

**AN ANALYSIS ON COHESION
IN SHORT POETRIES OF ROBERT FROST**

THESIS

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ENGLISH LETTERS AND LANGUAGE DEPARTMENT

FACULTY OF HUMANITY AND CULTURE

THE STATE ISLAMIC UNIVERSITY OF MALANG

2007

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**Presented to
the State Islamic University of Malang
in partial fulfillment of the requirements
for the degree of *Sarjana Sastra***

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DEDICATION

This thesis is dedicated to:

My father and mother

(Moh. Kusairi and Istikanah)

I will realize your wish of me!

My brothers

(Siswo and Jain)

Thank's for loving me and I'll love you forever!

All of my family in Kediri

Your support is very helpful!

All my friends

in English Letters and Language Department

Special for Mbak Wiwin

Good luck for you all!

All my sisters in boarding house

(Hajar, Lily, Uce, Ule, Fida)

I'll never forget you!

MOTTO

دَرَجَاتِ الْعِلْمِ أُوتُوا وَالَّذِينَ مِنْكُمْ ءَامَنُوا الَّذِينَ اللَّهُ يَرْفَعُ

خَيْرٌ تَعْمَلُونَ بِمَا وَاللَّهُ

*“... God will rise up to (suitable) ranks (and degrees),
those of you who believe and who have been granted
knowledge, and God is well-acquainted with all you do”.*

(Al Mujadila: 11)

To hope is to risk pain,

To try is to risk failure,

But risk must be taken,

Because the greatest bazard in life is to risk nothing

(Leo F. Buscaglia)

STATEMENT OF THE AUTHORSHIP

This is to certify that the Sarjana's Thesis on *An Analysis on Cohesion in Short Poetries of Robert Frost* by Siti Innana Muslimah (03320042) has been approved to fulfill one of the requirements for the Degree of Sarjana Sastra in Faculty of Humanity and Culture at The State Islamic University of Malang. I hereby declare that this thesis is truly an original work of mine. It does not incorporate any material previously written or published by other persons, except those which are indicated in the notes, quotation, and bibliography. Due to this fact, I am the only person who is responsible for the thesis if there is any objection or claim from others.

Malang, 23 Oktober 2007

Siti Innana Muslimah

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Malang, 20 September

The writer,
Siti Innana Muslimah

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ABSTRACT

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Key Words: Cohesion, Cohesive Devices, Short Poetries, and Robert Frost.

Cohesion as such can be considered as a guide to coherence and comprehension. Certain words, or phrases, and their location within the discourse will activate a set of assumptions as to the meaning of what has gone beforehand or will generate a set of expectations as to what may follow. These words can be described as 'cohesive devices', as they create links across the boundaries of mere fragments, or can chain related items together. Moreover, it is one of primary criteria for textuality text which differentiates between text which has texture and text consists of random sentences. Cohesive devices are divided into three categories; grammatical cohesion, lexical cohesion, and conjunction.

This study is conducted to analyze the cohesive devices and the function of cohesive devices in short poetries of Robert Frost. Poetry is taken as subject of the study due to it is a kind of verse included in literary discourse. Poetry is different from the other kind of text because it consists of brief language but powerful. It is also full of figurative language and connotation. Robert Frost is a very well-known American poet in 20th Century. He is the only American poet who got four Pulitzer prizes.

In this study, the descriptive qualitative is used as the research design. It is used because the data are in form of words, phrases, clauses, and sentences. In addition, the researcher does not try to examine a hypothesis but tends to elaborate something deeply that is cohesion. The researcher also describes the results of analysis in form of words, phrases, clauses, and sentences. The data are every sentence in some of Robert Frost's short poetries. The research instrument is the researcher herself who obtaining and analyzing the data. In collecting the data, the researcher searches first some short poetry which included in descriptive lyric poetry and no more than twenty lines. Then, she reads them one by one to determine the sentences which consist of cohesive devices by giving numbers. In analyzing the data, she reads every sentence again while highlighting words or phrases which are considered as cohesive devices. After that, she classifies the cohesive devices into their appropriate types and also determines their functions. The last, she describes the findings and makes conclusion.

The finding of this study is that almost all types of cohesive devices are used in short poetries of Robert Frost. Furthermore, that can be concluded that the type of grammatical cohesion which is the most dominant is personal reference. It

is used to make brief the language of the poetry. The lexical cohesion which is mostly used is repetition to reinforce the thematic focus of the poetry. In terms of conjunction, additive conjunction is often used to provide additional information on the thematic focus of the poetry.

Finally, this thesis is expected to give contribution to the study of discourse analysis, especially to the analysis of discourse markers in this case cohesion. It can be a teaching media for English teacher in teaching discourse makers. In addition, it can be a reference for the next researcher who interested in analyzing cohesion. However, the researcher suggests the next researcher to use another research design such as quantitative method to measure the percentage of the used of each cohesive device in a discourse. It is in order to know the quantity of every kind of cohesive devices in text.

CHAPTER I

INTRODUCTION

This chapter discusses six sections namely: background of the study, problems of the study, objectives of the study, significances of the study, scope and limitation, and definition of the key terms.

1.1 Background of the Study

The great schism between literary criticism and linguistic analysis has lasted for ages. That is caused each operates at irreconcilably different levels. According to Kalawole (1997: 1) literary criticism operating “on terms of value, purpose and aesthetics”, while linguistic analysis considers phonemes, stress, syntax and lexico-semantics”. Halliday (1976: 217), however, believes that it is part of the task of linguistics to describe texts, with all texts that fall within the definition of literature, both prose and verse, accessible to linguistic analysis. So, it is very possible to analyze linguistic components in a literary text.

In addition, linguistic analysis on literary texts has been widely accepted as an alternative way of deriving objective and empirical interpretations of literary works of all kind. As Halliday (1976: 217) declares,

“The justification for the use of linguistics method in literary analysis is that grammatical, lexical, phonological and phonetic theory is relevant as it stands and that descriptive statements made about literary text are meaningful only in relation to the total description of the language concerned”.

Then, in Linguistics, linguistic analysis on literary text is included in discourse analysis. Discourse analysis means an attempt to find everything that creates the unity between and within a unit of language in discourse. As Cook (1989: 6) argues that, “the search for what gives discourse coherence is discourse analysis”. Discourse analysis also means a numbers of approaches to analyze written, spoken or signed language use. There are two kinds of approaches in analyzing discourse, those are, contextual approach and formal approach. Contextual approach refers to facts outside discourse that include the situation, the people involved, what they know and what they are doing. Formal approach refers to facts inside discourse that is usually called by formal links. Formal links are occurred between clauses and sentences within discourse to relate one element to the other element in order to create a unity of meaning. It is also known by cohesive devices (Cook, 1989: 14). The ties and connections of meaning among the sentences which exist within a text are called by cohesion. It means that cohesion is one of several parts of discourse analysis study.

Within a text, cohesion is one of the criteria in considering that text can be regarded as a text or not. As Renkema (1993: 34) was stated that there are seven criteria are given for textuality, that is, criteria that sequence of sentences must meet in order to qualify as a text. Those criteria are cohesion, coherence, intentionality, acceptability, situationality, informativeness, and intertextuality. He also said that texture can be defined as relations that must exist between and within a unit of language in discourse either grammatically or semantically.

Moreover, cohesion can be a primary determinant whether a set of sentences do or do not constitute a text which has texture. Texture is what which differentiate between a text and not a text. “A text has texture and this is what distinguished it from something that is not a text. The texture is provided by a cohesion relation” (Halliday and Hassan, 1967: 2).

Although cohesion is not enough to comprehend a text but it cannot be ignored that it can guide to coherence as a necessary element in comprehending a text. Coherence means the connections within and between sentences in a text which brought about by something outside the text. Nunan (1993: 59) believe that, “coherent texts are distinguished from random sentences by the existence of certain text-forming, cohesive devices.” It is also supported by Millard (2007: 2) that claims “cohesion as such can be considered as a guide to coherence, a means to ensure, or simply, coherence and comprehension”.

There were some researches on cohesion use Halliday’s and Hassan’s theory. Some of them are the study on cohesion used in the Advertisements Published in the Jakarta Post which was conducted by Alifatur Rohmah Agustine (2003). A Discourse Analysis on cohesion in Anton Chekhov’s Play “The Boor” was investigated by Khusnul Khotimah (2003). And, the discourse analysis study on cohesion in the Headline News of VOAINdonesia was conducted by Innaha Rahmawati (2003).

All the previous researchers above conducted cohesion analysis in written texts. Those are advertisement, headline news, and play, in which all of them use communicative language that easier to be understood by the readers. But in this

research, the researcher will investigate the cohesion in poetry, which is known as a kind of literary work that rather difficult to be understood than the others due to full of figurative language and connotation words. Therefore, the researcher tries to analyze cohesion as one of efforts to reach the exact meaning of the content of the poetry as the poet meant. It means that the researcher is going to elaborate in detail about the ties of cohesion which occurred between the presupposing items and the presupposed items within poetry in order to be easy in understanding the poetry as the other previous researchers.

In addition, the researcher wants to elaborate deeply about cohesion in written text. In this case is poetry as a literary text. It is meant to give a contribution to the study of discourse analysis in literary text.

Poetry is full of ambiguous languages, so it is difficult to be understood and usually results many of interpretations. The long and short of poetry that is measured based on the numbers of the lines will also influence the reader difficulty level in understanding the poetry. That is based on an assumption if the poetry consists many of lines, for example more than thirty lines the reader will find many of ambiguous languages that can make the interpretation far away from what the poet meant. But, in short poetry, for example consists no more than twenty lines, the readers will find less of ambiguous languages so the chance to gain the right meaning as the poet meant is bigger. Therefore, the researcher takes short poetry as the subject of the study in order to avoid misinterpretation of the cohesive devices that is included on it. Due to in cohesion analysis the researcher

should find the correct of the presupposing and the presupposed items and what their types and functions.

The researcher uses short poetries of Robert Frost as the subject of the study. It is caused by he was one of well-known American poets. His work frequently drew inspiration from rural life in New England, using the setting to explore complex social and philosophical themes. Moreover, he is the only American poet who had gotten four Pulitzer Prize. It is an American award regarded as the highest nation honor in print journalism, literary achievements, and musical composition. There are some of his best known poetries, among them are: "*Stopping by Woods on a Snowy evening*", "*Fire and Ice*", "*The Road Not Taken*", "*The Pasture*", "*Nothing Gold Can Stay*", "*The Mending Wall*", "*After Apple Picking*", "*The Birches*", and "*The Acquainted With The Night*". Some of those poetries that are regarded as short poetries and included in descriptive lyric poetry become the subject of this study. That is under a reason that the others readers will be interested in reading a report of a research if the subject of the research have been known or read by them before or wrote by a high dedicated poet in the world.

1.2 Problems of the Study

Based on the background of the study above, the researcher wants to answer the following questions:

1. What kinds of cohesive devices are used in short poetries of Robert Frost?

2. What are the functions of cohesive devices used in short poetries of Robert Frost?

1.3 Objectives of the Study

Related to the problems of study above, the objectives of the study are aimed at:

1. describing the kinds of cohesive devices that are used in short poetries of Robert Frost; and
2. describing the functions of cohesive devices that are used in short poetries of Robert Frost.

1.4 Significances of the Study

The result of this study is expected to give benefit both theoretically and practically in the area of linguistics especially discourse analysis.

Theoretically, the result of this study can show how linguistics can be employed successively in interpreting literary works, particularly poetry through cohesion analysis in short poetries of Robert Frost. In addition, the cohesion analysis in poetry that is conducted in this study has enabled us to make as far as possible definite and objective interpretation of the poetry under scrutiny.

Practically, in discourse teaching, the result of this study can be an example for teacher in teaching cohesive devices as useful tools to enable students to make logical connections and coherent stretches of both written and spoken discourse. It is also expected to be a guidance and a reference for another

researcher who is interested to analyze and describe the used of cohesive devices in another written or spoken discourse, such as article, essay, novel, fable, speech, etc.

1.5 Scope and Limitation

In this study, the researcher merely focuses on the analysis of cohesion. Those are cohesive devices used in selected short poetries of Robert Frost. Cohesion is included on discourse analysis study. In addition, the researcher uses Halliday's and Hassan's Cohesion in English theory.

There are several short poetries of Robert Frost that are analyzed which included in descriptive lyric poetry and no more than twenty lines. Those are under the titles "*Stopping by Woods on a Snowy Evening*", "*Fire and Ice*", "*The Road Not Taken*", "*The Pasture*", "*Nothing Gold Can Stay*", and "*The Acquainted With The Night*".

1.6 Definition of the Key Terms

In order to avoid misinterpretation in this study, the researcher gives brief definitions for certain terms which have big significance to the study that written on the title: "An Analysis on Cohesion in Short Poetries of Robert Frost", those are:

- **Cohesion:**

the ties and relations that hold a piece of writing together both grammatically and semantically.

- **Cohesive Devices:**

the components of cohesion to create a text unity of meaning within a text.

It can be in form of words or phrases.

- **Poetry:**

one of literary works which full of powerful language and images used by poets as media to express their feeling about their own experiences of their surrounding.

- **Short Poetries:**

several poetries of Robert Frost which are very well-known that consists of one till twenty lines and included in descriptive lyric poetry.

- **Robert Frost:**

An American poet in 20th Century who had four Pulitzer Prizes.

CHAPTER II

REVIEW OF RELATED LITERATURE

The second chapter discusses some related literature which relevant to the study to gain more understanding about the field of the study. Those theories are divided into six sections, those are: discourse, text, discourse analysis and Poetry; cohesion; cohesive devices; the function of cohesive devices; and previous studies.

2.1 Discourse, Text, Discourse Analysis and Poetry

Discourse is usually defined as all kinds of language that are used to communicate in a society in form of either spoken or written. According to Djajasudarma (1994: 5) discourse is the complete language larger than clause or sentences with high coherence and cohesive delivered by verbal and non-verbal communication. Further, Cook (1986: 6) stated that discourse is language in use for communication. Based on those two of definitions, discourse can be defined as a set of sentences which related each other in meaning and form an extend sentence with a unity of meaning. It is used by people to communicate with the others in society either in the form of written or spoken.

There are two kinds of discourse classification. Brown and Yule (1989: 1) classified discourse based on language function and the process of production. Based on the language function, discourse is divided into transactional discourse and interactional discourse, which emphasized on the social and personal

connection. Based on the process of production, discourse can be classified into written and spoken text.

Discourse is usually regarded as text. Text is defined as “any passage, spoken or written, of whatever length, that does form unified whole (Halliday and Hassan, 1976: 1). In addition, according to Brown and Yule (1989: 109) text is the verbal record of communication event. Therefore, text can be defined as a unit of language in use for communication. It is not grammatical unit but best regarded as a semantic unit, a unit not of form but of meaning. And text can be in forms either spoken or written. Written text may be script and spoken text may be dialogue or discussion.

Text has texture that differentiates it from something which is not text due to it is the property of being a text. As Halliday and Hassan (1976: 2) was said “texture is entirely appropriate to express the property of ‘being a text’ and this is what distinguishes it from something that is not a text.” In other word, only a text which has texture can be named as text. Moreover, there will be certain linguistic features present in that passage which can be identified as contributing to its total unity and giving texture.

The study about discourse or text is called by discourse analysis. “Discourse analysis is the search for what gives discourse coherence” (Cook, 1989: 6). It means that discourse analysis is a study to find everything, the features of language, which made a discourse or text has a unity of meaning either textually or contextually. In line with Cook, Widdowson (in Boey, 1975: 117) suggests that “discourse analysis studies the use of language in discourse, the

manner in which the content of any subject is organized and given linguistic expression”. Therefore, the aim of discourse analysis is to reveal the processes by which a piece of language is interpreted as discourse and to show how the sentences are related in form and meaning to become a coherent whole.

There are many kinds of text either spoken or written. In forms of spoken are such as speech, film dialogue, etc. There are also many kinds of written and one kind of written text is poetry. Poetry is a kind of literary text which is used by poet as a media to express their feelings, experiences, or environments either sad or happy, worst or worth. It is usually known as literary work which is full of figurative languages and connotation words. Furthermore, to create a deep meaning and to influence the reader feeling, it needs good diction. Beside diction, there is rhythm to create aesthetic values. Therefore, poetry is known as a literary work which has powerful language and high aesthetic qualities (<http://en.wikipedia.org/poetry>). Because of that, poetry is not easy to be understood. However, it cannot be ignored that there are cohesive devices used by the poets to create a unified whole in their poetry either grammatically or semantically.

Poetry is included as a kind of discourse. It is based on Kinneavy’s discourse classification (in Parera, 1990: 116) in which he classified poetry as a kind of verse in literary discourse. It is supported by Halliday and Hassan (1976: 2) who said “a text may be spoken or written, prose or verse, dialogue or monologue”.

2.2 Cohesion

Cohesion means unity (Oxford Learner's Pocket Dictionary, 1991: 74). In this case, the cohesion refers to the unity of meaning within text or discourse because cohesion is a semantic concept. It is defined by Halliday and Hassan (1976: 4) that "cohesion as a semantic concept that refers to relations of meaning that exists within text and defines it as a text." It means there is relation in meaning among the elements of the text to become a unified whole in meaning.

Furthermore, Renkema (1993: 35) stated "cohesion is the connection which resulted when the interpretation of textual element is dependent on another element in the text". It refers to the meaning of one element is dependent on the other elements. In the other word, that can be called one element presuppose the meaning of the other. That element presupposes to the other element is named by presupposing element, which is presupposed called by presupposed element.

Consider the following example:

The store no longer sold porcelain figurines. *It* used to, the man behind the counter said, but *they* didn't sell very well.

The interpretation of "it" is dependent on that of "store" just as "they" is dependent on "sold porcelain figurines". The words 'it' and 'they' are the presupposing elements while the word 'store' and the phrase 'porcelain figurines' are the presupposed elements.

Text always has texture. In addition, the function of cohesion in a text is to create texture. It is as Halliday and Hassan, (1976:2) stated "The texture provided by the cohesive relation". Therefore, cohesion is a determinant whether a set of sentences do or do not constitute as a text.

Cohesion itself consists of the various devices. Those devices are used to create the semantic relation between one element to the others element within a text to create unity of meaning. Those devices are usually called as *cohesive devices*.

2.2.1 Cohesive Devices

As stated before that cohesive devices are the tools of cohesion to create unity of meaning within a text. Cohesive devices are in the form of words, phrases that exist in the text to correlate one element to the other element within text.

Millward (2007: 3) says that:

Cohesive devices are certain words or phrases and their location within the discourse will activate a set of assumptions as to the meaning of what has gone beforehand or will generate a set of expectations to what may follow. So that, words or phrases can create links across the boundaries of mere fragments or can chain related items together.

It is supported by McCabe (in Cleason, 1998: 272) who said:

Cohesive devices may refer either to upcoming text or, more commonly, back to prior text. In which, the cohesive devices that refer to upcoming text are called 'cataphoric'. Whereas, the cohesive devices that their referring meaning back to prior text known as 'anaphoric'.

From those two definitions, it can be concluded that cohesive devices are words or phrases which their meaning are dependent on the other words or phrases either precede or follow them. So their meaning are related each other and be unified whole.

Cohesive devices consists of the way that some words refer to other parts of text (reference), the way that different words refer to the same thing (substitution), the gaps that speakers leave because they know their listeners can

fill in those gaps (ellipsis), and the various connectives that link sentences together (conjunction) (Cleason, 1998: 277).

Then Halliday and Hassan divided them partly through grammar, which called as grammatical cohesion, partly through vocabulary as lexical cohesion, and conjunction. In this case, it is necessary to be emphasized that the grammatical or lexical cohesion do not mean a purely formal relation, in which meaning is not involved. Due to cohesion is refers to a semantic relation so like all components of the semantic system, it is realized through the lexico-grammatical system. Grammatical cohesion involves substitution, ellipsis, and reference. Lexical cohesion includes reiteration and collocation.

2.2.1.1 Grammatical Cohesion

Cohesive ties is shown through grammar is called as grammatical cohesion. Grammatical cohesions are forms of cohesion realized through grammar (Halliday and Hassan, 1976: 6). In this case, it is not purely formal relation but it tends to support the semantic relation within a text. Further, grammatical cohesion according to Widodo in Khotimah (2003: 8) is form of formal links to relate linguistic elements which refer to the conformity of grammatical rule between items that exist later with another item that has already existed. In addition, grammatical cohesion involves reference, substitution, and ellipsis, in that they involved closed system such as simple options of presence or absence, and systems such as those of person, number, proximity and degree of comparison” (Halliday and Hassan, 1976: 303). In which, the simple options of presence or

absence is concern with substitution and ellipsis. Whereas, the systems such as those of person, number, proximity and degree of comparison concerns with reference.

Based on the statement above, grammatical cohesion is divided into three categories. Those are: (1) Substitution, (2) Ellipsis, and (3) reference.

2.2.1.1.1 Substitution

A word is substituted by the other word is regarded as substitution. It is as Halliday and Hassan (1976: 88) was argued “substitution is the replacement of one item by another.” It is supported by Renkema (1993: 37) who stated “substitution is the replacement of a word (group) or sentence segment by a dummy word.” The kinds of dummy words are like ‘one’, ‘do’, ‘does’, ‘so not’, ‘some’ or ‘think so’. The reader or listener can fill in the correct element based on the preceding. It would be very long-winded if we had always to answer a question like “*Do you understand to what I mean?*” with a sentence like “*Yes, I understand to what you mean*” or “*Yes, I think I understand to what you mean*”. It is quicker and means same if we say “*Yes, I do*” or “*Yes, I think so.*” Substitution, therefore, is used within a text by the addressor to avoid continually repeating words or clauses.

Halliday and Hassan divided substitutions into three types, those are; nominal substitution, verbal substitution, and clausal substitution. The first is nominal substitution, if the dummy word substitutes noun. The items *one, ones,*

and same are always functions as head of a nominal group, and can substitute only for an item which is itself head of a nominal group. For example:

Those books are new. Take *one* for me, please!

The word “*one*” on the second sentence substitutes the noun “*books*” which existed in the first sentence.

The second is verbal substitution, if the dummy word substitutes verb. The item *do* is as the substitute for verb. This operates as head of a verbal group, in the place that is occupied by the lexical verb; and its position is always final in the group For example:

A: Have you *gone* to the dentist?

B: I haven't *done* it yet, but I will *do* it.

C: Though actually, I think you should *do* it.

The words “*done*” and “*do*” in the second and third sentence substitute the verb “*gone*”.

The third is clausal substitution, if the dummy word substitutes an entire clause not an element within the clause. The words used as substitutes are *so* and *not*. For example:

A: Is she the girl who loves Justine?

B: Yes, I think *so*.

The word “*so*” here substitutes the clause “*she is the girl who loves Justine*”.

2.2.1.1.2 Ellipsis

When ellipsis is used as a grammatical link, the interlocutor purposely omits elements, if they are considered to obvious within the specific context, despite being generally required by grammar. So that, ellipsis defined as the

omission of a word or part of a sentence. Ellipsis can be described as ‘substitution by zero’ (Halliday and Hassan, 1976: 142).

Ellipsis is like substitution, it can be nominal ellipsis, verbal ellipsis, and, clausal ellipsis. Ellipsis can be nominal, when the noun headword is omitted.

For example:

These cakes are stale. Those 0 are new.

The word “*cakes*” in the second sentence that should exist after “those” is omitted. Ellipsis can also be verbal, in which case they may either echo the verb, or contrast it by changing the auxiliary. For example:

He participated in the debate, but you didn’t.

The verb “*Participate*” which should write after “didn’t” was omitted in the second sentence. Finally, clausal ellipsis occurs when what are omitted are clausal elements, as in:

Philip said he would have a bath, and he *has*.

The clause “*Would have a bath*” is omitted and “*has*” can be said stand for “*would have a bath*”.

2.2.1.1.3 Reference

The words which are their meaning refer to the other words in a text are called as reference. “Reference is the specific nature of information that is signaled for retrieval in which the information to be retrieved is the referential meaning” (Halliday and Hassan, 1976: 31). Furthermore, cohesion lies in the continuity reference.

Actually there are two kinds of reference, exophoric and endophoric reference. Exophoric reference is the meaning of words refers to a thing as identified in the context of situation. Endophoric reference means the meaning of word refers to a thing as identified in the surrounding text, so it is usually called as textual reference. But, only endophoric reference is cohesive. Although exophoric reference contributes to the creation of text, it does not contribute to the integration of one passage with another within the text.

Endophoric reference has two types, cataphora and anaphora. Anaphora refers to those references which look back in the text for their interpretation (Brown and Yule, 1989: 192). For example:

I met *Aisha* two days ago. *She* looked so beautiful with *her* long green dress.

The interpretation of words “*she*” and “*her*” are back to “*Aisha*”. Cataphora refers to those references which look forward in the text for their interpretations (Brown and Yule, 1989: 192). For example:

A: I bought *this* in ‘Cornea’ optic two years ago.
B: Is *your glasses* have good quality.
A: Yes, I think.

The word “*this*” in the first utterance refers to the words “*glasses*” in the second utterance.

References items are those are, which refer to something or someone, within the framework of the discourse. They can be pronouns (he, she, it, they, and him), demonstratives (that, those), the article (the), other items (such as, like), and adverb (then). So that, Halliday and Hassan (1976: 37) divided reference into three types, those are, personal reference, demonstrative reference, and

comparative reference. Firstly, personal reference is reference by means of function in the speech situation, through the category of person. The category of personals include three classes of personal pronoun (I and me, you, we and us, he and him, she, her, they, them, it, one), possessive determiner (mine, yours, ours, his, hers, theirs, [its]), and possessive pronoun (my, yours, our, his, her, their, its, one's). Consider these following examples:

- I am sure *she* will be the winner in that competition. I mean Jena.
- This book is *mine*.
- Donny felt from mango tree and *his* leg was broken.

The first sentence indicates personal reference uses third person pronoun “she” which cataphoric to “Jena” for its meaning. The use of possessive determiner “mine” in the second sentence also indicates a personal reference. In the last sentence, there is a possessive pronoun “his” which indicates a personal reference and its meaning is back to word “Donny”.

Secondly, demonstrative reference is reference by means of location, on a scale of proximity. It is essentially a form of verbal pointing. The circumstantial (adverbial) demonstrative “here”, “there”, “now”, and “then” refer to the location and a process in space (place) or time. The remaining nominal demonstratives “this”, “these”, “that”, “those”, and “the” refer to the some thing typically some entity of person or object that is participating in the process. For examples are:

- Don't go from this place. Please wait me *here!*
- I went to “pets” festival yesterday. *Those* are unique and funny.

The word “here” in the first sentence is circumstantial demonstrative reference due to its meaning refers to the word “this place” which is taken before. The word

“those” is a nominal demonstrative reference because points to the word “pets” which is considered as noun.

Thirdly, comparative reference is indirect reference by means identity or similarity. It involves identity (same, equal, identical, identically, etc), similarity (similar, such as, likewise, etc.), differences (another, different from, whereas, otherwise etc), and specific character (more, little, less, etc). The example can be seen below:

- Your house is *less* near than I supposed.
- Danias is going to Bali *whereas* Dania is going to Jakarta to spend holiday.

In those examples, the word “less” in the first utterance and the word “whereas” in the second sentence are deals with the comparative function.

2.2.1.2 Lexical Cohesion

Lexical cohesion is forms of cohesion which deal with the connections based on the words used (Renkema, 1993: 39). A lexical item, therefore, coheres with a preceding occurrence of the same item whether or not the two have the same referents, or indeed whether or not there is any referential relationship between them. Further, two types of lexical cohesion can be distinguished to reiteration and collocation.

2.2.1.2.1 Reiteration

Reiteration is lexical cohesion which occurs through the use of word that is systematically linked to a previous one, for example, “young” and “old”

(Renkema, 1993: 39). In general, reiteration is divided into the following five types, those are:

2.2.1.2.1.1 Repetition (often involving reference)

Repetition is when a word in first sentence is repeated in the next sentence within a text. For example:

A conference will be held on national environmental policy. *At this conference* the issue of salination will play an important role.

The word “*a conference*” is repeated in second sentence by “*this conference*”.

2.2.1.2.1.2 Synonym (often involving reference)

Synonyms are two or more forms, with very closely related meanings, which are often, but not always, intersubstitutable in sentences (Yule, 1985: 95). Examples for synonyms are the pairs of word such as *board – wide*, *hide – conceal*, *almost – nearly*, *cab – taxi*, *liberty – freedom*, and *answer and replay*.

And example for synonym in sentences is like:

“*A conference* will be held on national environmental policy. This *environmental symposium* will be primarily a conference dealing with water”.

“*Environmental symposium*” is same with “*a conference*”.

2.2.1.2.1.3 Hyponym

Hyponym is when the meaning of one form is included in the meaning of another (Yule, 1985: 95). It can be understood that there are some words in which their meaning included in the more general word. The general word is named superordinate word while the more specific words are called by hyponym. For

instance, swam and duck are hyponym of the superordinate bird and jasmine and rose are the hyponyms of superordinate flower. The example in sentence is:

We were in town today for shopping *furniture*. We saw a lovely *table and wardrobe*.

“Table” and “wardrobe” in that sentence are the hyponyms of superordinate “furniture”.

2.2.1.2.1.4 Metonym

Fromkin, Blair, and Collins (1999:161) defined “metonym is a word used in place of another word or expression to convey the same meaning”. It is such as the word *brass* to refer to military officer and *wheels* to refer to car. In other word, metonymy is relation between a word which has a part meaning with a word which has a whole meaning. For example:

At its six-month checkup, the *brakes* had to be repaired. In general, however, the *car* was in good condition.

On that first sentence the plural noun “*brakes*” is a part of the noun “*car*” which exists in the second sentence.

2.2.1.2.1.5 Antonym

Antonyms are two forms with opposite meaning (Yule, 1985: 95). It means that there are two different words which their meanings oppose each other. The examples of antonyms are quick – slow, big – small, long – short, etc. Further, Finegan (2004, 193) defined “antonym is as binary relationship that can characterize a relationship between only two words at a time”. It means terms A

and B are antonyms if, when A describes a referent, B cannot describes the same referent, and on the contrary. Consider this following example:

Mitha has two rabbits. The name of *big* rabbit is Mothy. The *small* one is Mitty. Both of them are very funny.

The word “big” on the second sentence and “small” on the third sentence oppose each other. So, they are called as antonym.

2.2.1.2.2 Collocation

Collocation is the second type of lexical cohesion. Halliday and Hassan (1976: 287) argued, “Collocation is simply a cover term for the cohesion that results from the co-occurrence of lexical items that are in some way or other typically associated with one another, because they tend to occur in similar environments.” That means collocation deals with the relationship between words on the basis of the fact that these often occur in the same surroundings. Some examples are “sheep” and “wool”, “congress” and “politician” or “college” and “study”. The example in sentence is:

Red Cross helicopters were in the air continuously. The *blood bank* will soon be desperately in need of *donors*.

The phrases “red cross” and “blood bank” and plural noun “donors” are collocation because their meanings always occur in the same environment.

2.2.1.3 Conjunction

The words which are used to relate or to combine among some clauses, sentences or paragraphs are called by conjunction. Conjunction is the relationship

which indicates how the subsequent sentences or clauses should be linked to the preceding or the following (parts of the) sentences (Renkema, 1993: 38). It refers to words are used to relate two of related sentences or clauses.

Halliday and Hassan divided conjunctions into four categories. Those are additive (and, or, furthermore, similarity, in addition), adversative (but, however, on the other hand, nevertheless), causal (so, consequently, for this reason, it follows from this), and temporal (then, after that, an hour later, finally, at last). Some words may simply add more information to what has already been said or elaborated or exemplify it, are called additive conjunction (Cook, 1989: 21). For example:

I want to meet you in order to know your condition. *And* there is something I want to say.

This example shows the used of the word “and” as additive conjunction to relate the first and the second sentence which are equal.

Some words may contrast new information with old information, or put another side to argument. So they are called adversative conjunction (Cook, 1989: 21). For example:

Rena is a richest woman in this village. *But* her sister, Rani, is a poor woman.

Those sentences use the word “but” as adversative conjunction to create a meaning relation among them.

Some words may relate new information to what has already been given in terms of causes. They are called causal conjunctions (Cook, 1989: 21). For example:

Fajar is getting headache now. Therefore, he is not going to school.
It uses the word “therefore” as causal conjunction to show cause and effect relation among them.

Some words that may relate information to what has already been given in terms of units are called temporal conjunction (Cook, 1989: 21). For example:

The car was repaired. *Afterwards* we are able to continue our journey.
The second sentence uses the word “afterwards” as temporal conjunction.

2.2.2 The Functions of Cohesive Devices

Based on the discussion of cohesive devices above as explained by Halliday and Hassan (1976), the functions of each cohesive device are bellow:

Firstly, substitution is used to substitute the noun, verb, or clause with the dummy words. The example is:

My axe is too blunt. I must get a sharper *one*.

The word ‘one’ in the second sentence is the dummy word which is used to substitute the word ‘my axe’ in the first sentence. The word ‘my axe’ is noun as a subject so the function of ‘one’ is as nominal substitution.

Secondly, ellipsis is used to indicate the omission of noun, verb, or clause which is similar to the preceding noun, verb, or clause. The example is:

Vina likes pizza, but I don’t.

There is omission of the word ‘like’ that actually must exist in the second sentence after the word ‘I don’t’. The word ‘like’ is as verb, so the functions of ellipsis on that sentence is as verbal ellipsis.

Thirdly, reference is used to indicate the reference of personal pronoun, to indicate the reference of demonstrative pronoun or the specificity of something, and to indicate comparison. An example for reference is:

Daniel has just bought a new house. *His* house is very big and luxurious. The meaning of third person pronoun 'his' in the second sentence refers back to the word 'Daniel' in the first sentence, so it is called as anaphoric reference by using item of pronoun reference.

Fourthly, reiteration as lexical cohesion is used to link between word and word or phrase and phrase within a text. Based on its kinds, reiteration has five functions. First is to indicate repetition, if a word is repeated in some sentences or clauses. The example is:

I bought a new *book* yesterday.
That *book* discussed about fasting.

The word 'book' in the first sentence is repeated in the second sentence with the same word 'book'. The second function of reiteration is to indicate synonym, when two different words have same meaning. For the example is:

Mr. and Mrs. Clinton will make *a party* for their gold marriage. *The celebration* will be attended for about five hundreds people.

The words 'a party' and 'the celebration' are different form but refer to the same meaning that is an event which held to celebrate something special. So the function of reiteration on that sentence is as synonym. The third function is to identify hyponym, if the meaning of words is included in the other word which more general. The example is:

Camela likes all kinds of flower. However, she just collects *rose* and *orchid*.

'rose' and 'orchid' are the names of flower so their function are as hyponym of the word 'flower'. The fourth is to indicate metonymy, if the meaning of word is a part of a whole word. The example is:

Doni went to Malang by bus. When the bus was passing Pujon the front *wheel* was break.

'Wheel' is a part of bus. So its function is as metonym of the word bus. The last function is to indicate antonym, when two different words have opposite meaning.

The example is:

The *earth* is divided into seven layers. And, the sky is also divided into seven layers.

The meaning of words 'earth' and 'sky' on that sentence are opposite each other, so the function of reiteration is as antonym.

Fifthly, collocation is used to indicate co-occurrence of words in which their meaning related in the same environment. The example is:

All sellers in Dinoyo market have to pay retribution tax one thousand rupiah everyday.

The meaning of the words 'seller' and 'retribution tax' are related to the 'market' because they exist in the same environment, so their function are as collocation words.

The last is conjunction; its function is to relate clause with clause, and sentence with sentence, even paragraph with paragraph within a text or discourse. Based on its categories conjunction have four functions. The first is additive conjunction which is used to indicate additional information or ideas. The example is:

A good personality is needed to make a good relationship with the other person. *In addition*, a good performance is also needed.

The word 'in addition' is used to add information that a good performance is also necessary to make a good relationship with the other beside a good personality.

The second is adversative conjunction that is used to indicate a contrast informations or ideas. The example is:

Although Selva and Selvi are twin. *But* their faces are totally not resemble.

The word 'but' functions adversative conjunction because it is used to contrast the fact that usually twin almost have similar face but not for Selva and Selvi. The third is as clausal conjunction to indicate the cause and effect relation of something or event. The example is:

Indonesian government must be wiser in realizing the policy *due to* the political and social problems become more complex and dynamic.

The word 'due to' is used to relate the fact that becomes a cause with the effect that must to be done. The fourth is a temporal conjunction which is used to indicate a time signal of the sequence event or information. The example is:

I went to Yogyakarta last week. *First of all*, I visited Yogyakarta palace. *After that*, I went to Malioboro for shopping.

'First of all' and 'after that' are to identify the sequence of my activities so their functions are as temporal conjunction.

2.3 Previous Studies

There were some researchers who conduct their research on cohesion by applying Halliday and Hassan's model of cohesion. First is the analysis on

cohesion in Anton Chekhov's Play "The Boor" was investigated by Khusnul Khotimah (2003). She found that grammatical cohesions such as substitution and ellipsis are rarely used but reference is often used. Lexical cohesion is as reiteration especially in repetition form that is used in this play but the use of it is rare.

Second is the study on cohesion used in the Advertisements Published in the Jakarta Post which was conducted by Alifatur Rohmah Agustine (2003). Her findings are: first, all types of cohesion devices, grammatical and lexical cohesion except clausal substitution are used in the advertisements for about 1-20 advertisements. The second, in term of grammatical cohesion, personal reference is dominant than the other with the number 20 advertisements. In addition, in term of lexical cohesion, repetition is mostly used than the others with the number 6 advertisements. The third, cohesion devices are used in all advertisement with various functions, except two functions, they are to indicate a spatial order and to indicate classification or exemplification.

The third is the discourse analysis study on cohesion in the Headline News of VOAIndonesia was executed by Innaha Rahmawati (2003). She found that grammatical cohesion such as reference is often used in the Headsentence News of VoaIndonesia.com. Substitution is not used in this text. Only one type of conjunction is namely adversative conjunction. Lexical cohesion is reiteration which includes repetition, antonym, metonymy, and hyponym are not used in the text because synonym is better choice than the others for making the news clearly. Collocation is almost used in this text.

As such the previous researchers above, the researcher also conducts a study on cohesion analysis in one kind of written text by using the same theory that is, Halliday and Hassan's cohesion in English theory. The researcher analyzes the cohesion in other form of written text that are some short poetries of Robert Frost, 20th century of American poet. It is important to be conducted since poetry is a kind of literary text which is different from the other kind of text. The difference is caused by poetry consists many of figurative languages and connotations. Therefore, it is not easy to find the presupposing and presupposed items which are considered as cohesive devices within poetry. However, the cohesive devices are still exist within poetry to relate the meaning of one sentence to the other sentences to form a unified whole of meaning. In addition, by analyzing the cohesion in poetry will help the readers to understand the content of the poetry.

CHAPTER III

RESEARCH METHOD

This chapter discusses six sections related to research method that is used by the researcher. Those sections are research design, subject of the study, data sources, research instruments, data collection, data analysis, and triangulation.

3.1 Research Design

In this research, the researcher uses descriptive qualitative research method. Qualitative research is used due to the researcher analyzes the data which are in the form of words, phrases, clauses, and sentences to get more understanding about something. In addition, in describing the results of the study to the reader are also in the form of words or phrases not in numbers form or statistical data. According to Moleong (2005: 3) qualitative research is a research which does not deal with numbers. In this research the data are sentences in short poetries. Further, Miles and Haberman (1983: 5) stated that qualitative is general toward gaining in increasing understanding of the feeling ideas, motives and being behind human action. Therefore, the researcher uses descriptive method because she does not try to examine a hypothesis but to elaborate deeply about something. In this case, that is a deep understanding about cohesion. Cohesion is a part of discourse analysis deals with the textual connection which are expressed by the relation of meaning which resulted when the meaning of textual element is dependent on another element in text.

3.2 Subject of the Study

The subject of this study are some of Robert Frost's short poetries. The researcher analyzes the kinds of cohesive devices which relate the meaning of one sentence to the other sentences in those short poetries to become a unity of meaning and also the functions of those cohesive devices.

3.3 Data Sources

The data are taken from the text of some short poetries of Robert Frost. Those short poetries are included in descriptive lyric poetry and consist of no more than one until twenty lines. Further, those several lines in short poetries are included in some sentences. Those poetries have been gotten from literary books and several website such as en.wikipedia.org and www.ketzel.com.

3.4 Research Instruments

In this research, the research instrument is the researcher herself. She is the one who collects and analyzes the data. It is under the reason that in qualitative research it is more effective and efficient for the researcher to get the data. It is as stated by Moleong (2005: 9) that in qualitative research the human investigation is the primary instrument for gathering and analyzing the data.

3.5 Data Collection

There are three steps in collecting the data. There were many of poetries produced by Robert Frost, so the first thing that is done by the researcher is

selecting the short poetries which are included in descriptive lyric poetry and consist of no more than one until twenty lines. After that, the researcher reads them one by one to find the sentences which consist of cohesive devices by giving numbers. The last is the researcher does check and recheck the data whether the data were correct or not.

3.6 Data analysis

In analyzing the data, there are five steps. Firstly, the researcher reads and understands the data one by one while highlighting words or phrases are considered as cohesive devices and try to find which one the presupposing items and which one the presupposed items. Secondly, she categorizes cohesive devices which have been found into their appropriate types. Cohesive devices of grammatical cohesion are classified into its types; those references are pronoun reference, demonstrative reference, or comparative reference, substitutions and ellipsis are nominal, verbal, or clausal. She categorizes the lexical cohesion into its types, those are, reiteration or collocation. In reiteration, they included on repetition, synonym, metonym, hyponym, or antonym, and or collocation. Then she classifies the conjunctions whether additive, adversative, clausal, or temporal. Thirdly, the researcher determines the functions of each cohesive devices that found on all the poetries, whether they substitute or omit noun, verb, clause, to indicate reference pronoun, to relate two ideas, etc. Fourthly, the researcher describes the findings in form of description by using words, phrases, clauses, and sentences. Fifthly, the researcher makes a conclusion of the discussion.

3.7 Triangulation

Triangulation is one process in corroboration efforts. It is used to increase the researcher's understanding of whatever being investigated and to get the valid data from the field of research. There are three types of triangulation as what was identified by Denzim (in Berg, 1998: 76). The first is triangulation of data sources which involves the convergence of multiple data sources. The second is methodological triangulation which involves the convergence of data from multiple data procedures. The third is investigator triangulation which involves multiple researchers in an investigation.

Based on the reason above, in order to get the valid data and more understand about the field of the study, the researcher asks to the expert of discourse analysis. In this case, Drs. Nur Salam, M. Pd is the informant who expert in cohesion for giving me more explanation about cohesion and suggestions in analyzing cohesion in a kind of literary work, in this case poetry.

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CHAPTER V

CONCLUSION AND SUGGESSTION

After presenting the findings and the discussion in the previous chapter, in this last chapter conclusion and suggestion are constructed. The conclusion is taken based on the formulated research problems and the findings while suggestions are intended to give information for the English teachers or lecturers exactly who teach discourse analysis, the students of English department, and the next researcher who interested in analyzing cohesion in a discourse or text.

5.1 Conclusion

Based on the findings which were described in the previous chapter, the researcher can conclude that almost all kinds of cohesive devices are found in those short poems of Robert Frost except verbal substitution, clausal ellipsis, hyponym and metonymy.

The types of cohesive devices of grammatical cohesion which are found include nominal substitution, clausal substitution, nominal ellipsis, verbal ellipsis, personal reference, demonstrative reference and comparative reference. Personal reference is the most dominant that the other to make brief the language of poems. In addition, the second kind of cohesive device mostly used is demonstrative reference while the others are rare.

The kinds of cohesive devices of lexical cohesion which are found involve repetition, synonym, and antonym which included in reiteration. In addition, collocation is also found. In this case, the use of repetition is often than the others while antonym, synonym, and collocation are rare but almost equal. Repetition is mostly used to reinforce the thematic focus of poem.

In terms of conjunction, all the types of cohesive devices are used. Those are namely additive conjunction, adversative conjunction, causal conjunction, and temporal conjunction. The additive conjunction is mostly used to give additional information while causal conjunction is rare.

Meanwhile, the function of cohesive devices on those short poetries are (1) to substitute noun and clause, (2) to indicate the omission of noun and verb, (3) to indicate the reference of personal pronoun and demonstrative pronoun, (4) to indicate comparison, (5) to indicate an addition, contrast, and cause-effect or effect-cause relation of two facts or ideas, and (6) to indicate repetition, synonym, antonym, and co-occurrence of two of lexical items.

5.2 Suggestions

These suggestions are purposed to three groups of people. The first is for the English teachers or lecturers exactly who teach discourse analysis. They should not always use non literary text in teaching the features of language in discourse such as cohesion because literary text such as poetry also consists of some linguistic features. In addition, cohesion is one of primary criteria of textuality text. So, it can be a useful tool to enable students to make logical

connections and coherent stretches of both written and spoken discourse either literary or non-literary text.

The second suggestion is for the students of English Department especially the English students of the State Islamic university of Malang. They can analyze literary text not only through its intrinsic or extrinsic elements but also the linguistic features such as cohesion in it since literary text is also a kind of discourse which consists of many of linguistic features in order can be considered as text which has texture. Moreover, they should be aware that cohesion is much necessary in creating a unity of meaning among some elements of their language either spoken or written in order can be understood by the other people. Thus, they should learn about cohesion deeply besides learn the other criteria of textuality text exactly when they try to write a written text either literary or non-literary.

In addition, the third is for the next researchers who interested in analyzing cohesion in a discourse or text especially any other kinds of poetry such as dramatic poetry, sonnet, epic poem, etc. They can conduct a cohesion analysis on them by using another kind of research method. For example is quantitative research method to account the percentage of each cohesive device that is used in them in order to know the frequency of the use of each cohesive devices in literary text. However, they can apply the same of cohesion theory that is Halliday's and Hassan's theory or the other theories such as Beaugrande's theory.

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