the example above, the word *did* clausal ellipsis, the omission of verb and the complement clause is “taught you to spell”.

#### 2.3.1.4 Conjunction

Conjunction is cohesive not inside of it but indirectly by virtue of the specific meaning; there are not primarily devices for reaching out into the

following text, but they express certain meaning which presuppose the presence of other components in the discourse. Conjunction is divided into four categories; namely additive, adversative, clausal, and temporal (Halliday & Hasan, 1976:226).

#### 2.3.1.4.1 Additive

Additive is expressed by using of the word *and, or, also, nor, not, furthermore, similarly, in addition.*

#### 2.3.1.4.2 Adversative

Adversative is a conjunction which relates two clauses that state contrast each other. It acts also to indicate contrary to expectation and signaled by using the word *but, yet, on the other hand, however, instead.* (Halliday & Hasan, 1976:243).

E.g.: “*He showed no pleasure at hearing the news. Instead he looked over gloomier.*” (Halliday & Hasan, 1976: 254).

In the example above, *Instead* is relation of adversative type in a form of correction meaning.

#### 2.3.1.4.3 Causal

Some cause expressions are general, others relate more specifically to result, reason or purpose: *so, then, therefore, in consequence, on account of this,*

*for that purpose, etc.* While conditional conjunctions are subdivided into positive (*then, in that case, in that event, under the circumstances*), negative (*otherwise, if not*), and concessive (*yet, still, though, despite this, however, even so, all the same, nevertheless*) (Halliday & Hasan, 1976: 256).

E.g.: “*She left that there was no time to be lost, as she was shrinking rapidly; so she got to work at once to sit some of the other bit.*” (Halliday & Hasan, 1976: 256).

The causal conjunction of that example is *so*.

#### 2.3.1.4.4 Temporal

Temporal conjunctions are *then, next, afterwards, just then, before that, in the end, at once, soon, next time, next day, meanwhile, at this moment, etc* (Halliday & Hasan, 1976: 261).

E.g.: “*Alice began by taking the little golden key, and unlocking the door that led into the garden. Then, she set to work nibbling at the mushroom.*” (Halliday & Hasan, 1976:251).

*Then* is used to mention and also relate to continuity of event in the first sentence and second sentence.

#### 2.3.2 Lexical Cohesion

Lexical cohesion does not deal with grammatical and semantic connections but with connections based on the word used. Lexical cohesion is divided into two types: reiteration and collocation (Renkema, 2004:105)

##### 2.3.2.1 Reiteration

Reiteration is a form of lexical cohesion which involves the repetition of a lexical item, that is, the use of the general word to refer back to a lexical item and a number of things in the using of a synonym, near-synonym, or superordinate (Halliday & Hasan, 1976: 278). It is divided into two types:

#### 2.3.2.1.1 Repetition

Repetition is the words which is repeated or word phrases occurred within the text (Cutting, 2002: 13).

E.g.: “*Algy met a bear. The bear was bulgy*” (Halliday & Hasan, 1985: 310).

The word *bear* is repeated in the second sentence.

#### 2.3.2.1.2 Synonym

Synonym is the repeating word by using another word that has the same meaning or almost the same (Cutting, 2002: 14).

E.g.: “*He was just wondering which road to take when he was started 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.*” (Halliday & Hasan, 1976: 310).

In the example above, the word horse and cavalry has the same meaning.

#### 2.3.2.1.2 General Word

The last form of lexical cohesion is general word. These can be general nouns, as in ‘thing’, ‘stuff’, ‘place’, ‘person’, ‘women’ and ‘man’, or general



verbs, as in ‘do’ and ‘happen’. In a way, the general word is a higher level superordinate: it is umbrella term that can cover almost everything (Cutting, 2008: 12).

E.g.: “*There’s a boy climbing the old elm. That old thing isn’t very safe”  
(Halliday and Hasan, 1976: 280).*

### 2.3.2.2 Collocation

Collocation is cohesion on text is subtle and difficult to estimate, it is a systematic relationship between a pair of words. This would include not only synonyms and near synonym and super ordinate, but also pairs of opposites of various kinds, complementary (Halliday & Hasan, 1976: 285).

E.g.: “*Why does this little boy wriggle all the time? Girls don’t wriggle.*”  
(Halliday & Hasan, 1976:285).

Example above, the collocation is *boy* and *girl*. They are related by a particular type of oppositeness, called complementary.

## 2.4 Previous Research

Research on cohesion is not the first research that will be conducted, but there has been many researchers investigating cohesion. These are some previous research:

The first conducted by Nafisah (2014) entitled “A study of cohesion in classification essays made by the fourth semester students of English Study

Program at Brawijaya University”. The research is about the analysis of grammatical and lexical cohesive devices used in classification essays made by the fourth semester students of English Study Program at Brawijaya University by using Halliday and Hasan’s (1976) and Renkema’s (2004) theories on English cohesion. The objectives the research are to find out the types, the frequency of grammatical and lexical cohesive devices used in the classification essays and to investigate the reference units made in the classification essays.

The second is entitled “Cohesion in narrative texts presented in the electronic textbook of senior high school grade X entitled; “Developing English Competence” by Kuncahya (2015), the research is about the cohesion in narrative text using Halliday and Hasan (1976) and Bloor and Bloor (1995) theories. The objectives are to identify the types of cohesion and to interpret the occurring types of cohesion in terms of compatibility as language inputs in 16 narrative texts presented in the electronic textbook of senior high school grade X entitled “Developing English Competence” issued by the government of the Republic of Indonesia.

The third is by Rohmawati (2014) entitled “Discourse Analysis on Cohesive Devices Found in Female’s Fashion Blog”. Her research focuseed on cohesion in Female’s Fashion Blog, which analyzed the types and functions of cohesion that used in Female’s Fashion Blog using Halliday and Hasan (1976) Theory.

The next is Musdiawardhani (2016) entitled “Grammatical Cohesion of Jakarta Post and New York Times Article in Column Opinion”. Her research

focused on grammatical cohesion on Jakarta Post and New York Times Article in Column Opinion using Halliday and Hasan (1976) theory which focused on the types and the difference of grammatical cohesion that used on American Newspaper and Indonesian Newspaper.

The last is entitled “The Use of Cohesion in students’ narrative writing in State Islamic University of Maulana Malik Ibrahim Malang” by Rahman (2016). The research analyzed about the use of cohesion in student’s narrative writing in state Islamic university of Maulana Malik Ibrahim Malang which concerned on the frequency and the functions of the use of cohesion. The research uses Halliday and Hasan (1976) theory.

From the previous researches above, the researcher concluded that every scholar has different object for his/her research although using the same theory. Most of the previous research analyzed the article, even on the narrative text and writing, essays, blog, and Jakarta Post. The present researcher has the same subject but different in the object from the previous researchers. Therefore the present researcher analyzed the @9gag viral video in Instagram as the object of the research.

## CHAPTER III

### FINDING AND DISCUSSION

This chapter presents the finding based on the research question as mentioned in chapter I. The researcher presents the results analysis of cohesion and the use of it. These cohesive device have two categories; grammatical cohesive devices and lexical cohesive devices used in viral videos subtitle on @9gag Instagram by using Halliday and Hasan's theory. This chapter is divided into two section namely finding and discussion.

#### 3.1 Research Finding

This chapter shows the findings of types and the use of cohesion including grammatical and lexical cohesion in viral videos' subtitle on @9gag Instagram by using Halliday and Hasan's theory. The total of videos are four videos, those videos are taken from Instagram which include the viral content.

In the analysis, it is coded 1.1 which means the first video and the first data. The data which contain of cohesive device are marked by bold and italic.

#### **DATA 1**

**Video:** Dialog

***“When showing out goes wrong”***

*Son : Hey mom, can I spend a night over Joe's house tonight? (1.1)*

In the first video, the sentence of the dialog (1.1) the word “I” which is spoken by the son is personal reference which refers to the first person. The use of

the word “*I*” is as subject which indicates to the first speaker who want to ask permission to his mom to spend a night at his friend house.

*Mom* : Ask ***your*** daddy can ***you*** spend a night ----- (1.2)

In the second dialog (1.2) the word “*your*” which is spoken by the mother shows possessive determiners in personal reference refers to the son, while the word “*you*” is personal reference which refers to second person that is point to the son, the next is Clausal Ellipsis which omits the word “*over joe’s house*” after the word “*a night*”. The word “*your*” used in the sentence which is spoken by the mother to indicates that he is his father, while the word “*you*” used to indicate to the interlocutor, then the use of ellipsis occurs in omitting the word “*over joe’s house*” is to make simple dialog.

*Daddy* : ask ***me*** what? Lucille ***you*** know ***he***’ll punish.

*Mom* : ***I*** know ---- (1.3)

The third sentence (1.3) the word “*me, you, he and I*” are personal reference. The use of the word “*me*” as an object which refer to the speaker’s self, while the word “*you*” as subject stressing the name of Lucille, the word “*he*” is as object which refers to the son, and the word “*I*” which refers to the first person is as the subject of the sentence. The next is Clausal Ellipsis which is omitting the word “*He’ll punish*”. The use of the “*I*” indicates to the mother that she know that her son will be punished if he spends a night, the omitting of the word “*He’ll punish*” is to make a simple dialog between the father and the mother.



*Son : hey dad, can I ...?(1.4)*

The fourth dialog (1.4) in the word “I” is personal reference which refers to the first person, but after the word “I” the speaker is omitting the word “Spend a night over joe’s house”. It is called Verbal Ellipsis. The fourth dialog has the same function as in the third sentence in the third dialog (1.3).

*Daddy : hell nah don’t --- even think something ask me nothin’, what you can do is go over and pick them sticks up.*

*Son : you make me so cry (1.5)*

The next dialog (1.5) there are many personal reference, those are “me, you, them”. It has an Ellipsis which omits the word “you” before the word “don’t even ask me” and there is the word “and” which is additive conjunction. The use of the word “me” is as an object which points to the speaker’s self, while “you” and “them” also have the same function as the word “me”, they are as object. The word “you” is pointed to the interlocutor and the word “them” points to the people.

*Daddy : **This** boy just threw some dirty at my eyes. Sit down! Look around you. You see them people recording you acting a fool like you ain’t got the sense god gave a cucumber, boy?*

***These** people already look at us like animals and you out here acting like one. Now get over there and play before I slap the hair off yo’ head. (1.6)*

The sentence in dialog (1.6) found the word “you, them, and this”, these words are reference but different in type. “You and them” are personal reference which the use of both of them are as an object, while “this” is demonstrative reference which the use of the word “this” is indicate to the boy.

In the last statement, the word “*us, your, I*” are personal reference. The use of the word “*I*” as a subject indicates to the father or daddy as the speaker, “*us*” as an object points to the speaker and the interlocutor (the father and son), and “*your*” is possessive determiner which point to the head of the son. The word “*these, here, there, the*” are demonstrative reference, the use of “*these*” indicates to the people with deep pointing, the use of “*here and there*” are indicating to location which the word “*here*” is pointing to the near place or location with the speaker, while the word “*there*” is pointing to distant place from the speaker. The word “*like one*” is Nominal Substitution which substitute the word “*like animal*”, the use of the word “*like one*” is to avoid repetition in the dialog, and the last the word “*and, before*” are conjunctions which the use of both are connecting one word to another word.

## DATA 2

**Video:** Dialog

### **“Granny Heckles Bodybuilders”**

(Conversation between grandchild and grandma)

Grandchild : *It's time to go heckle some bodybuilders because pimping is easy*  
(2.1)

Grandma : *Hell yes*

Grandchild : *Hell yeah!*

In the second video, the first part of the dialog between grandmother and grandchild (2.1) the word “*it*” shows personal pronoun in personal reference which refers to the time, the use of the word “*it*” as a subject of the statement refers to the time, while the word “*because*” is the kind of causal conjunction,

which illustrates a result of the things. The use of the word “*because*” is to indicate cause and effect of relationship.

(Conversation between grandma and a man 1)

Grandma : Hey.... **It**'s so squishy.

A man 1 : ----Squishy? Hahahahaha

Grandma : Ya, **I** thought **that**'d be harder

A man 1 : Hahahaha (2.2)

The second part of the dialog (2.2) found the word “*it*” and “*I*” spoken by grandmother. The word “*it*” is personal reference refers to the arm of interlocutor, also the word “*I*”. The use of “*it*” and “*I*” are as subject, while in the conversation between grandma and a man 2, the interlocutor of grandma which is a man 2 omitting the “*it*”, this action is called ellipsis. The use of omitting the word “*It*” is to make simple conversation. The next is the word “*that*”, this word is a demonstrative reference, the use of “*that*” is to indicate the proximity to the arm of interlocutor.

(Conversation between grandma and a girl)

Grandma : How do **I** get booty like **that**?

Girl : **I** don't know. Ask **my** mama, **she** gave **it** to **me**

Grandma : **I**'m in a booty shaking contest

Girl : **you** are?

Grandma : **I** am! (2.3)

The third part of the dialog (2.3) shows the word “*I, my, she, me, it, you*” these word are the types of personal reference. While the word “*that*” is the type of demonstrative reference. The use of the word “*I, she, you*” are as subject, while “*it, my, and me*” as object. The use of the word “*that*” to indicate the proximity to the booty of interlocutor.

(Conversation between grandma and a man 2)

Grandma : Where **I** can get some juice?

A man 2 : ----- **I** have no idea. **I** don't work **here**

Grandma : Apple juice! (2.4)

The next part of the dialog (2.4) the word “I” is personal reference which refer to the first speaker. The use of the word “I” as a subject. The word “here” is demonstrative reference, the use of the word here as adverb to indicate the proximity of place.

(Conversation between grandma and a man 3)

Grandma : Hi, how much could **you** bench?

A man 3 : ha ha. Ugh... **I** don't know, probably like 405? Why what's up?

Grandma : **You**'re weak!

A man 3 : ouh.... (2.5)

The next part of the dialog (2.5), found the word “I and You”. Both of those word are personal reference. The word “I” refers to the speaker while “you” is pointing to the interlocutor of the speaker. The use both of “you and I” are as the subject of the statement.

### DATA 3

**Video:** Monolog

Hey listen **you** know **I** love **you** right? Well **I** need to be honest with **you** uhm (3.1)

The third video is Monolog, in this video found (3.1) the word “you and I” these word are the types of personal reference. The word “you and I” are personal reference which refers to the speaker and the word “you” refers to the hearer or someone who alluded by the speaker. The use of the word “I” is as the



subject while the word “you” is as the object used to allude someone or one of the hearer.

***You’re ugly and I don’t I don’t mean really ugly just just a little ugly*** (3.2)

In the sentence (3.2) there found the word “you, I, ugly, really ugly, and little ugly”. The word “you and I” is the type of reference. Both of them are personal reference, the word “I” refers to speaker which is the first person as the subject of the sentence, while “you” refers to someone who is not mentioned in the text which is the second person and also as the subject of the sentence. In the sentence above also shows reiteration, those are the word “ugly, really ugly, and little ugly”. Those word are the types of repetition, by repeating the word ugly three times in the sentence. The use of repetition in the sentence above is to highlight the important thing of the sentence which means the speaker in the sentence above presses the word ugly by affixing the word really and little in order to make the hearer or someone in allusion calm down.

In the sentence above is found an ellipsis, those word are “that and I”. Both of those word are clausal ellipsis. The word “that” is after the word “you know”, while the word “I” is after the word “and” and before the word “would”. The use of ellipsis is to make simple the sentence, in order to reduce the repetition of the word in the sentence.

***You know I love you and would never do anything to hurt you I’m just being honest*** (3.3)

The word “you, I, and” found in the sentence above are the type of grammatical cohesion. The word “you and I” are personal reference which refers



to the speaker and the word “you” is pointed to the hearer or someone who alluded by the speaker. The use of the word “I” is as the subject while the word “you” is as the object used to allude someone or one of the hearer. The word “and” is additive conjunction, the use of it is to relate between two sentences, such as the sentence above.

*I need to tell you that you're just a little ugly and that's not bad there are there are plenty of a little ugly people that did great thing with their life but I just felt like I needed to let you know you are little ugly but I love you but you are little ugly.* (3.4)

In the sentence (3.4) the words “you, I, their, that, there, and, little ugly,” are found. The word “I, you, and their” are personal reference which refers to the speaker and the word “you” refers to the hearer or someone who alluded by the speaker. The use of the word “I” is as the subject while the word “you” is as the object which used to allude someone or one of the hearer. While the use of the word “their” is as possessive determiner which the meaning refers to people. The word “that and there” are the type of demonstrative reference, the use of “that and there” to indicate the proximity. Repetition is also found here, in the sentence above the word “little ugly” is repeated four times. The use of repetition in the sentence above is to highlight the important thing of the sentence.

#### DATA 4

**Video:** Monolog

“PEOPLE AFTER GOING ABROAD”

*Yeah I just got back from abroad, ya I stayed in Italy **and** England, everywhere. Ya abroad like changes you*

*Ya I'm just like more sophisticated now **and** I have a boyfriend in Italy **and** like drinking culture abroad is so different*

*Ya I'm gonna go back I think I'm gonna I'm gonna live in Paris, forever (4.1)*

In the sentence (4.1) shows the word “you, I, and”. The word “you, I, and” which are found in the sentence above belong to the type of grammatical cohesion. The word “you and I” are personal reference which refers to the speaker and the word “you” is point to the hearer or someone who watch the video. The use of the word “I” is as the subject while the word “you” is as the object which refers to the hearer or someone who watch the video. The word “and” is additive conjunction, the use of it is to relate between two sentences, such as the sentence above.

*I went in a bath in Budapest so fun so clean I loved all the guys I met abroad It was so fun like I went to the John Lennon wall it was like camera shutters and then I went to the London eye and I was like camera shutters went to Amsterdam Abroad I just feel like I'm like supposed to be form board total, I love abroad (4.2)*

In the last sentences, it has personal references; these are “I, and it”, the word “I” is refers to the speaker, while “it” refers to the feeling of the speaker. The use of both word are as the subject of the sentence, which the word “I” as the first person, while the word “it” as the third person of personal pronoun. Then, the word “and” is the type of additive conjunction, which the use of it is to relate between two sentences become one sentence.

### 3.2 Discussion

This research is about an analysis on the types and the use of cohesive device in @9gag viral videos posted on Instagram. The researcher used Halliday and Hasan (1976) theory as a main theory and other theories as the addition.

From the findings above, it can be discussed that the two types of cohesion namely reference, substitution, ellipsis, and conjunction which are the types of grammatical cohesion, and repetition, synonym, general word, collocation are the types of lexical cohesion found in the data. The more dominant types of cohesion found in the data are grammatical cohesion rather than lexical cohesion.

The first finding is the most dominant found in the data. The type of grammatical cohesion namely reference is the type that mostly found. There are three types of reference, those are personal, demonstrative, and comparative reference. The researcher found two types of reference; personal and demonstrative reference, while comparative reference is not found in the data. The personal reference items that mostly found and always appear in the data are; I, you, we, they, he, she, it, my, your, me, us, and them. Personal pronoun, possessive pronoun, and possessive determiners are used to mentioning the speaker and the interlocutor. The other types that mostly found in the data is demonstrative reference, the items are; this, these, there, that, here, and the. Those items are used when the speaker and the interlocutor shows the location or pointing about anything. The use of reference are to indicate pronoun, and proximity. For example in the data 1.1; “*Son: Hey mom, can I spend a night over Joe’s house tonight*”, the word “*I*” which is spoken by the son is personal reference which refers to the first person. The use of the word “*I*” is as subject which indicates to the first speaker who want to ask permission to his mom to spend a night at his friend house.

The other finding is also the most dominant found in the data. It is conjunction. Conjunction is the types of grammatical cohesion. There are four types of conjunction; additive, adversative, causal, and temporal (Halliday & Hasan, 1976: 226). Not all of the types of conjunction are found in data, the researcher only found two types; additive and causal. The items of additive which is found in data is the word “and”. The word “and” is used to relate between one sentence and another sentence. While the next item of causal is the word “because”. The word “because” used to indicate cause and effect relationship in the sentence. For example in the data 2.1 “*Grandchild : It’s time to go heckle some bodybuilders because pimping is easy*”, the word “*because*” is the kind of causal conjunction, which illustrates a result of the things. The use of the word “*because*” is to indicate cause and effect of relationship.

The third finding is also the dominant word found in the data. Ellipsis is the other types of grammatical cohesion. Nominal, verbal, and clausal are the types of ellipsis. The researcher has found the three types of ellipsis in the data. The data are taken from the humorous viral video which is has the dialog and monolog, in a dialog or conversation definitely exist some omission of word, moreover in daily conversation. According to Halliday and Hasan (1976) ellipsis is the omission of the item in the sentence. The researcher has analyzed nominal, verbal, and clausal ellipsis, the omission applied by the speaker in the dialog and monolog is to make the simple conversation between the speaker and the interlocutor.



The next finding is also the type of grammatical cohesion, namely substitution. Substitution is the replacement of one word to another, there are three types of substitution; nominal, verbal, and clausal substitution (Halliday & Hasan; 1976). From all the data that have been analyzed, the researcher found one type of substitution only, the one type of substitution that found is nominal substitution, while the others types are not found. In the data, the nominal substitution that found is the word “like one”, the word “one” is the replacement of the word “like animal”.

The other finding is lexical cohesion. Lexical cohesion has two types; reiteration and collocation. Reiteration divided into three types; repetition, synonym, and general word. The first finding of reiteration is repetition, repetition is the words which is repeated occurred within the text (Cutting, 2002: 13). The repetition items which found in data are ugly and little ugly. Those two word is repeated in the conversation to make sure that the speaker would not hate the hearer. The rest of cohesion which is not found in the data is synonym and general word.

The last finding is the type of lexical cohesion, namely collocation. Collocation is the pairs of opposites of various kinds, complementary (Halliday & Hasan, 1976: 285). The researcher doesn't find any items of collocation in data.

The different finding between this research and previous researches is in the object of the research. The object of this research discussed about the humorous viral video. Therefore, the content of this research explains the humorous of the dialog and monolog. Besides that, this research does not only



focuses on cohesion, but it also focuses on discourse meaning. Although the present research has the same finding, but certainly the content and the context of the data are different.

The present research has the same finding with the previous researcher. Rohmawati (2014) found all the types of cohesion in the data, both in grammatical and lexical cohesion, but she found three types of cohesive devices, they are clausal substitution, clausal ellipsis, and reiteration which are not found in the data. Then, Rahman (2016) found all the types of cohesion in the data. Grammatical cohesion including reference and conjunction; lexical cohesion including repetition. The other types which are not mentioned such as ellipsis, substitution, synonym, general word, collocation are not found in the data. While, Nafisah (2014) found both grammatical and lexical cohesion in the data, but the most common used in grammatical cohesion is personal reference, while in lexical cohesion is repetition. While Kuncahya (2015) also has the same finding as Nafisah (2014).

Musdiawardhani (2016) found all types of grammatical cohesion in the data. The most common cohesive devices used in the data are reference and conjunction, and found less in applying substitution and ellipsis. She just found grammatical cohesion because the scope of her analysis is in grammatical cohesion.

From those previous researches, although the researches have the similar finding, but each of the research is not the same, each of research found the different finding between one and another. For example; Rohmawati (2014) not

found clausal substitution and ellipsis, and reiteration. While Rahman (2016) not found substitution, ellipsis, synonym, general word, and collocation. From those data which are not found in both of the research can be concluded that each of research have different finding. The most dominant found in the humorous video of the present researcher is grammatical cohesion.



## CHAPTER IV

### CONCLUSIONS AND SUGGESTIONS

This chapter presents the most important point from the whole discussions in this research. It also suggests some recommendations for the next researcher. The conclusion of this research is based on the finding and discussions in the previous chapter.

#### 4.1 Conclusion

The objectives of the research are to classify the types of cohesive devices used in the viral video and identify the use of cohesive devices that clarify the content. Based on the findings, the conclusion is drawn from the analysis on both grammatical cohesion and lexical cohesion.

The dominant categories of cohesion used in the content is grammatical cohesion. The grammatical cohesion item which predominates in the content is reference, especially personal reference. In the data, the speaker often uses grammatical cohesion rather than lexical cohesion.

The use of grammatical cohesion, especially reference as the most dominant one is to mention the personal pronoun and it refers to scale proximity of personal. Conjunction is used to relate between two words in contrast. Ellipsis is used to omit part of word in conversation to make the simple conversation. Substitution is used to avoid the repetition of word in a conversation. Repetition is a type of lexical cohesion which is rarely used in the data, repetition is used to repeat the same word in the conversation which function is stressing the utterance

#### 4.2 Suggestions

The researcher suggests to the reader especially English Letters Department students to learn and understand more deeply again about cohesion by Halliday and Hasan (1976) theory.

Further researchers should explore more than this present research by using another theory and different object. This research can still be expanded by analyzing the other video, from other humorous video such as stand-up comedy video. Therefore, the content of data is different and will find different discussion.



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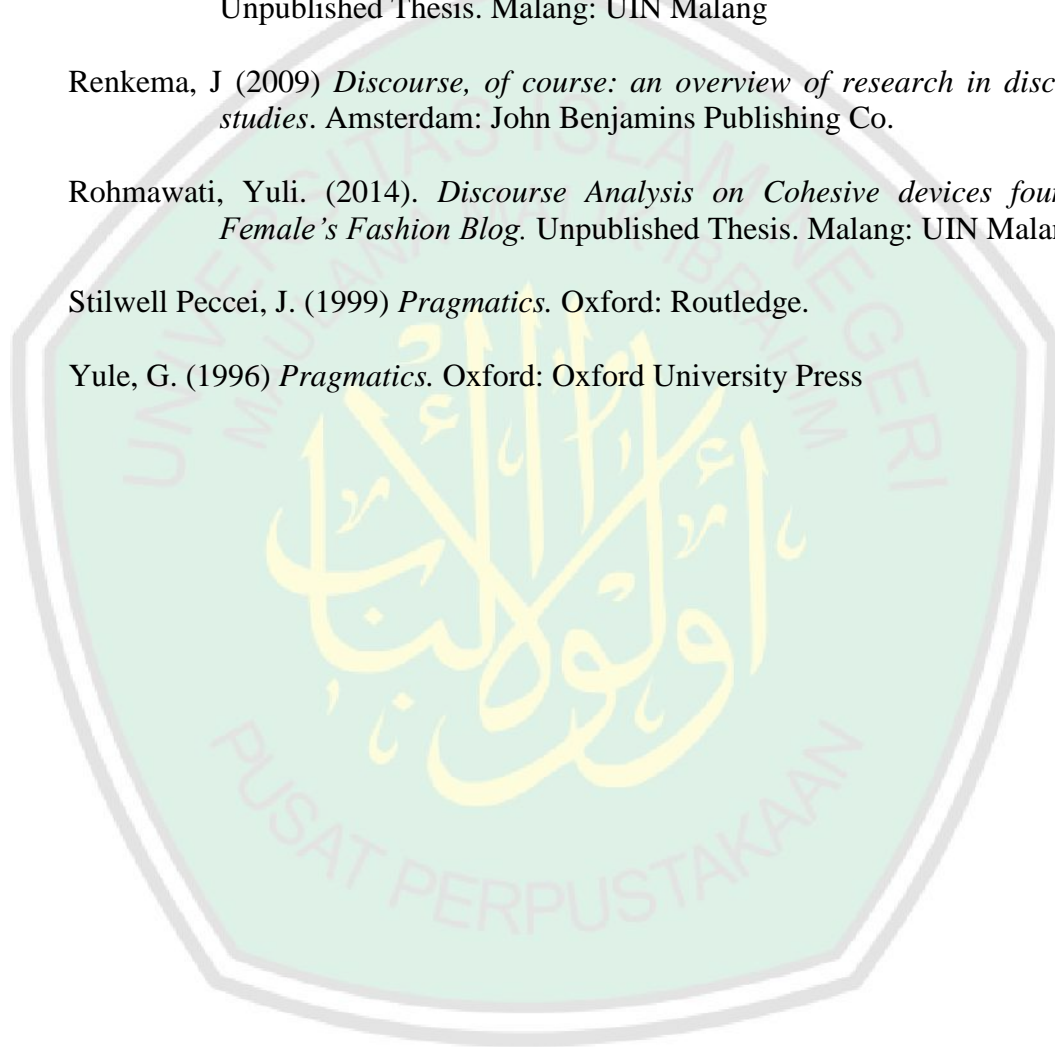
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## APPENDIX

### DATA 1

#### When showing out goes wrong

Son : Hey mom, can I spend a night over joe's house tonight?

Mom : Ask your daddy can you spend a night.

Daddy : ask me what?

: Lucille you know he'll punish.

Mom : I know

Son : hey dad, can I ....?

Daddy : hell nah don't even think something ask me nothin'

: What you can do is go over and pick them sticks up.

Son : you make me so cry

Daddy : This boy just threw some dirty at my eyes

: sit down! Look around you.

: You see them people recording you acting a fool like you ain't got the sense god gave

: a cucumber, boy?

: These people already look at us like animals and you out here acting like one.

: now get over there and play before I slap the hair off yo' head. Go!

Son : I don't care, you don't scare me.

Mom : Hold up! Don't you dare talk to your daddy like that?

Son : Ok ok mama please.

Mom : you being bad. You! (While striking)

Son : mama no mama no (While screaming)

**DATA 2****Granny Heckles bodybuilders**

(Conversation between grandchild and grandma)

Grandchild : It's time to go heckle some bodybuilders because pimping is easy

Grandma : Hell yes

Grandchild : Hell yeah!

(Conversation between grandma and a man 1)

Grandma : Hey.... It's so squishy.

A man 1 : Squishy? Hahahahaha

Grandma : Ya, I thought that'd be harder

A man 1 : Hahahaha

(Conversation between grandma and a girl)

Grandma : How do I get booty like that?

Girl : I don't know. Ask my mama, she gave it to me

Grandma : I'm in a booty shaking contest

Girl : you are?

Grandma : I am!

(Conversation between grandma and a man 2)

Grandma : Where I can get some juice?

A man 2 : I have no idea. I don't work here

Grandma : Apple juice!

(Conversation between grandma and a man 3)

Grandma : Hi, how much could you bench?

A man 3 : ha ha. Ugh... I don't know, probably like 405? Why what's up?

Grandma : You're weak!

A man 3 : ouh....

(Conversation between grandma and a man 4)

Grandma : Do you even lift, bro?

A man 4 : hahahahahaha

### DATA 3

Hey listen you know I love you right? Well I need to be honest with you uhm

You're ugly and I don't I don't mean really ugly just just a little ugly

You know I love you and would never do anything to hurt you I'am just being honest

I need to tell you that you're just a little ugly and that's not bad there are there are plenty of a little ugly people that did great thing with their life but I just felt like I needed to let you know you are little ugly but I love you but you are little ugly

**DATA 4****PEOPLE AFTER GOING ABROAD**

Yeah I just got back from abroad, ya I stayed in Italy and England, everywhere

Ya abroad like changes you

Ya I am just like more sophisticated now and I have a boyfriend in Italy and like drinking culture abroad is so different

Ya I am gonna go back I think I am gonna I am gonna live in paris, forever

I went in a bath in Budapest so fun so clean I loved all the guys I met abroad

It was so fun like I went to the john lennon wall it was like camera shutters and then I went to the London eye and I was like camera shutters went to Amsterdam

Abroad I just feel like I am like supposed to be form board totally

I love abroad.

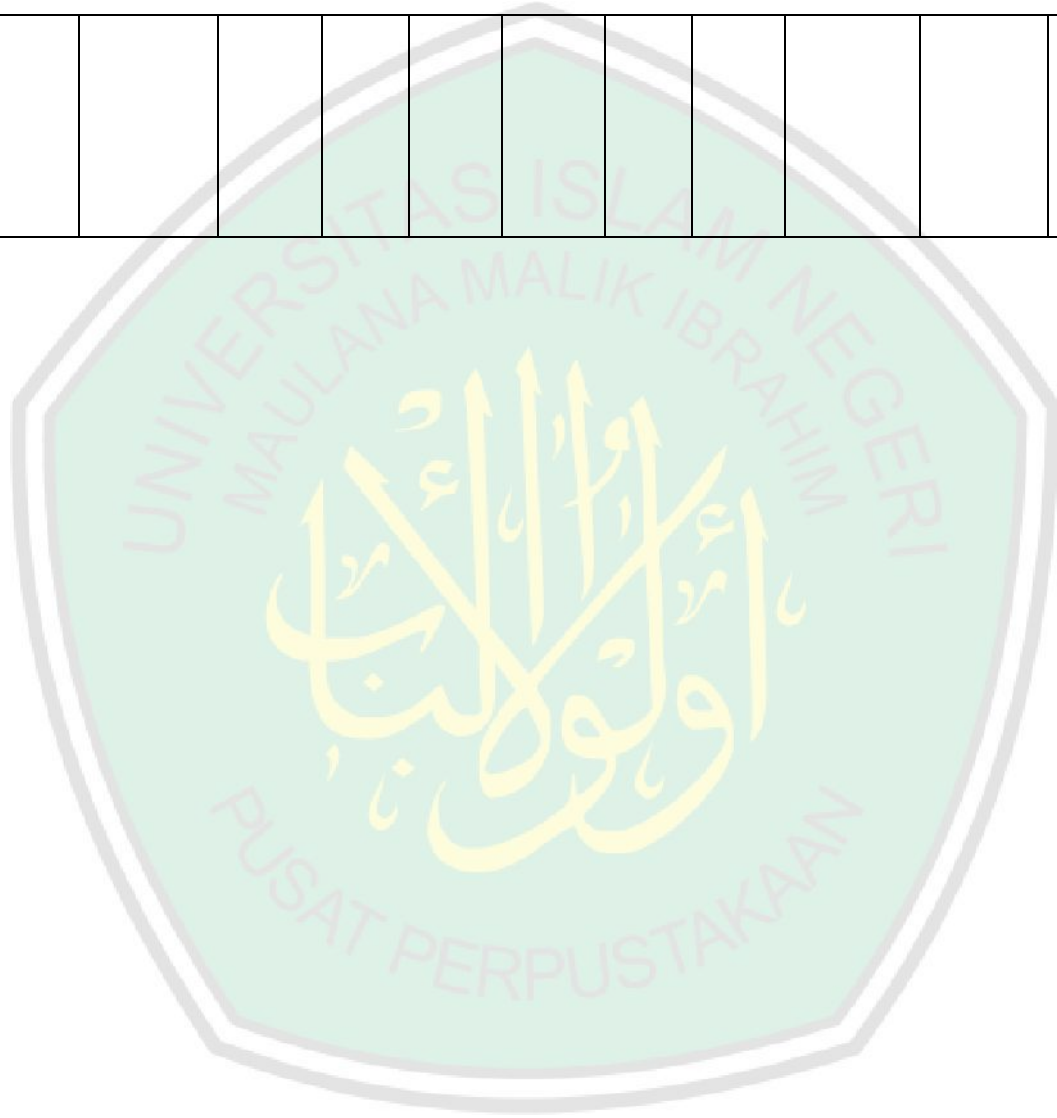


DATA 1: Dialog untitled “When showing out goes wrong”

No	Sentence	Grammatical									Lexical				
		Reference			Substitution			Ellipsis			Conjunction	Reiteration			Collocation
		Personal	Demonstrative	Comparative	Nominal	Verbal	Clausal	Nominal	Verbal	Clausal		Repetition	Synonym	General word	
1.1	Hey mom, can <i>I</i> spend a night over Joe’s house <i>tonight</i> ?	I									tonight				
1.2	Ask <i>your</i> daddy can <i>you</i> spend a night.----	Your, you						over Joe’s house							
1.3	Ask <i>me</i> what? Lucille <i>you</i> know <i>he</i> ’ll punish. <i>I</i> know ---	Me, You, he, I								He’ll punish					
1.4	Hey dad, can <i>I</i> ?----	I						spend a night over Joe’s house							
1.5	hell nah -- don’t even think something ask <i>me</i> nothin’	Me, you, them						You			And				

	What <b>you</b> can do is go over <b>and</b> pick <b>them</b> sticks up.													
1.5	<b>you</b> make <b>me</b> so cry	You, me												
1.6	<b>This</b> boy just threw some dirty at my eyes. Sit down! Look around <b>you</b> . <b>You</b> see <b>them</b> people recording <b>you</b> acting a fool like <b>you</b> ain't got the sense god gave a cucumber, boy?	You, them	This											
1.6	<b>These</b> people already look at <b>us</b> like <b>animals</b> and <b>you</b> out <b>here</b> acting like	Us, you, I	These, here, there, the		Like one					And, before				

	<i>one.</i> Now get over <i>there and</i> play <i>before I</i> slap <i>the</i> hair off <i>yo'</i> head.													
--	---	--	--	--	--	--	--	--	--	--	--	--	--	--



DATA 2 : Dialog untitled “Granny heckles body builders”

No	Sentence	Grammatical									Lexical				
		Reference			Substitution			Ellipsis			Conjunction	Reiteration			Collocation
		Personal	Demonstrative	Comparative	Nominal	Verbal	Clausal	Nominal	Verbal	Clausal		Repetition	Synonym	General word	
2.1	It's time to go heckle some bodybuilders <i>because</i> pimping is easy	It									Because				
2.2	Hey.... <i>It's so</i> squishy	It													
2.2	---- Squishy ?							It							
2.2	Ya, <i>I</i> thought <i>that'd</i> be harder	I, that													
2.3	How do <i>I</i> get booty like <i>that</i> ?	I, that													
	<i>I</i> don't know. Ask <i>my</i> mama, <i>she</i> gave	I, my, she, it													

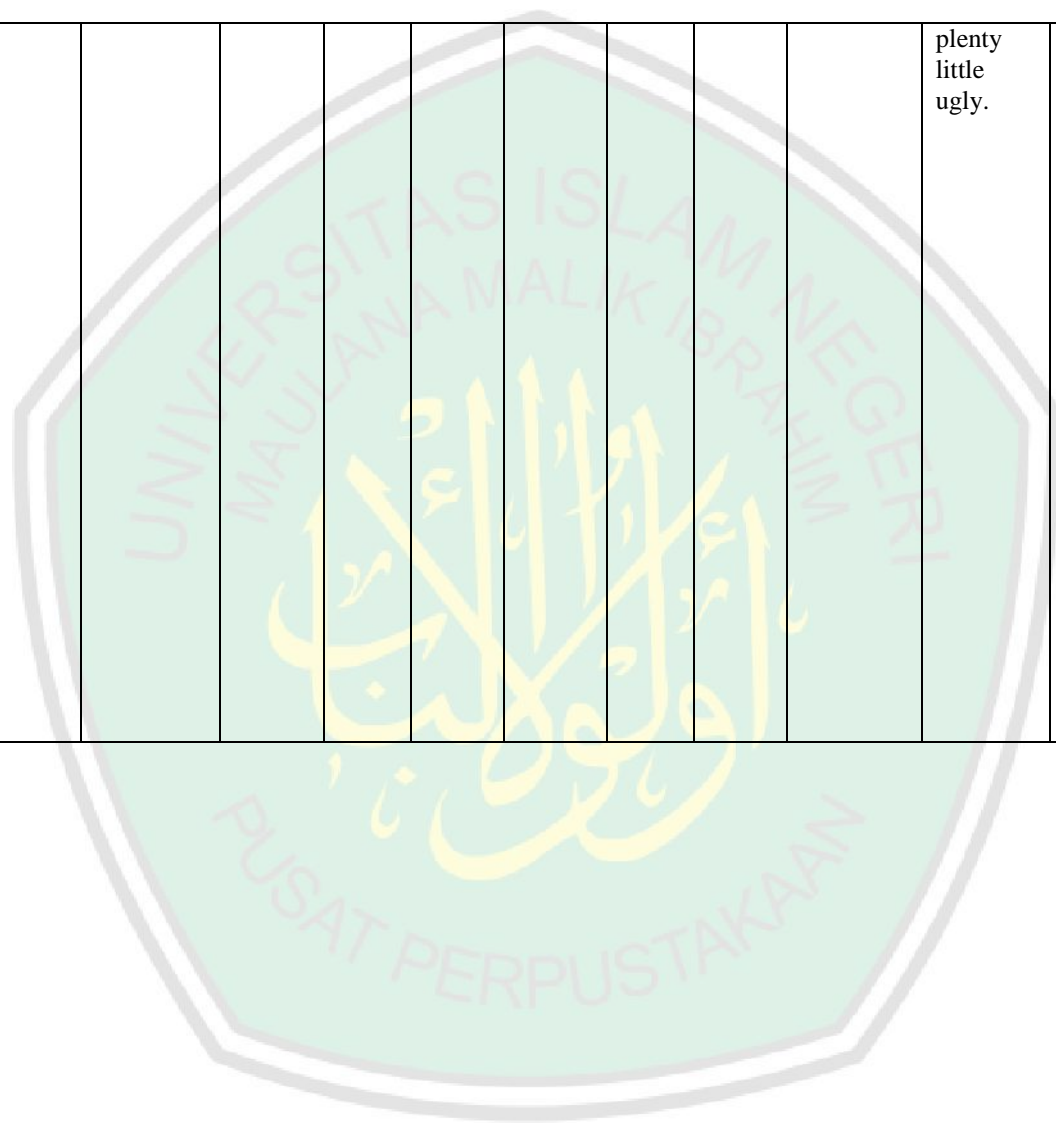
	<i>it</i> to me																		
	<i>I'm</i> in a booty shaking contest	I'm																	
	<i>You</i> are?	You																	
	<i>I</i> am	I						Yes											
2.4	Where <i>I</i> can get some juice?	I																	
	<i>I</i> have no idea. <i>I</i> don't work <b>here</b>	I	Here																
2.5	Hi, how much could <b>you</b> bench?	You																	
	ha ha. Ugh... <i>I</i> don't know, probably like 405? Why what's up?	I																	
	<i>You're</i> weak!	You																	



DATA 3: Monolog

No	Sentence	Grammatical									Lexical				
		Reference			Substitution			Ellipsis			Conjunction	Reiteration			Collocation
		Personal	Demonstrative	Comparative	Nominal	Verbal	Clausal	Nominal	Verbal	Clausal		Repetition	Synonym	General word	
3.1	Hey listen <b>you</b> know <b>I</b> love <b>you</b> right? Well <b>I</b> need to be honest with <b>you</b> uhm	You, I													
3.2	<b>You</b> 're <b>ugly</b> and <b>I</b> don't <b>I</b> don't mean <b>really ugly</b> just just a <b>little ugly</b>	You, I										Ugly, really ugly, little ugly			
3.3	<b>You</b> know <b>I</b> love <b>you</b> <b>and</b> --- would never do anything to hurt <b>you</b> <b>I'm</b> just being honest	You, I									And				
3.4	<b>I</b> need to tell <b>you</b>	I, you	That, there								And, but	little ugly,			

<p><i>that</i>  <i>you</i>'re just  a <i>little</i>  <i>ugly</i> and  <i>that</i>'s not  bad <i>there</i>  are <i>there</i>  are <i>plenty</i>  of a <i>little</i>  <i>ugly</i>  people  <i>that</i> did  great thing  with their  life but <i>I</i>  just felt  like <i>I</i>  needed to  let <i>you</i>  know <i>you</i>  are <i>little</i>  <i>ugly</i> but <i>I</i>  love <i>you</i>  but <i>you</i>  are <i>little</i>  <i>ugly</i></p>											<p>plenty  little  ugly.</p>		
--	--	--	--	--	--	--	--	--	--	--	--------------------------------------	--	--



DATA: 4

No	Sentence	Grammatical									Lexical				
		Reference			Substitution			Ellipsis			Conjunction	Reiteration			Collocation
		Personal	Demonstrative	Comparative	Nominal	Verbal	Clausal	Nominal	Verbal	Clausal		Repetition	Synonym	General word	
4.1	Yeah <b>I</b> just got back from abroad, ya <b>I</b> stayed in Italy <b>and</b> England, everywhere	You, I									And				
	Ya abroad like changes <b>you</b>	You													
	Ya <b>I'm</b> just like <b>more sophisticated</b> now <b>and I</b> have a boyfriend in Italy <b>and</b> like drinking culture abroad is so different	I,							<b>I</b>		And				
	Ya <b>I'm</b> gonna go	I													

	back <i>I</i> think <i>I'm</i> gonna <i>I'm</i> gonna live in Paris, forever																		
4.2	<i>I</i> went in a bath in Budapest so fun so clean <i>I</i> loved all the guys <i>I</i> met abroad	<i>I</i>																	
	<i>It</i> was so fun like <i>I</i> went to the John Lennon wall <i>it</i> was like camera shutters <i>and</i> then <i>I</i> went to the London eye and <i>I</i> was like camera shutters went to Amsterda m	<i>I</i> , <i>it</i> ,								And									
	Abroad <i>I</i> just feel like <i>I'm</i>	<i>I</i>																	





