

**A DISCOURSE STUDY OF COHESIVE DEVICES USED IN THE
UNIVERSAL DECLARATION OF HUMAN RIGHTS ARTICLES**

THESIS

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MOTTO

WHEN THERE IS A WILL, THERE IS A WAY

DEDICATION

This thesis is dedicated to my beloved family;

My mommy and daddy, for all your hope,

My brother and sister, for your smiles,

'You all really ARE endless bless God gives to me'

My teacher Mr. Joe and Mr. Steve, for all moments and experiences;

'You do colour my world'

ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Finally, I true realize that this thesis is far from being perfect, so the constructive criticism and suggestions from the readers are expected. Hopefully it will be useful for the readers, especially for the lectures and the students of English Letters and Language Department of UIN Malang.

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The Writer

Erna Rosita

ABSTRACT

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Key words: Cohesive devices, articles, texture and Universal Declaration of Human Rights.

This study is focused on analyzing the cohesive devices used in the Universal Declaration of Human Rights Articles in which the devices function as a way of getting text “hang together” as a whole as well as indicators of text unity. The organization of those devices are categorized as cohesion which is also considered as one of the elements helps the readers to be able to percept and interpret language well especially written form. For that reason, this study is intended to describe the categories of cohesive devices used in the articles of Universal Declaration of Human Rights and how the cohesive devices contribute to the connectedness and unity within the text of the articles.

This research is a descriptive qualitative research. In this study, the data sources are the articles of the Universal Declaration of Human Rights which consists of thirty articles. All of the articles are going to be analyzed based on Halliday and Hasan’s theory of cohesive devices.

The results of the study show the categories of cohesive devices: grammatical cohesion; reference, substitution, ellipsis, and conjunction and lexical cohesion; reiteration which includes repetition, hyponym, metonym, and antonym and collocation used in the articles of the Universal Declaration of Human Rights Articles. And describe the principle of cohesion used to the relevance of connectedness and unity within the articles both through grammatical and lexical relations.

It is expected that this research is helpful for teachers, writers, students, and other professions who have intension to construct more qualified and reasoning utterances, writing, literary works or any other production especially to written form of language to achieve their purposes. And for further research, it would be better to use different and more corpuses with the meaning interpretation achievement as the objective of the study.

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CHAPTER I

INTRODUCTION

This chapter discusses about the introduction of the study which comprises the background, problems, objectives, significance, scope and limitation of the study and definition of the key terms.

1.1 Background of the Study

One of the most important functions of language is delivering a message. And to make it meaningful to people, a part of language system known as cohesion need to consider profoundly. And cohesion contributes relation of connectedness and unity that exists within conversation, utterances, text or other forms of language especially written ones, it will help people involved to be able to percept and understand given language using both grammatical and lexical cohesions.

Cohesion exists within text show relationship between two elements; the presupposing and the presupposed which are dependent on each other in the interpretation process. Therefore, cohesion at least is potentially integrated into a text. As described “the concept of cohesion is a semantic relation; it refers to relations of meaning that exist within text, and that define it as a text” (Halliday and Hasan, 1976:4).

The cohesion of a text analysis is that of the tie which includes not only the cohesive elements but also that which is presupposed by it. As Halliday and Hasan (1976:4) outline that a tie is best interpreted as a relation between the

cohesive elements and the presupposed elements. In addition, within a text the concept of texture which functions to express the property of 'being a text' is also profoundly important to note. A text has texture and this is what distinguishes it from something that is not a text. Text derives this texture which functions as 'a unity with respect to its environment' (Halliday and Hasan, 1976:2). As following example which shows the relation:

Mary bought a new pencil. She put it in her drawer.

It is obvious that *she* and *it* in the second sentence refers back to (is anaphoric to) *Mary* and *a new pencil* in the first sentence to find the words meaning. This anaphoric function of '*she*' goes cohesion to the two sentences, so that we interpret them as a whole and unity; the two sentences together constitute a text. And the texture above are provided by the cohesive relation that exist between '*she – Mary*' and '*it – a new pencil*' within the sentences. Thus, is that they refer to the same thing. The two items (*she – Mary*) and (*it – a new pencil*) are identical in reference or coreferential. The cohesive agency in this instance provides the texture as well as its connectedness and unity.

This illustrates the meaning of cohesions as a whole. And it provides a unity for the text in which the sort of continuity is achieved in units at the grammatical level – the sentence, the clause and so on by grammatical structure. The cohesive relations themselves is a meaning or semantic continuity. And for this reason, the cohesive patterns are able to play the part in the processing of the text and not merely signaling the presence and extent of text but actually enabling to interpret the text and determining how the text does so.

‘Cohesion refers to the non-structural text-forming relations’ (Halliday and Hasan, 1976:7) means whereby elements that are structurally unrelated to one another are linked together, through the dependence of one on the other for its interpretation. Therefore, cohesion is a potential for relating one element in the text to another to be unified and hanging them together, wherever they are and without any implication that everything in the text has some part in it.

Within text, if a previously mentioned item is referred to again and is dependent upon another element, it is considered a tie. Without semantic ties, sentences or utterances would seem to lack any type of relationship to each other and might not be considered text. Halliday and Hasan (1976: 4) refer to this as “intertextual link as the presupposing and the presupposed”.

In analyzing cohesion as a part of language system, mostly it concerns with items of cohesive devices which divided into two namely; grammatical and lexical cohesions actually is the focus of this research. Grammatical cohesion relates with grammar and lexical cohesion concerns with vocabulary are going to discuss as the main spotlight.

Cohesion is expressed through the strata in which the strata consists of the semantic (meanings), the lexicogrammatical (forms), and the phonological and orthographic (expressions). It means that meanings are realized (coded) as forms, and forms are realized as in turn (recoded) as expressions. In addition, meaning is put into wording, and wording into sound or writing (Halliday and Hasan, 1976:5).

Using the text of *The Articles of the Universal Declaration of Human Rights* as a basis, the textual aspect of connectedness and unity within these articles through cohesion will be analyzed. The principles of referring, substitution, ellipsis, conjunction, reiteration and collocation put forth by Halliday and Hasan (1976) will be applied to the articles and analyzed to demonstrate the unity of the text of which is separated into articles to be a text.

An article here means the contents of the Declaration which consists of thirty articles which provided clearly in appendix 1. Such a basis taken since the structure use in sentences which are mostly complex with selected dictions in the whole articles is the characteristics of the articles which should be presented briefly, clearly and densely. And although each of these rights may differ from one another, they are all considered to be part of an indivisible set of human rights.

The Articles of the Universal Declaration of Human Rights is a profoundly important document for people all over the world and standard for countries to follow, signing on December 10, 1948 with representatives of 48 countries came together at the United Nations in Paris to make a profound statement on the value and dignity of human life. It expresses the basic principles and ideals that the world holds for human rights.

There are three key principles mainly being focus on *the articles* founded in this Declaration; “human rights are **inalienable**: no one can ever take them away from you”. “Human rights are also **indivisible**: you cannot be entitled to some of them and denied others”. “Finally, human rights are **interdependent**: they are all

part of a larger framework and work together so you can enjoy safe, free, and productive life”.

<http://www1.umn.edu/humanrts/edumat/hreduseries/tb1b/Section1/tb1-1.htm>

There are other researchers on the same area with this study. Firstly, Rahmawati's study (2003) analyzed the study of discourse analysis on the headline news of VOA Indonesia.com. And as the result, both the grammatical and lexical cohesions which are proposed by Halliday and Hasan were found. Indrawati (2007) focused on cohesive devices which are expressed by the main character of Casino Royale film. She also found both of the grammatical and lexical cohesions. Finally, Mahfudhoh (2007) investigated a discourse analysis: cohesive devices used in the lyrics of Paris Hilton's songs.

This study is chosen since it is interesting to investigate this area. *Firstly*, since the forms usage in the articles used in this Declaration which are mostly apparently disconnected one another separated into articles and presented in the kind of transition that takes place between subtext within a text. *Secondly*, mainly messages contained in the articles are derived from religious texts such as in the Holly Qur'an, as in surah Al Maidah (5:32) which describes that all human beings have the right to life:

مِنْ أَجْلِ ذَلِكَ كَتَبْنَا عَلَىٰ بَنِي إِسْرَائِيلَ أَنَّهُ مَنْ قَتَلَ نَفْسًا بِغَيْرِ نَفْسٍ أَوْ فَسَادٍ
فِي الْأَرْضِ فَكَأَنَّمَا قَتَلَ النَّاسَ جَمِيعًا وَمَنْ أَحْيَاهَا فَكَأَنَّمَا أَحْيَا النَّاسَ
جَمِيعًا ۗ وَلَقَدْ جَاءَتْهُمْ رُسُلُنَا بِالْبَيِّنَاتِ ثُمَّ إِنَّ كَثِيرًا مِّنْهُمْ بَعَدَ ذَلِكَ فِي

الْأَرْضِ لَمُسْرِفُونَ ﴿٣٢﴾

because of that we ordained for the Children of Israel that if anyone killed a person not In retaliation of murder, or (and) to spread mischief In the land - it would be as if He killed All mankind, and if anyone saved a life, it would be as if He saved the life of All mankind. and indeed, there came to them Our Messengers with clear proofs, evidences, and signs, even Then after that many of them continued to exceed the limits (e.g. by doing oppression unjustly and exceeding beyond the limits set by Allah by committing the major sins) In the land!.

This Surah gives explanation about the great danger invoked on account of a murder. Anyone who does kill a person without any acceptable truth reason it would be as if the person killed all mankind because the hereditary generations have been killed too. On the other hand, anyone saves and keeps a life it is considered as if the person saves all mankind. This is intended to purpose to prevent mankind to kill but to be forgiving to one another.

And *thirdly*, the researcher wants to confirm the findings of the other researchers on cohesion devices analyzing different object of which take apart one another into articles composition.

1.2 Problems of the Study

In the line of the above description, the problems proposed here are:

1. What the categories of cohesive devices are used in *the Universal Declaration of Human Rights Articles*?
2. How do the cohesive devices contribute to the connectedness and unity within *the Universal Declaration of Human Rights Articles*?

1.3 Objectives of the Study

Dealing with the research problems above, this study is intended to achieve the main objectives as follow:

1. to identify the categories of cohesive devices used in *the Articles of the Universal Declaration of Human Rights*.
2. to describe the relevance of the cohesive devices used in *the Articles of The Universal Declaration of Human Rights* which contribute the connectedness and unity within the text.

1.4 Significance of the Study

The findings of the study are expected to give contribution and information about the study of discourse analysis both theoretically and practically. The analysis of implied meaning of written language is the focus of the study.

Theoretically, the findings of this study are expected to give explanation about a part of discourse study that is discourse analysis on the written language and also know how to analyze the text using Halliday and Hasan's theory of cohesion as well as to demonstrate the connectedness and unity within articles text of *the Universal Declaration of Human Rights*.

Practically, it is expected that this study would be useful for the readers, especially English Department Students of State Islamic University at Malang and English students in general to construct more qualified writing and other composition as well as percept given language better. In addition, this study is

hopefully being able to give an important contribution for others who are interested in doing similar research in the future.

1.5 Scope and Limitation of the Study

This study focuses only on analyzing the thirty articles of the *Universal Declaration of Human Rights* from the “World Book” of 2005 edition and not the other parts of this Declaration such as its preamble or the purposes and principles.

The thirty articles are going to be analyzed using Halliday and Hasan’s theory of cohesive devices (1976) and not discussing another part of language system such as the interpretation contributed by the cohesive relation neither implying other theories from different theorists conducting cohesion terms.

1.6 Definition of the Key Terms

Definitions of the key terms are defined as follow in order to avoid the ambiguity and misunderstanding or misinterpretation about the terms which are used in this study and also to make this study be clear for the readers:

1. Cohesion is the grammatical and lexical relationship within a text or sentences.
2. Cohesive devices are a semantic and or lexico-grammatical relation between an element in text and some other elements. It is divided into two types, namely grammatical and lexical cohesion devices. Grammatical cohesion consists of reference, substitution, ellipsis and conjunction. Whereas, lexical cohesion consists of reiteration and collocation.

3. Articles are the contents of *the Universal Declaration of Human Rights*.
4. Texture is a basis for unity and semantic interdependence within text.
5. The Universal Declaration of Human Rights is recognized as a historic document articulating a common definition of human dignity and values. This declaration is also a criterion by which to measure degree of respect for, and compliance with, international human rights standards everywhere on earth.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter discusses about the underlying theories of the study. Some theories that deal with this study are discourse analysis, cohesion, cohesive devices, and previous studies discussing the cohesive devices.

2.1 Discourse Analysis

Since its introduction to modern science the term 'discourse' sometimes very broad has taken various meanings. Originally the word 'discourse' comes from Latin '*discursus*' which denoted 'conversation, speech'. However, Wiśniewski (2006) says that discourse refers to too wide an area of human life, therefore only discourse from the vantage point of linguistics, and especially applied linguistics.

Discourse is defined as a continuous stretch of (especially spoken) language larger than a sentence, often constituting a coherent unit such as a sermon, argument, joke, or narrative (Crystal, 1992:25). McCarthy defines, discourse analysis as the study of the relationship between language and the context in which it is used (McCarthy, 1991:5). In fact, Fairclough has defined discourse as any spoken or written language use conceived as social practice (Fairclough, 1996: 71). McCarthy (1991:6) mentions that in written discourse the writer normally has time to prepare the text. McCarthy also expresses that in written discourse, the sentences are usually well formed in a way that the utterances of natural spontaneous talk are not (McCarthy, 1991: 25).

While Renkema (1993:1) puts that discourse studies are the discipline devoted to the investigation of the relationship between form and function in verbal communication. The definition of discourse, he says, does not only refer to the text itself, but also to the consumers of discourse. It is concerned with degree of discourse acceptability by the consumers, whereas the definition refers to the function of language. It can be seen that even there is a gradation among those definitions of discourse analysis stated above are still they have an intersection that discourse analysis is the study about language or language use.

Being part of discourse discussion known cohesion and since it is crucial to discuss in this research, an important matter should be put forward namely a text must be considered. A text refers to any passage, spoken or written, of whatever length, that does form a unified whole. In Fairclough's model, text is analyzed linguistically by observing vocabulary, semantics and grammar. A text maybe spoken or written, prose or verse, dialogue or monologue (Halliday and Hasan, 1976:1).

In addition, Halliday and Hasan assert that the characteristic of being a text is determined by the concept of texture. A text has texture, and its characteristics distinguish the text from something that is not a text as described texture functions as a unity with respect to its environment in the text (Halliday and Hasan, 1976:2). Whereas within sentence, or any similar unit which define the relation among the parts cannot in the same way list a set of possible structures for a text, with sentences classes to fill the structural roles. Therefore, the sentences which are structurally independent of one another may be linked together through particular

features of their interpretation and it is that here the concept of cohesion is required.

The texture is primarily provided by cohesion, which is a semantic concept, which “refers to relations of meaning that exist within the text, and that define it as a text (Halliday and Hasan, 1976:4). Cohesion occurs where the interpretation of some elements in the discourse is dependent on that of another. The one presupposes the other, in the sense that it cannot be effectively decoded except by recourse to it. Since the speaker or writer uses cohesion to signal texture which provides unity in the discourse, the listener or reader has to react to it in order to be able to interpret.

A text can be classified as a part of discourse analysis as well. As in Layman’s terms, a discourse, and especially a text, is a sequence of connected sentences or utterances (the form) by which a sender communicates a message to a receiver (the function). There are two kinds of text, namely spoken and written text. Spoken text deals with the verbal communication while written text deals with printed record which has function to permit communication over time and space beside shifts language from the oral to the visual domain as found in such notices, text book, newspaper, road-sign etc (Brown and Yule 1983:13).

And since the data going to be analyzed are in written text, the situation would seem different, as we are dealing with a structured, pre-planned, possibly revised discourse from one sole interlocutor. Furthermore, writing can be construed as more of a stand alone medium, as compared to spoken discourse, which is more contextual or situational. Another important difference lies in that

written discourse does not allow for the possibility of playing with intonation and pitch, which can serve as discourse markers in verbal discourse.

Having said this, we must not assume that an excerpt of speech will be necessarily more complex than of written discourse; taken out of context they should both pose similar problems. It would seem clear that in terms of analysis, a sentence will be a more effective unit of discourse within written discourse, as compared with spoken discourse, but in terms of written discourse analysis a paragraph or a longer section may prove to be much more effective. And in this study, the cohesive relations are not concerned with the structure of a sentence in which attract less within a sentence and since it hangs together already.

A text or discourse is not just a set of sentences, each on some random topic. Rather, the sentences and phrases of any sensible text will each tend to be about the same things -- that is, the text will have a quality of unity. This is the property of *cohesion* -- the sentences "stick together" to function as a whole. Cohesion is achieved through back-reference, conjunction, and semantic word relations. Cohesion is not a guarantee of unity in text but rather a device for creating it. As stated by Halliday and Hasan (1976), cohesion is a way of getting text to "hang together as a whole". Their work on cohesion has underscored its importance as an indicator of text unity.

Assuming that discourse, of any kind, can be fragmented into sections, or 'moves', understanding the meaning of the discourse requires that the segments not only explain the purpose but that they be coherent, to avoid misunderstanding the message. Furthermore, these segments must be signaled, to ensure that other

parties understand them as such. The use of ‘cohesive devices’, or clues, in discourse can therefore serve to send signals as to the fact that these sections are differentiated, and as to how this should be interpreted.

2.2 Cohesion

Cohesion has been defined in a number of ways. Widdowson (p. 52) defines it in terms of the distinction that is made between the illocutionary act and the proposition. In his view propositions, when linked together, form a ‘text’ whereas illocutionary acts, when related to each other, create different kinds of ‘discourse’. It is defined by Halliday and Hasan as the ‘set of semantic configuration that is typically associated with a particular class of context of situation, and defines the substance of the text’.

Renkema (1993:35) describes cohesion as the connection, which result when the interpretation of a textual element is dependent on another element in the text. Similar to such a definition, Yule (1985:105) states in a simple form that cohesion as the ties and connections of language which exists within texts. Halliday and Hasan (1976:5) state that cohesion is a part of the system of a language which is expressed partly through the grammar and partly through the vocabulary. It refers to grammatical and lexical cohesions in this analysis.

Cohesion, as contrasted with register, is not concerned with what a text means. Rather, it refers to a set of *meaning relations* that exist within the text. These relations are not of the kind that links the components of a sentence and they differ from sentential structure. The importance of cohesion lies in the

continuity it expresses between one part of the text and another that hang together as a unity. This continuity is necessary for the interpretation of text as a whole. As following example which shows the relation:

Being a novelist, Maggie spent most of her times to write and review her works. Then, Maggie found so hard to rest in her day off. Afterwards, she got sick and hospitalized for weeks. Finally, her new novel cannot be launched in public this year.

Here, *Maggie* does have a cohesive function because it is reiterated. This form of cohesion is lexical in which selecting the same lexical item twice or selecting two that are closely related. The interpretation of the second will referable in some way to that of the first. Then, *finally* refers to succession in the argument, not to any sequence of events but represents general types of logical relation as expression of conjunction. Thus the concept of cohesion accounts for the essential semantic relations whereby any passage of speech or writing is enabled to function as text (Halliday and Hasan, 1976:13). And that make the text connect and unify to each part within.

Halliday and Hasan hold that cohesion in its normal form is the presupposition of something that has gone before in the discourse, whether in the immediately preceding sentence or not. This form of presupposition is referred to as *anaphoric*. The presupposing item may point forward to something following it. This type of presupposition is called *cataphoric*. On the other hand, *exophoric* and *endophoric* presuppositions refer to an item of information outside and inside the text.

2.2.1 Cohesive Devices

A cohesive device can be defined as a word, phrase or clause, which organizes and manages a stretch of discourse. Therefore, cohesive devices are the means of cohesion to form unity of meaning within a text. In the text, cohesive devices are in the form of words, utterances, phrases that exist in the text to correlate one element to the other element.

Such cohesion can be considered as a guide to coherence, a means to ensure, or simplify, 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.

Furthermore, Halliday and Hasan state that the basic concept of cohesion is a tie in which is a complex notion. In analyzing the cohesion of a text, the tie includes not only the cohesive element itself but also that which is presupposed by it. A tie of that means a relation between the cohesion element and what is presupposed by the element in a text.

Some studies have shown a number of the experts who analyze cohesive devices. Halliday and Hasan (1976) and Guy Cook (1989) are some experts who doing similar study. Here, as one of the reasons Halliday and Hasan's theory of cohesive devices taken is by providing compared diagram with Guy Cook's in which the theory is similar but has its characteristic of cohesion known as formal links.

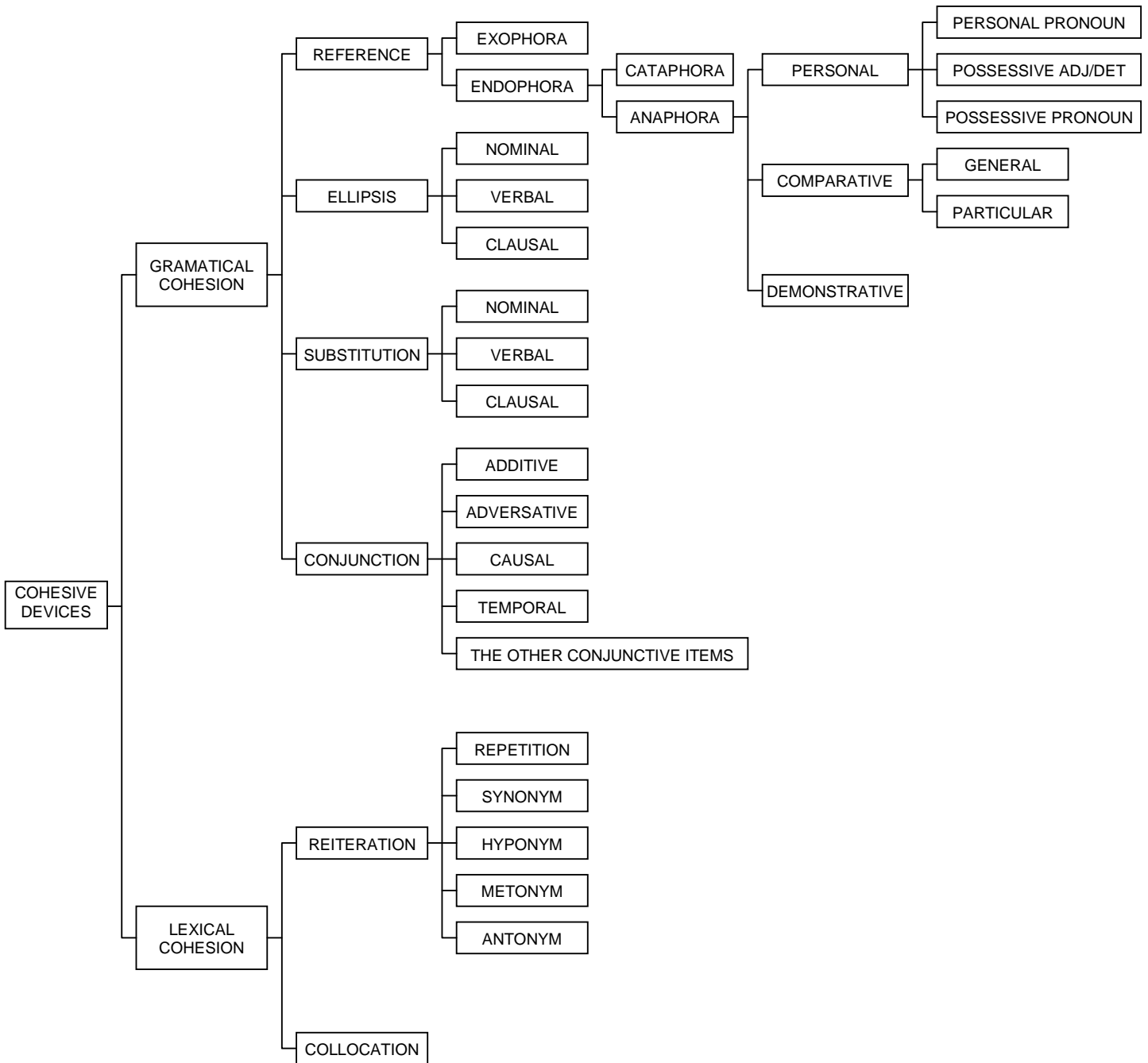


Figure 2.1 The Diagram of Halliday and Hasan's Theory of Cohesive Devices (Based on M.A.K. Halliday and Ruqaiya Hasan's book: Cohesion in English, 1976).

The second theory is produced by Guy Cook (1989) shown as below:

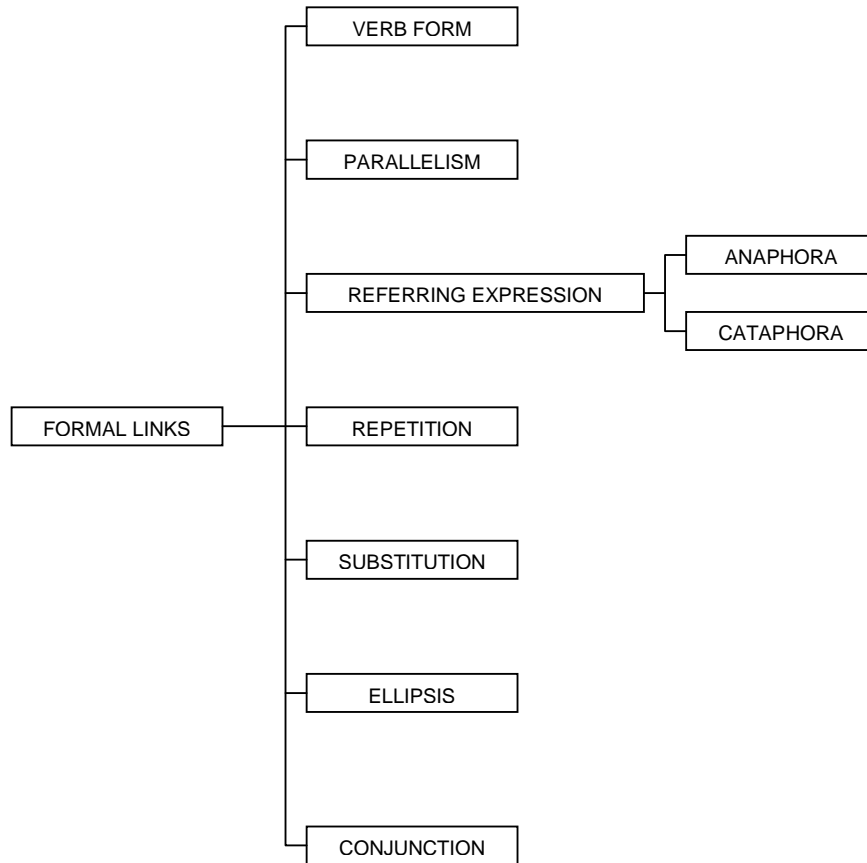


Figure 2.2 The Diagram of Guy Cook's Theory of Formal Links (Based on Guy Cook's book: Discourse, 1989).

On Halliday and Hasan's theory, in figure 2.1, cohesive device is divided into two characteristics namely grammatical and lexical cohesions which have some categories and sub-categories. In their theory, grammatical cohesion consists of several elements, there are: reference, substitution, ellipsis, and conjunction, whereas lexical cohesion divides into two; reiteration and collocation.

Each of the grammatical cohesion elements still break up into several aspects: *firstly*, reference is categorized into personal, demonstrative, and

comparative references, *secondly*, substitution is classified into nominal, verbal, and clausal substitutions, *thirdly*, ellipsis is ordered into nominal, verbal, and clausal ellipses and *the last* is conjunction categorized into additive, adversative, clausal, temporal and other conjunctive items, while the lexical cohesion also has sorts of classifications. Reiteration consists of five aspects; repetition, synonym, hyponym, metonym, and antonym. By contrast the collocation has no categorization.

Whereas the other expert, Cook outlines that *formal links* is consists of seven elements. They are verb form, parallelism, referring expression (anaphora and cataphora), repetition, substitution, ellipsis and conjunction. In Cook's theory of formal links, he gives neither classification nor explanations further. In addition, it seems that the links proposed is provided in general categorization. One of the reasons the researcher implies Halliday and Hasan's theory is that they provide a detailed explanation for each as well as vivid and practical examples. And the researcher is willing to analyze the data taken with different forms of language usage from *the Articles of the Universal Declaration of Human Rights*.

Halliday and Hasan (1976) give a very comprehensive description and analysis of these devices by categorizing them into five distinct types of grammatical cohesions: reference, substitution, ellipsis, conjunction and lexical cohesion: reiteration and collocation. These categories and their sub-categories will be fully discussed under the following headings, respectively:

The diagrams are as follows in which both of the theories presented briefly without any further detail characterizations for each concept of the models.

2.2.1.1 Grammatical Cohesion

Grammatical cohesion is form of cohesion realized through grammar (Halliday and Hasan, 1976:6). Grammatical cohesion is divided into four kinds, they are reference, substitution, ellipsis, and conjunction that will explained respectively as below.

2.2.1.1.1 Reference

Halliday and Hasan (1976:31) state:

. . . the specific nature of the information that is signaled for retrieval. In the case of reference the information to be retrieved is the referential meaning, the identity of the particular thing or class of things that is being referred to; and the cohesion lies in the continuity of reference, whereby the same thing enters into the discourse a second time (qtd in. Schnese, 2001).

Halliday and Hasan (1976:31) state that reference deals with a semantic relationship. It is the relation between an element on the text and something else by reference to which it is interpreted in the given instance. Furthermore, reference is a term used to refer to certain items which are not interpreted semantically in their own right but rather make reference to something else for their interpretation; by this they distinguish between semantic reference, i.e. the relationship between a word and what it points to in the real world, and reference as the relationship of identity which holds between two linguistic expressions.

In English, according to Halliday and Hasan, reference in this sense is certain items that occur in the Nominal Group (NG) and have the property of reference. The structure of the nominal group is one of modification; it consists of a Head, with optional modifier. The modifying elements include some which

precede the Head, known as 'premodifiers', and some which follow it, known as 'postmodifiers', as in:

Those two thick bright-coloured novels on the desk are Matt's.

The Head of the nominal group, in the above example, is the word 'novels'; within the modifier, 'those' has the function of deictic, 'two' numerative, 'thick' epithet, and 'bright-coloured' classifier, while 'on the desk' is said to be a qualifier.

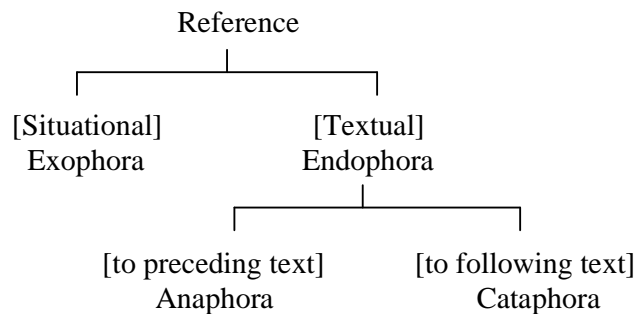
Referencing functions to retrieve presupposed information in text and it should be identifiable for it to be considered as cohesive. In written text, referencing indicates how the writer introduces participants and keeps track of them throughout the text (Eggins 1994:95). Furthermore, Halliday and Hasan differentiate the reference into two parts; they are exophoric reference which refers to situational reference, it means the source of additional information in the context of situation is outside the text.

This is used for referents which refer outside the text; e.g. think of a classroom situation: When the teacher asks one of the students "*stand at the door*". "*The door*" in this sentence is an example of exophoric reference. Exophoric reference (situational reference) is the interpretation of an element in a text by referring to a thing as identified in the context of situation (outside the text or the knowledge of the world). It means that exophoric reference contributes to the creation of text, in that it links the language with the context of situation however, it does not contribute to the integration of one passage with another therefore, it makes no contribution to the cohesiveness of a text.

While exophoric reference refers to something outside the text, endophoric, the other type is known as textual reference in which the interpretation of an element in a text is by referring to a thing as identified in the surrounding text, reference signals something in the text means of that is endophoric reference is cohesive. Endophoric reference is divided into two parts; they are anaphoric (to preceding text) and cataphoric (to following text) reference.

Anaphoric is when the information needed for the interpretation is in the preceding portion of the text, it occurs when the referent has appeared at an earlier point in the text while cataphoric is when the needed one for the interpretation is to be found in the part of the text that follows or occurs when the referent has not yet appeared, but will be provided subsequently (Eggins, 1994).

Diagrammatically, the above-suggested types of reference can be related as in figure 2.3 below.



For the clearer of the explanation above, the examples of anaphoric and cataphoric are given below:

1. *Sandy* studied hard last night. And *she* is able to do the examination well
Here, the word “*she*” presupposes “*Sandy*” in the preceding sentence (anaphora).
2. Found that *she* did not see her book in her bag, *Jane* gets confused.

The word “*she*” presupposed “*Jane*” in the following part (cataphora).

Functionally speaking, Halliday and Hasan (1976:37) propose that there are three main types of cohesive references: personal, demonstrative, and comparative reference.

2.2.1.1.1 Personal Reference

This reference keeps track of function through the speech situation using noun pronouns like *I, me, my, mine, you, your, yours, we, us, our, ours, he, him, his, they, their, theirs, them, one, one’s, it, its, she, her, hers*. Personal reference items refer to their referents by specifying their function in the speech situation, recognizing speaker ‘first person’, addressee ‘second person’ and other participant ‘third person’.

The generalizations are as follows:

- Speaker only : I, me, my, mine
- Addressee/s : you, your, yours
- One other person:
 - Male : he, him, his
 - Female : she, her, hers
- Speaker and other person : we, us, our, ours
- Other person or object : they, them, their, theirs
- One object or piece of text : it, it, its
- Generalized person : one, one’s

Those pronouns can be further included into sub-classifications on accounts of their function in the nominal group as: personal pronoun as head are I/me, you, he/him, she/her, it, we/us, they/them, possessive pronoun as head are

mine, yours his, hers its, ours, theirs and possessive determiner as deictic are my, your, his, her, its, our and their. The examples are as follows:

I have already called Lily for many times but there was no answer from *her* telephone. If it is true that *she* got an accident two weeks ago, *she* must be gone from the hospital for home. I just wondered that friends of *hers* did not know a thing about it.

In the example above, *she* and *hers* are personal pronouns which refer to *Lily's friends* and *Lily* respectively: *hers* is a possessive pronoun, which points to *Lily*. And *she* is a possessive adjective which refers to *Lily*.

In addition, Halliday and Hasan emphasize that a person who is present in the context of situation does not necessary mean physically present in interactant's field of perception; it merely means that the context of situation permits the identification to be made.

Halliday and Hasan point out the generalised exophoric use of the personal pronouns (one, we, you, they, and it) in which the referent is treated as being as it were immanent in all contexts of situation. Since the focus of this study is mainly on endophoric or textual cohesive reference, this exophoric reference will not be discussed here, as it makes no contribution to the cohesiveness of a text.

2.2.1.1.1.2 Demonstrative Reference

Demonstrative reference is reference by means of location, on a scale of proximity (near, far, neutral) Halliday and Hasan (1976:37). This proximity can be metaphoric, relates to an abstract object than a physical one. There are two

types of demonstrative reference proposing; the adverbial demonstratives “here”, “there”, “now” and “then” which refer to the location of a process in space or time. Such a demonstrative functions as adjuncts in the clause. On the other hand, they never operate as elements within the nominal group. And function as a qualifier as in: Those cars parked there.

Another type of demonstrative reference, the selective nominal demonstratives “this”, “these”, “that” and “those” along with the definite article “the” refer to the location of a person or an object participating in the process. They take place as elements within the nominal group. The demonstratives function in the nominal group either as head or modifier with the exception of the definite article which is always a modifier and never a head. As in:

- a. These flowers smell good.
- b. These smell good.
- c. The flowers smell good.

The demonstrative “these”, in (a) is a deictic functioning as a modifier to the head “flowers”, while in (b) it is considering as the head of the nominal group. In (c) actually “the” is a modifier to the head “flowers”.

The demonstratives are often used exophorically which refer to something in the context of situation. Exophoric reference is always associated with certain types of situation, as in:

- a. Write these on your book!
- b. Bring me that and hurry up!
- c. Close all the windows!

The words “these” and “that” is the demonstratives which imply proximity to the speaker and distance from both. Whereas, “the”, the definite article is also used exophorically; the situation makes it clear what referent is intended so that it does not need to specify further.

Halliday and Hasan believe that the selective nominal demonstratives which occur extensively with anaphoric function in all varieties of English embody within themselves several systematic distinctions. The distinction is believed to be related to that of ‘near (the speaker)’ versus ‘not near’; the meaning is ‘what I have just mentioned’, which is, textually speaking, ‘near me’ whereas ‘what you have just mentioned’ is not. A speaker uses ‘this’ to refer to something he himself has said and ‘that’ to refer to something said by his interlocutor. These are presented as follows:

- a. Paul looks to have more part-time jobs. This is what I wonder.
- b. Laura often gets confused with her roommate’s opinions. Surely, that is what I can’t understand.

Furthermore, Halliday and Hasan make a further distinction about proximity is interpreted in terms of time. The demonstrative ‘that’ tends to be associated with a past-time referent and ‘this’ for one in the present or future, as in:

- a. I took the entire subject in last spring. That was my busy days without any rest
- b. I am going to take the entire subject in this spring. This will be my busy days without any rest.

A demonstrative functioning as a modifier may refer without restriction to any class of noun. A demonstrative functioning as a head, on the other hand, while it can refer freely to non-humans, is highly restricted in its reference to human nouns, as in:

- a. I really wondered the shoes you're wearing last night to the restaurant.
Well, I don't think that shoes ever match with your blues.
- b. My little sister is willing to invite the boy who gave her ride when her car was broke down last week. That boy is really kind, I think.

In (a), it would be possible to omit the second non-human noun 'shoes' and say 'I don't think that ever really match with the blues'. On the other hand, in example (b), it would not be possible to replace the second human noun 'boy' by the demonstrative 'that'.

Halliday and Hasan believe that the only instance where demonstratives can refer pronominally to human referents, whether anaphorically or exophorically is in relational clauses of equative type where one element is supplying the identification of the others, as in:

Did you remember the boy deliver the newspaper? That was John.

When a demonstrative is used with a noun the meaning is always identical with that of the presupposed item. This normally holds true even if the noun following the demonstrative is not identical with the presupposed item, as in:

I have to buy a bunch of rose; two bunches of lily and some... What will you do with all that flowers?

Although the noun 'flowers', which occurred after the demonstrative 'that' in the second sentence, is not identical with the presupposed items 'a bunch of rose, two bunches of lily, etc.' in the first sentence, the meaning can still be seen as identical. This is due to the nature of the relationships existing between the lexical items, the noun 'flowers' which is a superordinate lexical item and the more specific lexical items 'a bunch of rose' and 'two bunches of lily'.

When the demonstrative, on the other hand, is used alone, without a following noun, the reference may still be identical; but it may be broader, referring to the general class denoted by the noun, including but not limited to the particular member or members of that class being referred to in the presupposed item, as in:

There are still three terms of assignment for this week. Those have to be finished.

The demonstrative 'those', without a following noun, refers not just to the presupposed item 'three terms of assignment' in the first sentence but also to the general class 'assignment'.

Halliday and Hasan believe that a demonstrative functioning anaphorically requires the explicit repetition of the noun or some form of synonym, if it is to signal exact identity of specific reference; that is, to refer unambiguously to the presupposed item at the identical degree of particularization. A demonstrative without a following noun may refer to a more general class that includes the presupposed items; and this also applies under certain conditions to a demonstrative with a following noun-namely if the context is such that the noun

can be interpreted more generally. This is restricted to spoken discourse which is beyond the scope of this study.

Halliday and Hasan also maintain that there is a distinction between the particular use of a demonstrative, having exact identity or reference with the presupposed item, and the generalised use related to that between defining and non-defining modifiers. This distinction does not affect the textual function of demonstratives since both uses are equally associated with anaphoric reference and hence contribute to cohesion within the text.

Halliday and Hasan believe that all the above-mentioned distinctions have some relevance to cohesion as they partially determine the use of these items in endophoric (textual) reference.

Halliday and Hasan classify the definite article 'the' with the determiners in general and with the specific determiners -the class that includes the demonstratives and the possessives- in particular. This classification is due to the uniqueness of the definite article 'the', i.e. there is no other item in English that behaves exactly like it. But, unlike the demonstratives which can function as head, the definite article functions only as a modifier to the head of the nominal group.

Unlike the other specific determiners, which contain within themselves some referential element in terms of which the item in question is to be identified, the definite article 'the' identifies a particular individual or subclass within the class designated by the noun through dependence on something else, i.e. it merely indicates that the item in question is specific and identifiable; that somewhere the information necessary for identifying it is recoverable. This information is

exophoric – in the situation – or endophoric- in the text. If it is exophoric, the item is identifiable in one of two ways.

- a. A particular individual or subclass is being referred to, and that individual or subclass is identifiable in the specific situation, as in: Get ready; the group is coming.

Here, the noun phrase ‘the group’ is interpreted as ‘the group we’re both expecting’.

- b. The reference is identifiable on extra-linguistic grounds regardless of the situation, either because there is only one member of the class of objects referred to (e.g. ‘the sun’), or because the referent is the whole class (e.g. ‘the stars’); or considered as a representative of the whole class like ‘the baby’ in the following example: Since the baby born, he needs our assistance and care.

Alternatively, the source of identification may lie in the text, i.e. endophoric. In this case it may refer forward (cataphorically) or backward (anaphorically). Cataphoric reference with the definite article ‘the’ is limited to the structural type; unlike the selective demonstratives, ‘the’ can never refer forward across a sentence boundary cohesively. It can only refer to a modifying element within the same nominal group as itself (e.g.: the party in power). Anaphoric reference, on the other hand, takes place when the information needed to identify an item is to be recovered from the preceding text, as in:

The girl was holding on a big, brown bag...there were furs cover its string...

2.2.1.1.1.3 Comparative Reference

Comparative reference in this category, as Halliday and Hasan propose two types: general comparison and particular comparison. These two types can be spelt out as in Diagram 2.4 below:

Grammatical function	Modifier: Deictic/Epithet	Submodifier/Adjunct
Class	Adjective	Adverb
General comparison:		
Identity	same identical equal	identically
General similarity:	similar additional	similarly likewise so such
Difference	other different else	differently otherwise
Particular comparison:	better, more etc.	so more less equally

Halliday and Hasan define general comparison as a comparison in terms of ‘likeness’ and ‘unlikeness’ where two things, for example, are said to be the ‘same/similar’ or ‘different’. This type of comparison is expressed by a certain class of adjectives and adverbs. The adjectives function in the nominal group either as deictic or epithet. The adverbs function in the clause as adjunct, as in:

- a. The similar two cars.
- b. Two similar cars.
- c. The others performed similarly.

The comparative ‘similar’ in example (a) is an adjective functioning as a deictic to the head of the nominal group ‘cars’, whereas in example (b), it

functions as an epithet. In example (c), the adverb ‘similarly’ functions as an adjunct in the clause.

Halliday and Hasan believe that the likeness between things which is expressed by the general comparison may take one of the following three forms:

1. Identity, where ‘two things’ are the same thing, as in:

It is the same novel as the one I bought last week.

2. Similarity, where ‘two things’ are like each other, as in:

It is a similar novel to the one I bought last week.

3. Difference (non-likeness), which is a combination of the two previous forms, as in:

It is a different novel from the one I bought last week.

Halliday and Hasan (1976:78) argue since likeness is a referential prosperity... a thing cannot just be ‘like’; it must be ‘like something. Hence comparison is a form of reference’. As always the case with references, the referent of the comparison may be in the situation (exophoric) or in the text (endophoric). If it is endophoric, the reference may be backwards (anaphoric) or forwards (cataphoric), and it may be structural or nonstructural (cohesive). In comparison, it is possible for the comparison to be internal, i.e. the likeness is expressed as a mutual likeness without a referent appearing as a distinct entity. In this case the referent is fully determined by the structure and therefore has no cohesive function.

Hence the structural and exophoric references are except from this study.

This is illustrated as follows (Halliday and Hasan, 1976:78-79):

a. Jenny is here to see you.

- I was expecting someone different.

b. The other squirrels hunted up and down the nut bushes; but nutkin gathered robin's pincushions off a briar bush....

The comparative adjective 'different' in the second sentence of example (a) refers back to the noun 'Jenny' in the first sentence, whereas in example (b), the comparative adjective 'other' in the first clause refers forward (cataphorically) to the noun 'nutkin' in the second clause of the same example.

Unlike the preceding type 'general comparison' that expresses likeness between things, particular comparison means 'comparison that is in respect of quantity and quality' (Halliday and Hasan, 1976:77). It is also expressed by means of ordinary adjectives or adverbs. The adjectives function in the nominal group either as numerative (e.g. 'more' as in 'more cars') or as epithet (e.g. 'better' as in 'better cars'). The adverbs function in either of two ways: either as adjunct in the clause (e.g. 'better' as in 'the others performed better') or as sub-modifier, in which case they occur within an epithet (e.g. 'such' as in 'such good cars') or a numerative (e.g. 'so' as in 'so many cars'), or within an adjunct (e.g. 'equally' as in 'the others performed equally similarly').

Halliday and Hasan believe that the meaning and function of the comparative adjective or adverb are not affected when they are inflected (e.g. slower, slower) or compounded (e.g. more lengthy, more lengthily).

Particular comparison, like general comparison, is also referential. According to Halliday and Hasan in particular comparison there must be a

standard of reference by which one thing is said to be 'superior', 'equal', or 'inferior' in quality or quantity. The reference is either exophoric or endophoric. If it is endophoric, the reference is either cataphoric or anaphoric.

Comparative reference is indirect reference by means of identity or similarity Halliday and Hasan (1976:37). It keeps track of identity and similarity through indirect references using adjectives like *same, equal, similar, different, else, better, more, etc.* and adverbs like *so, such, similarly, otherwise, so, more, etc.* (Halliday and Hasan , 1976:37-39). The example is illustrated in the following sentence:

Johanna looked *more* beautiful in the soft-colour dress and a jewel necklace in her seventeen-birthday party last night.

2.2.1.1.2 Substitution

Substitution is created when you refer to a word previously mentioned by substituting another word, the replacement of one item with basic form. Reference is a semantic phenomenon while substitution and ellipsis are grammatical.

Halliday and Hasan (1976:90) state that since substitution is a grammatical relation...the substitute may function as a noun, as a verb, or as a clause. Hence they distinguish three types of substitution: nominal, verbal and clausal.

2.2.1.1.2.1 Nominal Substitution

Nominal substitution is the replacement of a noun or noun phrase with the substitutes such as 'one', including its plural form 'ones', always functions as

head in the nominal group, and can substitute only for an item which is itself head of a nominal group, as in:

This shirt is too small. You should find a bigger one.

The substitute '*one*' in the second sentence substitutes for the noun '*shirt*' in the first sentence. It would be possible to repeat the noun '*shirt*' in the second sentence to read 'you should find a bigger shirt'. Moreover, the substitute '*one*' assumes the function of the presupposed item.

2.2.1.1.2.2 Verbal Substitution

Unlike the nominal substitute '*one*', which always operates on the nominal group, the verbal substitution operates on the verbal group which substitutes a verb or verb phrase. It functions as the head of the verbal group, in the place that is occupied by the lexical verb; and its position is always final in the group.

According to Halliday and Hasan, verbal substitution in English is made by using the verb '*do*', '*does*' or '*did*' as in:

A: You think Gary already leaves?

B: I think everybody *does*.

The verbal substitute '*does*', in the second sentence, substitutes for the verb '*leaves*' in the first sentence, and so serves to link the two sentences anaphorically. It will be possible if we maintain the verb '*leaves*' in the second sentence to read: 'I think everybody leaves'.

Moreover, the verbal substitute '*do*' can also substitute for a verb plus certain other elements in the clause, as in:

He never really succeeded in his ambitions. He might have *done*, one felt, had it not been for the restlessness of his nature.

The verbal substitute '*done*' in the second sentence substitutes not only for the verb 'succeeded' in the first sentence but also all the other elements accompanying the verb in the clause '*succeeded in his ambitions*'

2.2.1.1.2.3 Clausal Substitution

Unlike the two preceding substitution types, nominal substitute '*one*' - which always operates on the nominal group, and verbal substitute '*do*' - which always operates on the verbal group, clausal substitute is the substitution in which the presupposed is a clause and uses the substitute word '*so*' for positive form and the negative '*not*' operate on the entire clause, i.e. they do not presuppose a noun or a verb but the entire clause, as in:

- a. Did Mary fail the examination? - I heard *so*.
- b. Has Robert moved to the new apartment? - I hope *not*.

In the above examples, it can be seen that the clausal substitute '*so*' in the second sentence of example (a) presupposes the whole of the clause '*Mary failed in the examination*', and in (b) the negative form '*not*' in the second example presupposes the whole of the clause '*Robert moved to the new apartment*'.

2.2.1.1.3 Ellipsis

Like substitution, ellipsis is a grammatical rather than semantic relationship, i.e. it expresses the grammatical relation between words, phrases or clauses in a

text. Ellipsis is said to be a special case of ‘substitution’, in which an item (or items) is substituted by zero (Ø-item). It helps the reader understand what is being referred to a previous mentioned word subsequently left as the context; e.g. *Jane will have an exam in May. As I heard, Mona has Ø too.*

In the second sentence, the mark Ø substitutes the word “*an exam in May*” which is omitted in the sentence however; it has already understood clearly the interpretation of the second sentence which mentioned previously in the preceding sentence.

However, Halliday and Hasan believe that although the two cohesive categories, substitution and ellipsis, both express the same relation between parts of a text, they should be treated separately because they are two different kinds of structural mechanism, and hence show rather different patterns (Halliday and Hasan, 1976:142). For them, the notion ‘ellipsis’ is:

... something ‘left unsaid’. There is no implication here that what is unsaid is not understood; on the contrary, ‘unsaid’ implies ‘but understood nevertheless’, and another way of referring to ellipsis is in fact as **SOMETHING UNDERSTOOD**, where understood is used in the special sense of ‘going without saying’.... . (Halliday and Hasan: 142, emphasis added)

Halliday and Hasan argue that since language does not function in isolation, it functions, as text in actual situation of use; there are always some sources available for the hearer/reader to interpret a sentence that is contained in the sentence itself. These sources, which are needed to supplement ‘what is left unsaid’, are two different kinds: only one of these is associated with ellipsis; where there is some presupposition in the structure of what is to be supplied. As in the following examples:

a. Most people had trends like the artists.

b. Lucy bought some fruits. And Anna Ø some green vegetables.

In sentence (a) there is information left unsaid. Being able to interpret it, we should possibly want to distinguish whether '*trends*' meant 'life style' or 'of clothing'; then which '*trends*' were referred to, and whether '*artists*' referred to 'movie stars', 'singers'; and whether '*had*' meant 'imitated' or 'use the same' or other; which '*people*' referred to 'the whole population' or 'group of social family'; and so on. Overall the relevant information is needed in order to understand the sentence. But there is nothing left out to suggest in the structure of the sentence nor presupposed any preceding items.

In example (b), on the other hand, the structure of the second sentence is subject and complement. This structure normally appears only in sentence in which at least one element, the predicator, is presupposed, to be supplied from the preceding sentence. Then the two sentences are structurally related; the second is branched. Here the structure of the sentence suggests that something has been left out, being 'unsaid'.

From this, it follows that the notion of ellipsis is not used to refer to any and every instance in which there is some information that the speaker or writer has to supply from his own evidence, but rather to sentences, clauses, etc. whose structure is such as to presuppose some preceding item, which then serves as the source of the missing information. That is, the elliptical part of the utterance is structurally incomplete.

Like substitution, ellipsis is a relation within the text, and in many instances the presupposed item is present in the preceding text, ellipsis is normally an anaphoric relation. Occasionally the presupposition in an elliptical structure may be exophoric, in the context of situation. Halliday and Hasan distinguish three types of ellipsis: nominal, verbal, and clausal.

2.2.1.1.3.1 Nominal Ellipsis

Halliday and Hasan define nominal ellipsis as the one which operates on the nominal group which omits a noun within a noun phrase. Hence, nominal ellipsis is the complete absence of a noun phrase. The example is provided as below:

“David takes French culture on as his own Ø”, Lana said.

The omission element in the sentence above covers the nominal “culture” which substitutes by the zero Ø item.

The modifying elements include: the precede head which is known as ‘premodifiers’, which usually consists of a deictic, numerative, epithet, or a classifier and some which follow the head ‘postmodifiers’, the example as follows which is taken from the original:

These two fast electric trains with pantographs...

The head of the nominal group is the noun ‘trains’ which consists of the modifier ‘these’ has function of deictic, the numerative ‘two’, epithet ‘electric’, and classifier ‘electric’, while the qualifier is ‘with pantographs’

2.2.1.1.3.2 Verbal Ellipsis

Unlike nominal ellipsis, which always operates on the nominal group, verbal ellipsis, as the name implies, operates on the verbal group. This ellipsis is defined as the complete omission of a verb phrase. The structure of the verbal group usually expresses the systemic features: finiteness (finite; indicative or imperative or non-finite; modal or non-modal), polarity (positive or negative), voice (active or passive) and tense (past or present or future).

Halliday and Hasan believe that an elliptical verbal group is one whose structure does not fully express its systemic features; they have to be recovered by presupposition, as in:

Q: What have you been doing?

A: Ø Swimming

In the elliptical verbal group '*swimming*', there is only one lexical element, and that is the verb itself '*swim*'. The presupposition '*have been swimming*' express all the features of the verbal group that is presupposed by the elliptical verbal group: finite, indicative, non-modal, positive, active and 'present in past in present'.

2.2.1.1.3.3 Clausal Ellipsis

Clausal ellipsis is a very complicated relation; there is no clear-cut distinction between verbal ellipsis and clausal ellipsis. The former involves the omission of other elements in the structure of the clause besides verbal ones.

Within this context, Halliday and Hasan (1976:194) write:

Verbal ellipsis is always accompanied by the omission of the related clause elements, these that are in the same part of the clause as the relevant portion of the verbal group. So in operator ellipsis, where there is omission of the finite part of the verbal group, the subject is also omitted; in lexical ellipsis, where there is omission of the non-finite part of the verbal group, all complements and adjuncts are also omitted.

The following examples show this as Halliday and Hasan provide:

The cat won't catch mice in winter.

- a. Or Ø chase birds.
- b. Won't it Ø?

In (a), which is an instance of operator ellipsis, the subject '*cat*' is omitted along with the operator '*won't*', whereas in (b), which is an instance of lexical ellipsis, the complement '*mice*' and the adjunct '*in winter*' are omitted along with the lexical verb '*catch*'.

2.2.1.1.4 Conjunction

Conjunction as a familiar type of explicitly marked relationship in texts which is indicated by formal markers which relate what is about to be said to what has been said before—markers like *and*, *but*, *so*, and *then* (Brown and Yule, 1983:191). Conjunction, as described by Bloor and Bloor (1995:98) act as a cohesive tie between clauses or sections of text in such a way as to demonstrate a meaningful pattern between them, though Halliday and Hasan (1976:227) indicate that conjunctive relations are not tied to any particular sequence in the expression.

Therefore, among the cohesion forming devices within text, conjunction is the least directly identifiable relation.

The main cohesive category 'conjunction' involves the use of formal markers to relate sentences, clauses and paragraphs to each other. Conjunction signals the way the writer wants the reader to relate what is about to be said to what has been said before. This kind of cohesive relation is different in nature from the other cohesive relations; reference, substitution, and ellipsis. In this context, Halliday and Hasan (1976:226) say:

Conjunctive elements are cohesive not in themselves but indirectly, by virtue of their specific meanings; they are not primary devices for reaching out into the preceding (or following) text, but they express certain meanings which presuppose the presence of other components in the discourse.

In their model, Halliday and Hasan have based their classification of the conjunctions in terms of their cohesive relations in discourse, which they claim are capable of handling all the possible sub-categories. They believe that a conjunction in discourse is additive, adversative, causal, or temporal. Halliday and Hasan (1976:239) defend this framework by saying:

Our reason for preferring this framework is just that: it seems to have the right priorities, making it possible to handle a text without unnecessary complication. A detailed systematization of all the possible subclasses would be more complex than is needed for the understanding and analysis of cohesion; moreover, they are quite indeterminate, so that it would be difficult to select one version in preference to another. We shall introduce some sub-classification under each of the four headings, but not of any very rigid kind.

Here, conjunction acts as a semantic cohesive tie within text in five categories: additive, adversative, causal, temporal and the other conjunctive items.

Those categories and their sub-categories will be fully discussed under the following headings, respectively:

2.2.1.1.4.1 Additive Conjunction

Halliday and Hasan group the words 'and', 'or' and 'nor' are used cohesively as conjunctions. And all of them are classified as additive. All those three words may express either the external or the internal type of conjunctive relation.

In the additive context, the word 'and' might be has not very clear difference between the internal and the external type. But when 'and' is used alone as a cohesive item, as distinct from 'and then', etc. it often seems to have the sense of 'there is something more to be said'. The internal type of the word 'and' as follows:

They were playing football yesterday, and getting to be the winner. *And* the celebration was so great.

Halliday and Hasan (1976:235) state that 'and', is the typical context for the conjunction, is one in which there is a total or almost shift in the participants from one sentence to the next, and yet the two sentences are very certainly part of a text, as in:

We were waiting for the guest all the night. *And* there also was the welcoming party has been prepared well along the way in.

The word 'and' as in the example above is possibly identified as the border line; the word definitely links two different facts as the external type

consideration, but as Halliday and Hasan believe that it may at the same time serve to convey the speaker's attention that they should be regarded as connected in particular way.

Additive conjunctions link the presupposing clause to a semantically similar presupposed clause and are signaled through “*and, and also, or, or else, furthermore, in addition, besides, alternatively, incidentally, by the way, that is, I mean, in other words, for instance, thus, likewise, similarly, in the same way, on the other hand, by contrast, etc.*”, etc.

Additive conjunction may also act to negate the presupposed item and is simply signaled by ‘*nor*’ in which is its meaning more or less as ‘*or else*’ as expansion of ‘*or*’ as in ‘*and...not, not...either, neither*’, etc. the examples are as follow:

- He did not reply the message. *Nor* answered the phone call.
- I could not say to you where Serena lives. *And* I have promise not to tell any body either.

The expanded form of ‘*either*’ have an additional element of explicitness in them, a sense of ‘and what is more’, furthermore, this is considered as internal type because the speaker is using an expression to express his/her attitude to or evaluation of he/she is saying.

Halliday and Hasan (1976:246) believe that there are specifically some forms of the ‘and’ relation occurring only in an internal sense, for instance, that of ‘there is yet another point to be taken in connection with the previous one’. There are a large number of conjunctive expressions that have just this meaning: further,

furthermore, again, also, moreover, what is more, etc. These expressions are said to give rhetorical flavour, as in:

Sarah had the highest score in the final examination. *Moreover*, she was chosen to be the representative champion for the national match.

In the example above, it can be noticed that the two sentences linked by the conjunctive expression ‘moreover’ because it is obvious that the two sentences to be as it were added together and reacted to their totality.

According to Halliday and Hasan, the distinction between the external and internal planes, with the ‘or’ relation, is perhaps more clear-cut. The basic meaning of the conjunctive ‘or’ relation is alternative. In its external sense, the offering of a range of objective alternatives, ‘or’, together with its expansion ‘or else’, is largely confined to questions, requests, permissions and predictions (realized in the grammar as interrogative, imperative, and modalized clauses), as in:

Do you want me to turn the radio down little more? *Or* should I find the cassette to play in?

According to Halliday and Hasan, if ‘or’ is associated with statements, it takes on the internal sense of ‘an alternative interpretation’, ‘another possible opinion’, ‘explanation’, etc. in place of the one just given, as in:

Perhaps she missed her train. *Or else* she’s changed her mind and isn’t coming. (Halliday and Hasan, 1976:247)

Under this heading, additive, Halliday and Hasan include forms such as ‘similarly’, ‘likewise’, and ‘in the same way’. They believe that these forms are

related to the additive because of their semantic similarity; the source of cohesion is the comparison of what is being said with what has gone before. These forms are used by the speaker to assert that a point is being reinforced or a new one added to the same effect; the relevance of the presupposing sentence is its similarity of import to the presupposed one. This can be seen in the following example:

Doing our daily activities as what it should be brings us well in ourselves to be punctual person. In the same way if we do as what we wanted soon we'll find everything's in a mess.

According to Halliday and Hasan, corresponding to 'similarly' is the negative comparison where the meaning is dissimilarity. This is frequently expressed by phrases such as 'on the other hand', 'by contrast', 'as opposed to this', and so on. This is illustrated as follows:

Jenny always used to be the first range in her class for many subjects. By contrast, her brother, Ronald was seemed to have the last in his class.

Halliday and Hasan distinguish two other types of relation that can be classified as a sub-category of the additive. They believe that both of them are relations on the internal plane. The first is that of exposition or exemplification. Among the items which occur frequently in this function are, in the expository sense: 'I mean', 'that is', 'that is to say', or 'in other words', 'to put it another way', etc., in the exemplificatory sense: 'for instance', 'for example', and 'thus':

a. You saw George's family last night and noticed some unusual with them.

That is they act as they are strangers to each other

b. Caroline got sick for weeks and hospitalized for her health. She just had many absents since then. Thus, she has to have many make up classes recently to catch the others.

Finally, there is a small set of items such as ‘incidentally’, ‘by the way’, which combine the sense of additive with that of afterthought. They are perhaps on the borderline of cohesion; they may often hardly presuppose any preceding discourse, although in principle one sentence can be incidental only by reference to a previous one. As in:

‘You’ll see me there’, said the Cat, and vanished... While she was looking at the place where it had been, it suddenly appeared again: By-the-bye, what became of the baby?’ said the Cat, ‘I’d nearly forgotten to ask.’
(Halliday and Hasan, 1976:249)

2.2.1.1.4.2 Adversative Conjunction

Adversative conjunctions link the presupposing clause that is contrary to the expectation set by the presupposed clause. As Halliday and Hasan (1976:250) state that the expectation may be derived from the content of what is being said, or from the communication process, the speaker-hearer situation. Having said this, there are also both the external and internal levels.

According to them, the external adversative conjunction is expressed by the word form of ‘yet’, as in:

All the students have entered the class; they have turned the books out on their desk. *Yet* the teacher did not start the lesson.

In English, the conjunctions 'but', 'however' and 'though' are very similar to the conjunction 'yet'. However, 'but' differs from 'yet', in that 'but' contains the element 'and' as one of its components, whereas 'yet' does not. For this reason it is not unusual to find sentences beginning 'and yet', but never 'and but'. The word '*however*' is different; unlike '*yet*' and '*but*', '*however*' can occur non-initially in the sentence.

According to Halliday and Hasan, in some instances the adversative relation between two sentences appears as it were with the sequence reversed, where the second sentence and not the first would correspond to the 'although clause' in a hypotactic structure, here the normal cohesive form is 'yet'; we also find 'and' in adversative use in this sense, as in the following examples:

- a. All the students have entered the class. *Yet* the teacher did not start the lesson; they have turned the books out on their desk.
- b. 'Come here, sweetheart. Tell me how did this happen to you? And let's have a sit inside.

At the same time, 'but' and 'however' occur in a related though somewhat different sense, which we might call contrastive. This they share with 'on the other hand', as in:

- a. You got nothing. However, you've tried every chance.
- b. Wendy is not celebrity. But she's got money.

According to Halliday and Hasan, the words 'however' and 'but' in the above examples are used to convey a different sense; to mean not 'despite' but 'as against' and 'to be set against'.

Halliday and Hasan note that if 'yet' replaces 'however' in (a), the meaning is quite different; it means 'in spite of the fact that you've tried every chance, you got nothing'. The two meanings 'in spite of' and 'as against' can be paralleled within the sentence, in the 'although' (concessive) type of dependent clause. This is normally a true adversative, and it can have only this sense if the 'although' clause precedes the main clause.

But when the 'although' clause follows the main clause, it can express either the meaning 'in spite' or the meaning 'as against'. Thus we could have 'You got nothing, although you've tried every chance', meaning either 'in spite of the fact that ...' parallel to example (a), or 'as against the fact that ...', parallel to (c); or 'although you've tried every chance, you got nothing', meaning only 'in spite of the fact that ...', parallel to (b). The latter cannot mean 'as against', which is why 'although she got money, Wendy is not celebrity, is logically nonsense.

In general, adversative conjunction are expressed through the signals "*yet, though, only, but, however, nevertheless, despite this, in fact, actually, as a matter of fact, at the same time, instead, rather, on the contrary, at least, rather, I mean, in any case, in either case, which ever way it is, anyhow, at any rate, however it is, etc.*"

2.2.1.1.4.3 Causal Conjunction

Under the heading of causal relation, Halliday and Hasan state that this relation involves primarily reason, result and purpose relation between the sentences. The simple form of causal relation can be expressed through the words

‘so’, ‘thus’, ‘hence’, ‘therefore’, ‘consequently’, and a number of expressions like ‘as a result (of that)’, ‘because of that’, ‘in consequence (of that)’. All these words and expressions regularly combine with initial ‘and’. As in:

- The rain fell in all night long. So, we canceled to go to the cinema.
- Sally did not do her assignment this morning. And as the result, she got additional task to do.

Under the general heading of causal, Halliday and Hasan include another type of conjunctive relation. It is called the conditional type. The causal and the conditional type are believed to be closely related, linguistically; where the causal means ‘a, therefore b’, the conditional means ‘possibly a; if so, then b’, and although the ‘then’ and the ‘therefore’ are not logically equivalent – ‘a’ may entail ‘b’ without being its cause- they are largely interchangeable as cohesive forms (Halliday and Hasan, 1976:258). According to Halliday and Hasan, the simple form of expression of the conditional relation, meaning ‘under the circumstances’, is the word ‘then’, as in:

‘Have some wine’, the March Hare said in an encouraging tone. Alice looked all round the table, but there was nothing on it but tea. ‘I don’t see any wine’, she remarked. ‘There isn’t any’, said the March Hare. ‘Then it wasn’t very civil of you to offer it’, said Alice angrily.
(Halliday and Hasan, 1976:258)

According to Halliday and Hasan, the above example illustrates the overlap of causal and conditional; the meaning is ‘if, as is the case ..., then ...’ here, the equivalent relation in sentence structure could be expressed by either ‘if’

or 'since', as, seeing that: if/since there isn't any, (then) it wasn't very civil of you to offer it. Halliday and Hasan (1976:259) believe that the negative form of the conditional, 'under other circumstances', is expressed cohesively by 'otherwise', as in:

'You have to change the way you study. Add more times to do the exercise. Otherwise, you'll get confused!'

In the conditional relations, Halliday and Hasan believe that the distinction between the external and internal types of cohesion is not at all obvious.

Causal conjunction commonly express relation the presupposing clause which results from some other action in the presupposed clause and are signaled by "*so, then, hence, therefore, consequently, because of this, for this reason, on account of this, as a result, in consequence, for this purpose, with this in mind, for, because, it follows, on this basis, arising out of this, to this end, in that case, in such an event, that being so, under the circumstances, otherwise, under other circumstances, in this respect, in this regard, with reference to this, otherwise, in the other respect, aside from this, etc.*"

2.2.1.1.4.4 Temporal Conjunction

According to Halliday and Hasan, the temporal relation is between two successive sentences may be simply one of sequence in time: the one is subsequent to the other. Furthermore, this conjunction may be made more specific by the presence of an additional component in the meaning, as well as that of succession of time. For example, we may have 'then + immediately' (at once,

thereupon, on which); 'then + after an interval' (soon, presently, later, after a time); 'then + repetition' (next time, on other occasion); 'then + a specific time interval' (next day, five minutes later) and so on. Halliday and Hasan present the following examples:

- 'Tickets, please!' said the Guard, putting his head in at the window.

In a moment everybody was holding out a ticket.

According to Halliday and Hasan, in the instance the external temporal relation is paralleled by the sequence of the sentences themselves: the second sentence refers to a later event. But this is not necessarily the case; the second sentence may be related to the first, still by means of temporal cohesion, through an indication that it is simultaneous in time, or even previous. In the sense of simultaneous we have '(just) then', 'at the same time', 'simultaneously'; and here too the simple time relation may be accompanied by some other component, e.g. 'then + in the interval' (meanwhile, all this time), 'then + repetition' (on this occasion, this time), 'then + moment of time' (at this point/ moment), 'then + termination' (by this time), and so on, as in:

'It's cold outside! This time, everyone must be get freezing at night'

Halliday and Hasan believe that the presupposing sentence may be temporally cohesive not because it stands in some particular time relation to the presupposed sentence but because it marks the end of some process or series of processes. This conclusive sense is expressed by items such as 'finally', 'at last', 'in the end', 'eventually'. This can be illustrated in the following example:

Jenny was looking for the key to open the gate. First, she was taking her hand-bag in but the key was not there, then searching in her skirt pockets. And finally she found it in her wallet.

According to Halliday and Hasan (1976:264), the distinction between the external and internal types of conjunctive relations is very clear in temporal cohesion. In the internal type the succession is not in the events being talked about but rather in the communication process itself. The meaning 'next in course of discussion' is typically expressed by the words 'next' or 'then', or by 'secondly, thirdly, etc. and the culmination of discussion is indicated by expressions such as 'finally', 'as a final point', 'in conclusion', as in:

In conclusion, as I noticed from the book 'Cohesion in English', Halliday and Hasan who wrote it say that cohesion is a part of the system of a language which expressed partly through the grammar and partly through the vocabulary.

To sum up, the last conjunctive category is temporal conjunctions which link the presupposing to the presupposed simply as a matter of sequence in time. Some sample temporal conjunctive signals are "*then, next, after that, just then, at the same time, previously, before that, finally, at last, first...then, at first...in the end, at once, thereupon, soon, after a time, next time, on other occasion, next day, an hour later, meanwhile, until then, at this moment, up to now, etc.*"

2.2.1.1.4.5 The Other Conjunctive Items

The other conjunctive items involve *now*, *of course*, *well*, *anyway*, *surely* and *after all*. And the explanations will be discussed as follow respectively:

Now is a deictic and not cohesive if it is tonic unless is made to be cohesive by the intonation pattern, contrasting with *before*. But, if it is reduced, it means ‘the opening of a new stage in the communication’; this may be a new incident in the story, a new point in the argument, a new role or attitude being taken on by the speaker, and so on. And the examples are as follow:

- Have you study last night? Now I will test you several questions to ensure that you still remember about what you have studied.
- ‘Have a sit!’ the teacher asked. ‘Now tell me what your problems!’

While ‘*of course*’ means ‘you should have know that already’ if it is tonic. But if ‘*of course*’ is reduced, it means ‘I accept the fact’ and ‘you must accept the fact if it is rhetoric’ which typically used. This word is used to disarm someone into accepting something the speaker knows he is likely to reject. The word ‘*of course*’ means a kind of subliminal form of the first, derived from the fact that it suggests that something should have been obvious ‘but’ was overlooked. And the examples are as follow:

- ‘Luke moved to a new apartment in the down town!’ ‘Of course he has!’
Petunia said to her friends.
- Suzan realized that she forget to bring her essay to class this morning. Of course she got party last night.

The word '*well*' typically occurs at the beginning of a response in dialogue. If '*well*' is tonic, then it means 'I acknowledged the question, and will give a considered answer', or often amounting to more than a hesitation noise 'I'm thinking about it'. More or less the same meaning is expressed by various other items such as 'as to that'.

But if '*well*' is reduced, it indicates what follows is in fact a response to what has preceded. And the examples are as follow:

- 'So, will you come with me out tonight?'
'Well, I'll give a call this afternoon!'
- 'I wish I could be with you at that time!'
'Well, I understand why you couldn't'.

The word '*anyway*' is very commonly used in which its meaning has been described under the heading of adversative in the previous section (2.2.1.1.4.2). If the word is tonic, it is known as 'dismissive' means 'no matter under which, or what, circumstances'. If it is reduced, still occurs very frequently, it indicates cohesion with the preceding sentence by basically 'brushing it aside'. The meaning is also associated to the resumptive, 'to come back to the point'. But in this way is often hardly felt to be present, that the reason why '*anyway*' is included into continuative conjunction. This word has similar meaning with the word '*anyhow*' and '*any rate*', 'let's get on with the job', as in:

- It is always boring to see Karen comes late to the office. Although she is a talented secretary, she usually gets her Boss's rage every morning.

Anyway, her friends often remain her to change her habits, but she does not seem to care.

Next, the word '*surely*' is also included into the continuative of which if a tonic, this word invites the hearer to accept of being articulated to the preposition; it is not cohesive, except as a cataphoric sense of a question is cohesive and demands an answer. If it is reduced, means 'am I right in my understanding of what's just been said?' and 'you can have meant...' of which basically the equivalent of the same meanings. For example:

- I thought the information about you was right. However, I realize that it's not when I've read the newspaper this morning, surely.

The last continuative conjunction proposed by Halliday and Hasan is the word '*after all*'. If it is tonic form, it means 'after everything relevant has been considered, what remain is...' although it is not cohesive, but its meaning is in context, so '*after all*' functions as a continuative especially when chronologically reduced: means 'what I just said is reasonable, when everything is taken into account' (Halliday and Hasan, 1976:271), as in:

- Uncle said respectively, "I care too much about you, Dylan. After all this year, I do not want you cursed any more pain"

2.2.1.2 Lexical Cohesion

Unlike the four preceding cohesive relations: reference, substitution and ellipsis, and conjunction, which are grammatical, lexical cohesion is the ‘cohesive effect achieved by the selection of vocabulary’ (Halliday and Hasan, 1976:274) and it comprises reiteration and collocation. Lexical relations are cohesive relation where one lexical item refers back to another to which it is related by having common referents.

Lexical cohesion comes about through the selection of items that are related in some way to those that have gone before. It may be established in a text by the choice of words. This may take the form of word repetition, or the choice of a word that is related in some way to a previous one — either semantically, such that the two are in the broadest sense synonymous, or collocationally, such that the two have more than ordinary tendency to co-occur. Lexical cohesion may be maintained over long passages by the presence of keywords, words having special significance for the meaning of the particular text.

Lexical cohesion is the cohesion that arises from semantic relationships among words. All that is required is that there are some recognizable relations between the words. Halliday and Hasan provide a classification of lexical cohesion based on the type of dependency relationship that exists between words. Lexical cohesion refers to the role played by the selection of vocabulary in organizing relations within a text. A given lexical item cannot be said to have a cohesive function *per se*, but any lexical item can enter into a cohesive relation

with other items in a text. It can be said that lexical cohesion covers any instance in which the use of a lexical item recalls the sense of an earlier one.

Halliday and Hasan divide lexical cohesion into two main categories: reiteration and collocation. Those categories and their sub-categories will be fully discussed under the following headings, respectively:

2.2.1.2.1 Reiteration

Reiteration is defined as a form of lexical cohesion by which a reiterated lexical item is either: repetition, hyponymy (superordinate), synonym or near-synonym, metonym, and antonym. Reiteration, as the name suggests, involves repetition of lexical items. A reiterated item may be a repetition of an earlier item, a synonym or near-synonym, a super-ordinate, or a general word.

The distinction between reference and reiteration made here is that reiteration is not the same as reference, however, because it does not necessarily involve the same identity. In this discussion reiteration will be regarded as the occurrence where lexical cohesion “. . .[does] not depend on identity of reference; patterns of word occurrences which by themselves give a separate, purely lexical dimension of internal cohesion of a text” (Halliday and Hasan, 1976:282).

2.2.1.2.1.1 Repetition

Repetition is basically just what it says; a word is repeated several times in the text. Which leads to lexical relationships, where a series of words are used to

suggest the same thing, like: the apple, the red thing, my breakfast, etc. (Cook 1989:19).

Martin (1992:382-383) states that in their classification of texture creating resources . . . lexical items are distinguished from grammatical items.

Repetition or “recurrence” is a phenomenon that creates a cohesive effect which is free of varied expression. However, even in its purest form, recurrence may be used together with pro-forms as Hatim and Mason (1990:199) indicate:

The repetition of items with the same referent in a text is known as recurrence. . . . Naturally, relative distance from a previous occurrence of an item may prelude the use of pro-forms (short substitute items of no independent status, such as pronouns . . . in which case recurrence is unavoidable. But it is the strict recurrence of the same items in the same form which creates the effect; there is no attempt to use co-reference, that is, to activate the same content by using varied expression.

This helps to focus your ideas and to keep your reader on track. The examples are as follows:

- a. The problem with *contemporary art* is that it is not easily understood by most people. *Contemporary art* is deliberately abstract, and that means it leaves the viewer wondering what she is looking at.
- b. Mary bit into a *peach*. Unfortunately the *peach* wasn't ripe.

In sentence (a), the repetition item is “*contemporary art*” which has been mentioned in the first sentence. While in sentence (b), the repetition item is “*peach*” which repeated in the second sentence.

2.2.1.2.1.2 Synonym

Synonyms are words that have essentially the same meaning, and they provide some variety in your word choices, helping the reader to stay focused on the idea being discussed. As Crystal (1989:105) states that “synonymy is the relationship of sameness of meaning”. In another word, it says as one concept can be expressed by many words in which results from the choice of a lexical item that are in some sense synonymous with a preceding one.

Synonymy is using a synonymous word. The examples are as follows:

(a) At 6 p.m. I rang for a *taxi*; because of the traffic the *cab* was late.

(b) I saw a beautiful *flower* in the park. The *blossom* was really lovely.

In sentence (a), the word “*taxi*” is synonymous with the word “*cab*” the in following. While in the sentence (b), the word “*flower*” in the first sentence is synonymous with “*blossom*” in the second one. In English, is not good style to continuously repeat the same word in a text. Both ‘*taxi*’ and ‘*cab*’ or ‘*flower*’ and ‘*blossom*’ are referring to the same concept but in a different way.

2.2.1.2.1.3 Hyponym

Hyponym is a subordinate, specific terms whose referent is included in the referent of a superordinate term (Finegan, 2004:189). It refers to classes of lexical items where the relationship between them is one of ‘general – specific’. For more detail explanation, the examples are as follows:

(a) I saw a beautiful *flower* in the park. The *rose* was really lovely.

(b) This *car* is the best *vehicle* for a family of six.

In sentence (a), *flower* refers back to *rose*; and *flower* is the hyponym of *rose* – that is a name for a more general class. And in (b), “*car*” is the hyponym of “*vehicle*” which is as the more general name.

2.2.1.2.1.4 Metonym

Metonym is a relationship of part versus whole with each other (Setyowati, 2008:20).

Example:

Though its *cover* broken, Albert always brings that *book* wherever he goes.

The relationship between *cover* and *book* is between part and whole.

2.2.1.2.1.5 Antonym

Antonym deals with oppositeness of meaning, words with opposite meaning of various kinds (Jackson, 1988:64). Antonym is words which are in some sense opposite in meaning and ‘often thought of in the same breath as synonymous, but they are in fact very different’. (Crystal, 1987:105)

Example:

This novel I am holding on is *expensive*, while the same one on that table is *cheap*.

2.2.1.2.2 Collocation

All of the lexical cohesive relationships which cannot be properly subsumed under lexical reiteration are included in a "miscellaneous" class called *collocation*.

Collocation refers to lexical cohesion "that is achieved through the association of lexical items that regularly co-occur" (Halliday and Hasan, 1976:284). Lexical cohesion through collocation is the most difficult type of cohesion to analyze because items said to collocate do not involve neither repetition, synonymy, superordination nor mention of general items. What is important is that the items said to collocate "share the same lexical environment" (Halliday and Hasan, 1976:286).

The following student example illustrates this principle: (a) on a camping trip with their parents, teenagers willingly do the household chores that they resist at home. (b) They gather *wood for a fire*, help put up the *tent*, and *carry water from a creek or lake*.

Although the underlined items in (b) are presented as the "camping trip" equivalents of *household chores*, the cohesion between sentences (a) and (b) results more directly from the associations of the underlined items with *camping trip*. The underlined items in sentence (b) collocate with camping trip in sentence (a).

Collocation, as a subclass of lexical cohesion in Halliday and Hasan's model, covers any instance which involves a pair of lexical items that are associated with each other in the language in some way. Meanwhile, they recognize collocation as an important part of creating cohesion in connected text. Collocation refers to the semantic and structural relation among words, which native speakers can use subconsciously for comprehension or production of a text.

They argue the case of collocation as follows:

The cohesive effect ... depends not so much on any systematic relationship as on their tendency to share the same lexical environment, to occur in COLLOCATION with one another. In general, any two lexical items having similar patterns of collocation – that is, tending to appear in similar context – will generate a cohesive force if they occur in adjacent sentences (Halliday & Hasan 1976, p. 286)

A ‘cohesive force’ will produce a ‘cohesive tie,’ which is the relationship between a cohesive item and the item it presupposed in a text. In other words, collocational links between lexical items create cohesion. However, cohesion can be concluded as “the means by which texts are linguistically connected” (Carter, 1998:80). It is significant to recognize that lexical cohesion cannot exist without sentences. That is, cohesive words should be discussed not only as the meaning relations which hold between items, but also as the explicit expression of those meaning relations within a text. Ultimately, it is necessary to consider cohesion as “a set of discourse semantic systems” (Martin, 2001:37).

2.3 The Universal Declaration of Human Rights Articles

The Universal Declaration of Human Rights reflects fundamental beliefs shared by countries around the world regarding human rights. The document is divided into two sections: the preamble, which describes the reasons why the Universal Declaration of Human Rights was created, and the 30 articles that list our basic human rights.

There are two main themes contained in the preamble. The first is the belief that in order to support a better quality of life for all, laws that protect human rights must be enforced and respected universally. The second is the belief that, by

upholding human rights, "freedom, justice, and peace in the world" can be achieved. In short, respecting human rights means a better world for everyone.

There are 30 articles in the Universal Declaration of Human Rights, covering various categories of human rights, such as basic rights (e.g., life, security of the person, freedom); political rights (e.g., right to vote); civil rights and liberties (e.g., freedom of opinion and expression); equality rights (e.g., the right to be free from discrimination); economic rights, social rights and cultural rights. Available online at <www.unhcr.org/refworld/docid/3a6b6039.html>.

The Universal Declaration of Human Rights itself is not a document that is legally binding. Countries that have signed the Universal Declaration of Human Rights cannot be held legally responsible if they break their promise to protect and preserve human rights and freedoms. The Declaration is a standard for countries to follow. It expresses the basic principles and ideals that the world holds for human rights.

Using the Universal Declaration of Human Rights as a guide, governments are responsible for creating national laws to protect universal human rights. Citizens can then use their own judicial and legal systems to prosecute individuals or groups that have violated human rights.

Although each of these rights may differ from one another and separated into articles, they are all considered to be part of an indivisible set of human rights.

2.4 Previous Study

The model of cohesion which is proposed by Halliday and Hasan (1976) has been used by other researchers in previous times. As Innaha Rahmawati (2003) who analyzed 'A Discourse Analysis on the Headline News of VOAIndonesia.com'. In her study, Rahmawati found both of the grammatical and lexical cohesions in the headline news. In the grammatical cohesion there are reference, ellipsis and conjunction used while substitution is not. On the other hand, both reiteration and collocation which are included into lexical cohesion are used. For reiteration, there are hyponym and synonym used whereas repetition, metonym and antonym are not.

The second is Luluk Indrawati (2007) did analysis of 'Cohesive Devices Expressed by the Main Character of Casino Royale Film' which noticed both of the grammatical and lexical cohesions are expressed in the film. There are reference and repetition are expressed the most in the film while conjunction, ellipsis are average. Then, substitution, collocation, metonym, synonym and hyponym are rarely used.

And the last as the references for this study is Siti Mahfudhoh's study (2007) entitled a Discourse Analysis on Cohesive Devices Used in the Lyrics of Paris Hilton's Songs. As the result to notice, there are both of the grammatical and lexical cohesions are used. In grammatical cohesion, personal and demonstrative reference and all types of conjunction are mostly used in the songs, while substitution and ellipsis are not. Whereas in lexical cohesion covers synonym and

antonym which are mostly used while, repetition and hyponym are average but, metonym and collocation are not used in the songs.

CHAPTER III

RESEARCH METHOD

This chapter covers the description of the research method. The description includes research design, data, research instruments, data collection and data analysis.

3.1 Research Design

Research design of this study is a qualitative since it purposes to understand dealing with the kinds and causes based on natural and process about how the cohesive devices phenomenon is comprehensively illustrated and not statically analyzed. This method is chosen since it is intended to describe the data which contain the cohesive devices used in the Universal Declaration of Human Articles.

As Rahardjo (2002) states that a descriptive method is intended to describe the situation or the area of interest factually and accurately. It means that the data of this research are truly taken from the sentences of the Declaration articles. In addition, Creswell (1994) points out that qualitative research is descriptive in which the research is interested in process, meaning and understanding gained through words or picture, and beside that, it uses theory driven approaches.

Moreover, the data were taken from a text in the form of words or sentences. The purpose of this study is to describe and to identify the cohesive devices used in *The Universal Declaration of Human Rights Articles*.

3.2 Data Source

In this study, the data analyzed are in the form of written text containing cohesive devices. As the data source, the researcher gets the data from the thirty articles of *The Universal Declaration of Human rights*.

3.3 Research Instrument

This qualitative study sets the researcher as the main instrument who obtained the data by using observation, identification, and reduction the data source; it means that the researcher is directly involved in observing, identifying, and reducing the object. Besides, the website cited mention in Chapter I also as instrument to gain the data.

3.4 Data Collection

The data of this study includes written text of the Articles of the Universal Declaration of Human Rights. Observation and data reduction are used as the process of data collection.

Observation is done by reading intensively the data in the form of sentences containing cohesive devices by reading the text fully from the “World Book” of 2005 edition.

After doing the observation, the researcher comes to the next step; reducing data. Reducing refers to the process of selecting and copying the data source. Meanwhile, the other parts of this Declaration are not taken to be data sources

such as the preamble, introductory note or purpose and the principle of the Declaration etc. since this study only focus on the thirty articles.

3.5 Data Analysis

Three chronological steps are going to be taken in analyzing the data. First, classifying the Articles of the Universal Declaration of Human Rights into the aspects of the cohesive devices based on Halliday and Hasan's theory of cohesion. Second, analyzing how the cohesive devices are used in the articles and its implementation to demonstrate the relevance of the cohesive devices that present in the articles which contribute the connectedness and unity of the text. Finally, the last steps are discussing the whole thirty articles then making the conclusion for each category based on research problems.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter aims at analyzing and discussing the research findings. The data are taken from *the Articles of the Universal Declaration of Human Rights* in the form of written text. And the researcher analyzes the cohesive devices which have two categories namely grammatical and lexical cohesion and each of their sub-categories.

4.1 Findings

In this section, the researcher will present the research findings about the types of cohesive devices of the articles of *the Universal Declaration of Human Rights*. The first step is identification of cohesive devices found in the data source in the form of written text from the articles. The next step is describing and discussing the data obtained based on their categories, either grammatical or lexical cohesive devices by using the theory of Halliday and Hasan as well as the interpretation of connectedness and unity within the text. The last step is drawing conclusion based on the result of the data analysis.

4.1.1 Text Analysis of the Articles

A reprint of the articles of *the Universal Declaration of Human Rights*, is provided in Appendix 1 clearly with the number of the articles and actually presented in the original text, which the basis for this text analysis. This

Declaration was adopted and proclaimed by General Assembly resolution 217 A (III) of 10 December 1948 in at the United Nations in Paris to make a profound statement on the value and dignity of human life.

It was written to be read, therefore much of the relevant information and overall the articles are informative and relatively easy to read. The text is reasonably cohesive although each separated into articles, mainly due to lexical cohesion and referencing. As previously stated that cohesiveness in text creates texture and texture is due to the semantic ties that exist between clauses and sentences. Starting with referencing and finishing with lexical cohesion, the textual analysis will prove that cohesion is an important aspect for creating connectedness and unity within the text of thirty articles.

4.1.1.1 Text Analysis: Referencing

In the articles, there are three incidences of personal references of personal pronoun only of which are signaled by the two words “**they**” and one “**it**” in the whole article. Personal referencing in text acts to keep track of participants throughout the text. For example, in the first article, “**they**” in the second sentence refers back to “all human beings” in the first sentence of the first article. In the twenty-sixth article, “**it**” in the second sentence refers back to the preceding item “education”.

Halliday refers to demonstrative referencing as verbal pointing to indicate a scale of proximity to the presupposed reference (Halliday and Hasan 1976:57).

The all occurrences of the demonstrative references are noted in this analysis. The

use of the acts commonly referred to as a definite article to specifically identify and therefore is semantically selective (Halliday and Hasan 1976:71). Because the text is written, the references are mostly endophoric and in all but one case, anaphoric, which creates a cohesive textual environment.

There are fourteen demonstrative references are noted from the analysis which used in the articles, five of which is signaled by the word “**this**”, eight “**the**” and one “**these**”. And all of the references are categorized as anaphoric which refer back to the previous items except in the article 27th “**the** arts” refers to the following part “literary or artistic production”. For example, in fourteenth article, the word “**this** right” in the second part of the article included into demonstrative reference refers back to “the right to seek and to enjoy in other countries asylum from persecution” in the first one and “**the** law” in the twelfth article refers back to national or international law in the eleventh article. (See appendix II).

Then, three comparative references are also identified here, two of which are signaled by the word “**such**” and one “**same**”. All of the examples listed in Appendix 2 are of anaphoric references, the most relevant kind of referencing for cohesion within text. And relatively, all of the examples of personal references cited exist as ties to presuppose participants occur inside of the referring clause. Halliday attests that this type of referencing is the most cohesive (Halliday 1994: 312). For example, in the seventh article the word “**such** discrimination” refers back to “any discrimination” in the line 1.

As the concluding discussion of the grammatical cohesion, some notes here will be clearly described as the additional explanations:

First of all, the very important and significant matter is about personal pronouns here must be noted, the sub-category of reference. As described in the previous, it is obvious to see that the data taken to be analyzed are separated into articles meanwhile; this matter is not the main resistance to prove that the data are cohesive or connected and unified to each other.

Here, the researcher would like to make the possibility of the connection of personal pronouns which is prominent important to contribute the relevance of the connectedness as well as unity within the text of *the Universal Declaration of Human Rights Articles*. First, the words signaled by “**they, he, him, his, and himself**” of which are found mostly in every article of this Declaration as in article 1, 10, 11, 12, 13, 15, 16, 17, 18, 21, 22, 23, 25, 27, and 29 refer to the same reference that is “**human being/s**” or in the other forms “**everyone and one**” in every where in the earth in which does not determined by any distinction, limitation or determination.

This explanation is presented in this section since it is complicated to provide in each article since it separated to each other and on account of the other cohesion principles. Therefore, the researcher concerns to this complexity and concludes this point in the place where the readers are lead to the clearness of the clarification.

4.1.1.2 Text Analysis: Ellipsis and Substitution

Substitution and ellipsis are very characteristic features of spoken text and is usually confined to contiguous passages (Halliday, 1994:310) but of course still exist within written text so that the presupposed reference is not unnecessarily repeated. Because of this anaphoric referencing function, it creates a sense of cohesion throughout the passage. The three types of classification for substitution and ellipsis: nominal, verbal and clausal, reflect its grammatical function.

Regarding ellipsis, something is left unsaid in the passage and the reader must supply the missing information. There is only the nominal ellipsis are noted while the other categories (verbal and clausal) are none. There are nine nominal ellipsis indications. Because most cases of ellipsis are anaphoric to something written in a previous clause, the effect is highly cohesive. For example in the seventh article, “**All**” can be interpreted as an elliptical reference in the first article “**all human beings**”. In the thirtieth article, “**his own**” refers to the preceding line in which the elliptical reference to “**his own country**”. (See appendix III)

When something in text is being substituted, it follows that the substituted item maintains the same structural function as the presupposed item. In nominal substitution, the most typical substitution words are “**one and ones**” and they substitute nouns. In these articles, there are two notation of nominal substitution signaled by the word “**one**” occurs in the first and the eleventh article which substitutes the nouns “**all human beings**” and “**any penal offence**” which appear in the preceding before the substitution words. However, the verbal and clausal do not exist within the whole articles.

4.1.1.3 Text Analysis: Conjunction

Halliday defines conjunction as a clause or clause complex, or some longer stretch of text, which may be related to what follows it by one or other of a specific set of semantic relations (Halliday and Hasan, 1976:310). Conjunction acts to link meaning across a larger boundary of text. However, in this Declaration, the retrieval of conjunctive information does not require the reader to go back too far in the passage to identify the presupposed reference.

In the articles, there are two notations of conjunction. They are “**furthermore**” which are included into additive conjunction while the other conjunction types, temporal indicated by the words “**at the time**” concerning with sequence of time. For example, in the second article, “**Furthermore**, no distinction shall be made...” links back to line 1-6 in which “everyone is entitled to all the rights and freedoms” without any distinction. Overall, conjunction functions extremely well to create cohesion in text, it was used very often in these articles. (See appendix III)

4.1.1.4 Text Analysis: Lexical Cohesion

Lexical cohesion differs from the other cohesive devices of referencing, substitution, ellipsis and conjunction in that it is a non-grammatical function. Through the use of vocabulary, cohesion exists when ties between lexical items can be identified. In the articles *of the Universal Declaration of Human Rights*, this proved to be the most cohesive element. Whether it was through the different

forms of reiteration or through collocation, a clearly identifiable choice of lexical patterns is very apparent.

Reiteration refers to the repetition of a lexical item although the repetition may not exactly match the presupposed lexical item. Reiteration can take the form of repetition of the same word or through the use of a synonym, antonym, metonym, or hyponym. Collocation differs from reiteration in that it refers not to a semantic relationship between words but rather it refers to the tendency of words to share the same lexical environment (Halliday and Hasan 1976:286).

In Appendix IV, the list of the overall patterns of lexical cohesion is noted from the article. About ninety-nine lexemes are identified. The subcategories of reiteration and collocation in which the largest findings in terms of quantity of either reiteration are about sixty while collocation around fifteen lexemes. For reiteration category, there are ten repetitions, twenty-eight synonyms, eighteen antonyms, nine metonyms and twenty hyponyms taken as notes. While, of collocation are fifteen in the whole articles.

For example, the sub-category of reiteration, hyponym is identified in the second article which presents “*race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status*” as the subordinates of the superordinate “*distinction of any kind (in the Universal Declaration of Human Rights Articles)*”. On the other hand, collocation is noted in the tenth article which signaled by the two words “*rights – obligation*” in which both of the words are often associated in the same context as well as “*rights –*

freedoms” in the second, twenty-sixth, twenty-eighth to thirtieth article which appears several times. (See appendix IV)

4.1.2 The Connectedness and Unity of the Articles

The connectedness and unity refers to the way in which resources such as patterns of cohesion create both cohesive and reliable text. Texture of the text refers where there are language items that tie meaning together in the text occurs. Texture, then, is a result of the interaction of cohesion principle both of the grammatical and lexical relation.

A crucial concept in this discussion is that of the principle within this Declaration through the function of each cohesion which connect the meanings of the words to each other as well as to the world outside the text. The interpretation of these items is found by reference in which occurs between words and pronouns that refer to that word (reference items). A further aspect of cohesion is the way in which words such as ‘one’ used to substitute for other words in a text (substitution) and the ways in which words or phrases are left out, or ellipsed, from a text (ellipsis).

It also includes words that commonly co-occur in texts (collocation) and the relationship between words with similar, related and different meanings (lexical cohesion). All of this contributes to the unity of texture of this text since their existence and helps to make the text cohesive or being connected.

4.2 Discussion

The next steps of the analysis are presenting, discussing and interpreting the data based on their specific categories of cohesive devices. In addition, in the concluding paragraph of each articles analysis, the decoding meaning of the article is provided in the complete text in which the form shows coding to language easily understood. In this analysis, the presentation of data analysis is distributed based on the original articles of *the Universal Declaration of Human Rights*. The texts are in the form of data and every data consists of one point in which that point have some parts which are reflected in number of the articles.

Furthermore, in this following data presentation the term of **grammatical cohesion** is signed by the **bold** types, while the term of **lexical cohesion** is signed in *italic* types. Another sign is in **bold** and *italic* identifying both ***grammatical*** and ***lexical cohesion***. For words, phrases, clauses or sentences and text pointed by the *underline* type which being focused on analysis and also signaled by (“ ”), while signaled by bracket (<>) is identified as omission.

Finally, the term in which the articles code to form the overall meaning in complete text, brackets “()” are used in which the word or phrase placed or substituted by the original word or phrase from the article itself.

4.2.1 Grammatical Cohesion

In this section, the discussion focuses only on the grammatical cohesion which covers all of the sub-categories; reference, substitution, ellipsis and conjunction. And the explanations are as follow:

Article 1

All human beings are born free and equal in dignity and rights. **They** are endowed with reason and conscience and should act towards **one** another in a spirit of brotherhood.

In the first article, both grammatical and lexical cohesion are used. The detail description and interpretation are as follows:

The word “**they**” in “**They** are endowed with reason and conscience...” in the second sentence refers to the word “all human beings” in the preceding sentence. The word “**they**” belongs to grammatical cohesion that is a personal reference because the word “**they**” is the third personal plural pronoun and categorized as a personal category. In addition, this word is identified as an anaphora class of endophora since it appears after the referred word “All human beings” in the preceding.

Other ties found in the first article is a nominal substitution which functions as a head in the nominal group in the second sentence “...towards **one** another in a spirit of brotherhood”. The word “**one**” substitutes the word “human being” which is in the first sentence known as a nominal substitution because the substituted element is a noun. Moreover, the substitute “**one**” assumes the function of the presupposed item.

To sum up, grammatical cohesion used in the first article are one personal reference of anaphora which is shown the referred word “All human beings” in which followed by the word “**they**” in the following sentence. The words “they”

and “all human beings” together constitute a text in this article since “they” function goes cohesion between the two sentences, so that the interpretation is as a connectedness. Another tie which lies in the beginning of the first sentence of the article and one nominal substitution signaled by the word “**one**” which substitutes the word “human being” in the preceding clause functions as the presupposed item. After all the relations show that the principles of grammatical cohesions connect and unify both sentences in this article.

Article 2

Everyone is entitled to all the rights and freedoms set forth in **this** Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. **Furthermore**, no distinction shall be made on the basis of the political, jurisdictional or international status of **the** country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

The word “**this**” in “...set forth in **this** Declaration...” is identified as a demonstrative reference which refers to “Universal Declaration of Human Rights” which is provided implicitly in general of the whole articles. In addition, it is a deictic which functions as a modifier to the head “Declaration”. Moreover, a nominal ellipsis recognized in the following exactly in the same phrase “...in **this** Declaration <of Human Rights>...” since the nominal group “of Human Rights” is omitted because it is already understood which Declaration meant to be. In this

ellipsis, the postmodifiers, is “Human Rights”, as a qualifier.

In the second sentence which is linked by the word “**furthermore**” in “**Furthermore**, no distinction shall be made...” belongs to grammatical cohesion in type of an additive conjunction since it completes the preceding sentence before the word “**furthermore**” to the following after the word. This signal words indicates that the two sentences in this article to be added together to reach their totality.

Next, an ellipsis is also recognized which occurs in “...no distinction <of any kind> shall be made on the basis ...” And since the omission covers nominal group, it is known as nominal ellipsis. Moreover, the modifying element “any kind” as a postmodifier from the first sentence is a qualifier.

The word “**the**” in “...status of **the** country or territory to which a person belongs...” is identified as a demonstrative reference. And this definite article functions as a modifier to the head “country” and this refers back to “national or social origin” in the previous sentence.

In the second articles, the sub-categories of grammatical cohesion used are three subclasses of grammatical cohesion which includes one demonstrative reference “**this**” which attached to the phrase “**this** Declaration” which presupposes to “Universal Declaration of Human Rights”, the two nominal ellipses. And the last grammatical cohesion is signaled by the word “**furthermore**” which categorized as additive conjunction. All of the cohesions mentioned above contribute to the connectedness and unity between the two sentences in the second article.

Article 3

Everyone has the right to life, liberty and security of person.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

In these articles (3, 4, 5, and 6), there is none of the grammatical cohesion used since each only consists of one sentence. But there are signal words which indicate lexical cohesion, the other cohesive devices besides the grammatical cohesion which explain in the second section of the discussion.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of **this** Declaration and against any incitement to **such** discrimination.

The article can be illustrated simply as:

- All <human beings> are equal before the law and are entitled without any discrimination to equal protection of the law .(sentence 1)
- All <human beings> are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination .(sentence 2)

Ellipsis is used in which clearly shown in the brackets above in the very beginning of the explanation description are identified as nominal ellipsis since the nominal groups are omitted: <human beings>, <all human beings>. The two ellipses are the same omitted element have been written in the first article that is nominal group which is as the head in both sentences functions as a qualifier. However, the word “**such**” in “...any incitement **such** discrimination” included into a general comparative reference of adverb which refers back to “any discrimination”. The adverb “such” functions as an adjunct in the clause.

The grammatical cohesion also being used is a demonstrative reference signaled by the word “**this**” in the second sentence which attached the word “Declaration” exactly in “...in violation of **this** Declaration...” that refers to generally in these articles “Universal Declaration of Human Rights”. Moreover, it is a deictic which functions as a modifier to the head “Declaration”. Then, an ellipsis also occurs in this phrase “...of this Declaration <of Human Rights>” which already understood even though the element is omitted. And as the nominal

group omitted, this ellipsis is known as a nominal ellipsis functions as a postmodifier modifying the element is a qualifier.

In this text, the grammatical cohesion used that is one comparative reference signaled by the word “**such**” shows the same likeness as the previous sentence “any”, one demonstrative reference which signaled by “**this**” which explicitly described in the whole thirty articles “Universal Declaration of Human Rights and three nominal ellipses. These cohesions as described above indicate the continuity or connectedness between the two sentences to the previous article (article 1) which shows the anaphoric ellipsis relationships. And the presupposed and the presupposing items among the articles which lead to the unity within the articles.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

In these articles (8, 9, and 10), there is none of the grammatical cohesion used since each only consists of one sentence. But there are signal words which indicate lexical cohesion, the other cohesive devices besides the grammatical cohesion which explain in the second section of the discussion.

Article 11

- (1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.
- (2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when **it** was committed. **Nor** shall a heavier penalty be imposed than the **one** that was applicable **at the time the** penal offence was committed.

In this article, the identification of grammatical cohesion is signaled by the word “**nor**” in “Nor shall a heavier penalty be imposed than the one ...” of the text recognized as the negative form of an additive conjunction because it links two sentences to complete as a unity between the first and the second sentence of the text to achieve their totality.

Substitution is also identified in the text which signaled by the word “**one**” in “...than the one that was applicable at the time the penal offence ...” known as a nominal substitution because it is as the head of nominal group that substitutes “any penalty offence” in the first sentence of the second part of the article,

respectively.

The other conjunction which is in the last sentence of the second part signaled by the words “**at the time**” in “...at the time the penal offence was committed” is included into a temporal conjunction in which is the internal type because it marks the communication processes itself (when the penal offence was committed). While, the word “**the**” in “...the penal offence was committed” is recognized as a demonstrative reference of anaphoric which refers back to “any penal offence” in the first sentence.

In this section, grammatical cohesion includes; one personal pronoun “**it**” and one demonstrative “**the**” references, one nominal substitution signaled by “**one**”, one additive “**nor**” and one temporal “**at the time**” conjunctions. All of the cohesions contribute to the connectedness and unity within the two parts of the eleventh article, and as the existence of the presupposed and presupposing items in this article.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation.

Everyone has the right to **the** protection of **the** law against **such** interference or attacks.

Two demonstrative references are used in this article as illustrated:

“Everyone has the rights to **the** (1) protection of **the** (2) law against such interference or attacks” the first (1) is identified as demonstrative reference which

refers back to “equal protection” item in the 7th article and the second (2) is a cataphoric which refers to the following item in the second part of the 11th article “national or international law” which also a demonstrative reference.

The word “**such**” in “...against **such** interference or attacks” is identified as a general comparative reference because the word shows the likeness to “arbitrary interference” in the beginning of this article. In addition, the word “**such**” functions as adjunct in the sentence since it is the adverb.

To sum up, there are several grammatical cohesions principle used in this article: two demonstrative and one comparative references. Those cohesions proved in connecting the elements in this article as well as its unity.

Article 13

- (1) Everyone has the right to freedom of movement and residence within the borders of each state.
- (2) Everyone has the right to leave any country, including his own, and to return to his country.

In this article, grammatical cohesion covers only one subcategory occurs in: “Everyone has the right to leave any country, including his own <country> and to return to his country” in the second part. The word in the bracket is omitted in the text therefore it is called a nominal ellipsis since the omitted item is a nominal group. And this ellipsis functions as the qualifier.

Article 14

- (1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.
- (2) **This** right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

The word “**this**” in the second (2) part of the text in “**This** right may not be invoked ...” is recognized as a demonstrative reference which refers back to “the right to seek and to enjoy in other countries asylum from persecution” in the first (1) part of the text. This reference is functioning as a modifier to the head “right”. Moreover, this ellipsis functions as the continuity between the two parts of this article which also contribute to the connectedness between the two.

Article 15

- (1) Everyone has the right to a nationality.
- (2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

In this article, there is none of the grammatical cohesion used since each only consists of one sentence. But there are some signal words which indicate lexical cohesion, the other cohesive devices besides the grammatical cohesion which explain in the second section of the discussion.

Article 16

- (1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family.
They are entitled to equal rights as to marriage, during marriage and at its dissolution.
- (2) Marriage shall be entered into only with the free and full consent of **the** intending spouses.
- (3) **The** family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

This article divided into three parts and the explanations are as follows:

The word “**they**” in “**They** are entitled to equal rights...” in the second sentence of the first part of the article is identified as a personal reference which refers back to “men and women of full age” in the very beginning of the text. Such a reference is also known as an anaphora, the class of endophora. This reference functions as personal pronoun as head. While in “...full consent of **the** intending spouses” in the second part of the article refers back to “men and women of full age” in the first part of the article therefore, “**the**” here is categorized as an anaphora demonstrative reference of endophora in which it is as the modifier to the head “intending spouses”.

While in the last part, cohesion used is a demonstrative reference which signaled by the word “**the**” in “**The** family is the natural and fundamental group...” is an anaphoric which refers back to “a family” in the first part,

functioning as the modifier to the head of “family”.

Here, the grammatical cohesions are noted for its several subclasses; one personal pronoun “**they**” which functions as the head in the sentence. Then, two demonstrative references which are signaled by the same word “**the**”, functioned the same thing that is as the modifier to the head follows the word. And as explained above, the cohesion principles obviously illustrate the existence of connectedness or cohesiveness among the parts of this article.

Article 17

- (1) Everyone has the right to own property alone as well as in association with others.
- (2) No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of

frontiers.

Article 20

- (1) Everyone has the right to freedom of peaceful assembly and association.
- (2) No one may be compelled to belong to an association.

In these articles (17, 18, 19 and 20), there is none of the grammatical cohesion used. But there are several signal words which indicate lexical cohesion, the other cohesive devices besides the grammatical cohesion which explain in the second section of the discussion.

Article 21

- (1) Everyone has the right to take part in the government of his country,
directly or through freely chosen representatives.
- (2) Everyone has the right of equal access to public service in his country.
- (3) The will of **the** people shall be the basis of the authority of government;
this will shall be expressed in periodic and genuine elections which shall
be by universal and equal suffrage and shall be held by secret vote or by
equivalent free voting procedures.

In the last part of this article, cohesion which is used includes: a demonstrative reference and here with the same signal words “**the**” in “The will of **the** people shall be the basis of the authority of government...” which all

identified as a demonstrative reference in which the first “**the**” is an anaphoric one since it (**the**) refers back to “the people’s country” in the first part of the article.

Furthermore, this definite article functions as a modifier to the head “people” in the last part “...of the people shall be the basis...”. This cohesion is the only one of the grammatical contributes the connectedness among these parts of the article.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

- (1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
- (2) Everyone, without any discrimination, has the right to equal pay for equal work.
- (3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social

protection.

- (4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

In these articles 22, 23 and 24, there is none of the grammatical cohesion used since each only consists of one sentence. But there are signal words which indicate lexical cohesion, the other cohesive devices besides the grammatical cohesion which explain in the second section of the discussion.

Article 25

- (1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
- (2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the **same** social protection.

The word “**same**” in the second part of this article “...shall enjoy the same social protection” is identified as general comparison in terms of “likeness”. This type of comparison is expressed by a certain class of adjectives. This adjective “**same**” functions as a deictic in the nominal group to the head “protection”.

Article 26

- (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
- (2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. **It** shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
- (3) Parents have a prior right to choose the kind of education that shall be given to their children.

The grammatical cohesion in this article includes: ellipsis which occurs in the first part of this article “...equally accessible to all <human beings> on the basis of merit” which is identified as a nominal ellipsis because the nominal group “human beings” is omitted in the first part. In addition, this omitted word

functions as a qualifier.

Then, the word “**it**” is included into an anaphora personal reference of personal pronoun which refers back to “education” in the first sentence of the second part of the article as in “**It shall promote understanding, tolerance...**”

As described above, the connectedness achieved by the principle of cohesion in which signaled by the personal reference signaled by “**it**” in the second part and nominal ellipsis are proved the existence of connectedness and unity within the elements of this article.

Article 27

- (1) Everyone has the right freely to participate in the cultural life of the community, to enjoy **the** arts and to share in scientific advancement and its benefits.
- (2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

In the first part of this article, the grammatical cohesion used is demonstrative reference which is signaled by the word “**the**” in “...to enjoy **the** arts and to share...” actually is a cataphoric reference which refers to “literary or artistic production” in the second part of this article. This definite article “**the**” functions as a modifier to the head “arts”. And this is the cohesion which contributes the connectedness between the two parts of this article.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in **this** Declaration can be fully realized.

The word “**this**” in “...**this** Declaration <of Human Rights>...” belongs to an anaphoric demonstrative reference which refers to “Universal Declaration of Human Rights” which is illustrated generally. This word “**this**” is a deictic functioning as a modifier to the head “Declaration”. And the elements on the bracket is identified as a nominal ellipsis since the nominal group is omitted in the text but already understood. Both of the subcategories of the grammatical cohesions contribute to the connectedness and unity among the elements of this article.

Article 29

- (1) Everyone has duties to the community in which alone the free and full development of his personality is possible.
- (2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
- (3) **These** rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

In the last part of this article, the word “**these**” in “these rights and freedoms...” in the beginning is identified as a demonstrative reference which refers back to “the rights and freedoms which have been mentioned from the first to the twenty-ninth articles” of Universal Declaration of Human. Moreover, this article is a deictic functioning as a modifier to the head “rights and freedoms”

Furthermore, this reference is the only principle of cohesion which contributes the connectedness among the parts of these articles.

Article 30

Nothing in **this** Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

Ellipses are used in this article which exactly placed right after in the very beginning of the word “nothing” and “Declaration” “Nothing <of the rights and freedoms> in this Declaration <of Human Rights>...” and since the omitted words in the bracket are nominal groups so that such ellipsis is included into nominal ellipses which both function the same reason that is as a qualifier. While the word “**this**” in “...in **this** Declaration may be interpreted...” is a demonstrative reference that refers to “Universal Declaration of Human Rights” generally in these whole articles from the first until the thirtieth. And this reference is a deictic functioning as a modifier to the head “Declaration”.

The two nominal ellipses and one demonstrative reference are the cohesion principles in which contribute the relevance of connectedness and unity within the elements of the text.

4.2.2 Lexical Cohesion

In this section, the discussion focuses only on the lexical cohesion which covers all of the sub-categories; reiteration collocation. And the explanations are as follow:

Article 1

All *human beings* are born free and equal in dignity and rights. They are endowed with *reason* and *conscience* and should act towards one another in a spirit of *brotherhood*.

The words “*reason – conscience*” in the second sentence is a lexical cohesion which belongs to collocation because both of them often co-occur in the same context.

Article 2

Everyone is entitled to all the *rights* and *freedoms* set forth in this Declaration, without *distinction of any kind*, such as *race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status*. Furthermore, no *distinction* shall be made on the basis of the political, *jurisdictional* or international status of the *country*

or *territory* to which a *person* belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

The word “*person*” in the second sentence in the text and “*human beings*” in the first article above is synonymous which belongs to lexical cohesion class because those two of the words “*person – human beings*” have same sense of meaning. While the words “*rights – freedoms*” is included into collocation since both the words is often associated in the same environment that is “human rights”.

The other class of lexical cohesion of reiteration also identified among these words “*race – colour – sex – language – religion – political or other opinion – national or social origin – property – birth or other status*”, included into hyponym since the words are identified as subordinate of the superordinate probably “*distinction of any kind*”.

In the text it is also identified that lexical cohesion belongs to synonymy in the word “*national – social origin*” and “*country – territory*” since the words have same sense of meaning. While, the words “*independent – non -self-governing*” included into antonym subclass of reiteration since the words have the opposite meaning to each other.

The relationship between the two articles (article 1 and 2) shows the connectedness as well as unity within the elements of the sentences which contributed by the principle of lexical cohesion.

Article 3

Everyone has the right to *life, liberty* and *security* of *person*.

In this article, the words “life – liberty – security” is categorized as the subordinate (hyponym) of the superordinate “the right”. And “everyone – person” is categorized into synonym because of the similar meaning between the words.

Article 4

No one shall be held in *slavery* or *servitude*; slavery and the slave trade shall be prohibited in all their forms.

The type of lexical cohesion used in this article is signaled by the words “slavery – servitude” which belongs to synonym since they have same meaning and interpretation. Then, the word “*no one*” in the beginning of this article is an antonym with the word “*everyone*” in the previous article, on account of its opposite interpretation between the two words.

And this antonym indicates the connectedness and unity between the two articles, fourth and third.

Article 5

No one shall be subjected to *torture* or to *cruel, inhuman* or *degrading treatment* or *punishment*.

It is noticed that lexical cohesion also used in this text. The words “torture –

cruel – inhuman – degrading” are subordinate (hyponym) of superordinate of “slavery” in the previous article. While the words “treatment – punishment” is identified as synonym because those two words imply the similar sense of meaning.

Article 6

Everyone has the right to *recognition* everywhere as a *person* before the *law*.

The tie used in this article is synonym which belongs to lexical cohesion signaled by the words “everyone – person” have similar sense of meaning to each other which occurs in one sentence. While the word “*recognition*” possible to be added into hyponym with the same superordinate of “the right” in the article 3.

In addition, the lexical cohesion used proved the relevance of the connectedness as well as unity within elements of the article.

Article 7

All are equal before the *law* and are entitled without *any discrimination* to *equal protection* of the *law*. All are entitled to *equal protection* against *any discrimination* in *violation* of this Declaration and against any *incitement* to such discrimination.

Repetitions occur within this article in several exact words. They are “*law*” in the first and second clause of the first sentence. Then, the word “*any*”

discrimination” and “*equal protection*” in the first sentence also identified as repetition in which is repeated in the second sentence. And, the principle of lexical cohesion which are described by the three signal words proved the relevance of connectedness and unity of the article.

Article 8

Everyone has the right to an effective remedy by the competent national *tribunals* for *acts* violating the fundamental rights granted him by the *constitution* or by *law*.

The word “*tribunal*” in this article is identified as a synonym with the word “*law*” in the previous article since the two words have similar meaning. It is also noticed that lexical cohesion appears in the word “*constitution – law*” which recognized as synonym since both of the words also have identical meaning.

While the word “*acts*”, in which has negative meaning since it is attached to ‘violating the fundamental rights’, can be the superordinate of subordinate “*violation – incitement*” in the previous article. For this reason, hyponym occurs within the two articles, seventh and eighth. Moreover, the principle of lexical cohesion shown above are contributed the connectedness and unity within the elements of this article.

Article 9

No *one* shall be subjected to *arbitrary arrest, detention or exile*.

Lexical cohesion is noticed here, which signaled by the words “arrest – detention – exile” and belongs to hyponym as subordinate of superordinate “*arbitrary treatment*”.

Article 10

Everyone is entitled in full *equality* to a fair and public *hearing* by an *independent and impartial tribunal*, in the determination of his *rights* and *obligations* and of any *criminal* charge against him.

Lexical cohesion here covers the two categories: reiteration and collocation. The word “*everyone*” in the beginning of this article shows antonym relation to the word “*no one*” in the previous article on account of the opposite meaning between the two.

Synonym here appears since the words “independent – impartial” and “hearing – tribunal” exists because both of the words have same meaning to each other. While, collocation is signaled by the presents of the words “rights – obligations” which have the association in the same environment where both of the words relate to mutual relation. Whereas, the word “*equality*” can be included into the subordinate (hyponym) of superordinate “the right” in article 3.

The relation of lexical cohesion noted from this article proved the

connectedness and unity within the elements of this article itself and with the former ones.

Article 11

- (1) *Everyone* charged with a penal *offence* has the right to be presumed *innocent* until proved guilty according to law in a public *trial* at which he has had all the *guarantees* necessary for his *defence*.
- (2) *No one* shall be held *guilty* of any penal *offence* on account of any act or *omission* which did not constitute a penal offence, under national or international *law*, at the time when it was committed. Nor shall a heavier *penalty* be imposed than the one that was applicable at the time the penal *offence* was committed.

In the first of this article, the word “*everyone*” is identified as subclass of lexical cohesion, antonym since it is compared with the word “*no one*” in the second part of the text and both have opposite sense of meaning between “*everyone – no one*” as well as the words “*innocent – guilty*”. On the other hand, the words “*trial – law*” show the synonym relationship because the two words indicate same meaning.

At the same time, the word “*trial*” can be included into the superordinate of the subordinate words “*guarantees – defence – penalty – penal offence – omission*”, therefore hyponym occurs within this article. Finally, the relation between the elements of the article is proved to show the relevance of the connectedness and unity which exist in the two parts.

Article 12

No one shall be subjected to arbitrary *interference* with his *privacy, family, home* or *correspondence*, nor to attacks upon his *honour* and *reputation*.

Everyone has the right to the *protection* of the law against such *interference* or *attacks*.

The word “*no one*” in the beginning sentence of the text is the opposite of the word “*everyone*” in the following one, therefore, both of the words are known as an antonym which belongs to the subclasses of reiteration of lexical cohesion. While, the words “*honour – reputation*” is identified as a synonym since both of the words have identical meaning.

In the very last part of the text, lexical cohesion used, signaled by the word “*interference – attacks*” which belongs to a metonym since both those words are being part of each other (*interference* is one of *attack* manners). While, the words “*interference – protection*” is identified as an antonym on account of the contradictory meaning between the two. The following words: “*privacy – family – home – correspondence*” is subordinates included possible to hyponym of a superordinate “*privacy*”.

The principle of lexical cohesion which is described above proved the relevance of the connectedness and unity which exist within the elements of the article.

Article 13

- (1) *Everyone* has the right to freedom of *movement* and *residence* within the *borders* of each *state*.
- (2) *Everyone* has the right to leave any *country*, including his own, and to return to his *country*.

In the first part, the words “*movement – residence*” in the first and “*leave - return*” in the second point is included into an antonym of reiteration class of lexical cohesion since the words have the opposite sense of meaning to each other.

However, the word “*state*” in the first part of the text and “*country*” in the second part of the text belongs to reiteration specified in a synonym since both of the words have identical sense of meaning. Repetition also occurs in the word “*country*” which is written twice, one of which is in the first line and the other one is in the third line as well as the word “*everyone*” but in a different place; between the first part and the second one.

The connectedness and unity of this article is shown by the vocabulary choice (lexical cohesion) between the elements of the two parts.

Article 14

- (1) *Everyone* has the right to seek and to enjoy in other countries asylum from persecution.
- (2) This right may not be invoked in the case of *prosecutions* genuinely arising from non-political *crimes* or from acts contrary to the purposes and principles of the United Nations.

The words “*crimes – prosecutions*” is categorized as a metonym because the two words have a part versus of the whole. And through this relation, the connectedness within the elements of this article is achieved.

Article 15

- (1) *Everyone* has the right to a *nationality*.
- (2) *No one* shall be *arbitrarily* deprived of his *nationality* nor denied the right to change his *nationality*.

The word “*everyone*” in the first part of the article is the opposite of the word “*no one*” in the second so that these words included to reiteration of an antonym subclass. While the word “*nationality*” in the first part shows the relation of repetition to the same word in the second part.

To sum up, the relation described above through the lexical cohesion principle contributed to the connectedness and unity is achieved.

Article 16

- (1) *Men* and *women* of full age, without any limitation due to *race*, *nationality* or *religion*, have the right to marry and to found a *family*. They are entitled to equal rights as to marriage, during *marriage* and at its *dissolution*.
- (2) *Marriage* shall be entered into only with the free and full consent of the intending *spouses*.

(3) The family is the natural and fundamental *group unit* of *society* and is entitled to protection by *society* and the *State*.

This article divided into three parts and the explanations are as follows: in the first part,

The words “race – nationality – religion” are included into subordinate of a hyponym superordinate “*any limitation*”. The word “*men*” and “*women*” is included to lexical cohesion specified to a collocation since both of the words typically co-occur. While the words “marriage – dissolution” is categorized as an antonym since both of the words is the opposite of each other.

In the second part of this article, cohesion used are lexical cohesion which signaled by collocation in “marriage – spouses”. Those two words are often associated in the same environment. Then in the last part, the words “family – society – state” are identified as metonym since the words are dealing with part – whole, the word “*family*” is the part of “*society*” in which as the whole while “*society*” is the part of “*state*” in which as the whole.

As described above, the connectedness within the elements in this article is achieved through the principle of lexical cohesion.

Article 17

- (1) *Everyone* has the right to own *property alone* as well as in *association* with others.
- (2) *No one* shall be *arbitrarily* deprived of his *property*.

The parts of this article directly complete to each other as seemed to the connection between two words “*everyone*” and “*no one*” which belongs to lexical cohesion typed antonym since both of the words have the opposite meaning. Furthermore, the words “*alone*” and “*association*” are the same explanation as the preceding one.

While the word “*property*” in the first part is identified as a repetition because this word is repeated in the second part of this article

Article 18

Everyone has the right to freedom of *thought, conscience* and *religion*; this right includes freedom to change his *religion* or *belief*, and freedom, either *alone* or in *community* with others and in *public* or *private*, to manifest his *religion* or *belief* in *teaching, practice, worship* and *observance*.

The words “*thought – conscience – religion*” are included into lexical cohesion of the reiteration subclass, a hyponym as subordinate for the superordinate of “the right of freedom (the variety)”.

The words “*religion – belief*” is included into lexical cohesion, synonym

since both of the words have same sense of meaning. While the words “alone – community” and “public – private” belong to antonym since they have the opposite meaning to each other. And the last is the words of the text “teaching – practice – worship – observance” which belong to a hyponym with a superordinate “religion or belief manifestation”.

Article 19

Everyone has the right to freedom of *opinion* and *expression*; this right includes freedom to hold opinions without interference and to seek, receive and impart *information* and *ideas* through any media and regardless of frontiers.

The word “opinion – expression”, have the same sense of interpretation, is identified as a synonym of reiteration subclass. The same relation occurs in other two words “information – ideas”.

Article 20

- (1) *Everyone* has the right to freedom of peaceful *assembly* and association.
- (2) *No one* may be compelled to belong to an *association*.

The word “*everyone*” in the first (1) part of the text and the second (2) one “*no one*” belong to antonym since both of the words have contrary sense of meaning. While, the words “assembly – association” in the first part of the text is

categorized as a collocation since both of the words often associated in the same context.

Article 21

- (1) *Everyone* has the right to take part in the *government* of his *country*,
directly or through freely chosen *representatives*.
- (2) *Everyone* has the right of equal access to public service in his *country*.
- (3) The will of the *people* shall be the basis of the authority of *government*;
this will shall be expressed in *periodic and genuine elections* which shall
be by *universal* and *equal suffrage* and shall be held by *secret vote* or by
equivalent free voting procedures.

The word “*everyone*” in the first and the second part is identified as repetition to “*everyone*” in the second part. The word “*government – country*” which belongs to lexical cohesion typed a metonym since both of the words related as the part (*government*) and the whole (*country*).

These following words are included into a hyponym as subordinate “*periodic and genuine elections – secret vote – equivalent free voting*” while the superordinate is “*freely chosen representatives*”. Then, the word “*representatives*” in the first part and “*government*” in the third is identified as a synonym since its similar meaning.

Article 22

Everyone, as a member of *society*, has the right to social *security* and is entitled to *realization*, through national effort and international *co-operation* and in accordance with the *organization* and resources of each *State*, of the economic, social and cultural rights indispensable for his *dignity* and the free development of his personality.

The word “*society*” in the first line and “*State*” in the fourth line are identified as a metonym since the words are as the part (*society*) and the whole (*State*) as well as “*co-operation – organization*” in which have the relationship a part (*co-operation*) versus the whole (*organization*).

Article 23

- (1) *Everyone* has the right to *work*, to free *choice of employment*, to just and favourable *conditions of work* and to *protection* against *unemployment*.
- (2) *Everyone*, without any *discrimination*, has the right to equal *pay* for equal *work*.
- (3) *Everyone* who works has the right to just and favourable *remuneration* ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
- (4) *Everyone* has the right to form and to join trade unions for the protection of his interests.

The word “*everyone*” in each part of this article is identified as repetition, a class of reiteration, since it is repeated for several times in every parts. The word “*work – employment*” have identical meaning to each other, therefore those words belong to lexical cohesion typed a synonym. While, “*employment – unemployment*” is included into an antonym since both of the words are the opposite of each other. The words “*choice of employment – conditions of work*” in this article is identified as hyponym because the items are a subordinate of the superordinate “the right to work”.

While the word “*pay – work*” is identified as a metonym since the words are as the part (*pay*) and the whole (*work*). Furthermore, the word “*pay*” in the following article and “*remuneration*” in the following part is categorized as a synonym because of their (*pay – remuneration*) similar sense of meaning.

And through the lexical cohesion principle the connectedness and unity within the elements of this article are achieved

Article 24

Everyone has the right to *rest* and *leisure*, including reasonable *limitation* of *working hours* and periodic *holidays with pay*.

The cohesion used is lexical one which exactly shown in: “*rest – leisure*” which has same interpretation to each other so that these words included into synonym. While these following words: “*limitation of working hours – holidays*”

with pay” in this article are identified as hyponym because the items are a subordinate of the superordinate “the right of work rest and leisure”.

Article 25

(1) *Everyone* has the right to a standard of *living* adequate for the *health* and *well-being* of himself and of his *family*, including *food, clothing, housing* and *medical care* and necessary *social services*, and the right to *security* in the event of *unemployment, sickness, disability, widowhood, old age* or other *lack of livelihood* in circumstances beyond his control.

(2) *Motherhood* and *childhood* are entitled to special *care* and *assistance*.
All *children*, whether *born in* or *out of wedlock*, shall enjoy the same *social protection*.

Lexical cohesion used for showing a hyponym relation through these words: “food – clothing – housing – social services – medical care” as the subordinate of superordinate “*standard of living*”. Also these words in the following are included into a hyponym which as the subordinate “unemployment – sickness – disability – widowhood – old age” and the superordinate is represented by “lack of livelihood”.

In the second part of the text, both grammatical and lexical cohesion are used and the detail descriptions are as follows:

The words “motherhood – childhood” is categorized as collocation since both of the words frequently co-occur in the same surroundings. The two words

“care – assistance” are belong to a synonym since both have same sense of interpretation as well as the words “*security*” in the first part and “*protection*” in the following part of the article. While, the words “born in – out of wedlock” is included into an antonym since both of the words have the contrary of interpretation.

And, the relations of lexical cohesion shown above contribute to the connectedness and unity within the elements of this article is achieved.

Article 26

- (1) *Everyone* has the right to *education*. *Education* shall be free, at least in the *elementary* and *fundamental stages*. *Elementary education* shall be compulsory. *Technical* and *professional* education shall be made generally *available* and *higher education* shall be equally *accessible* to all on the basis of merit.
- (2) *Education* shall be directed to the full development of the human personality and to the strengthening of respect for human *rights* and fundamental *freedoms*. It shall promote *understanding, tolerance* and friendship among all *nations, racial* or religious *groups*, and shall further the activities of the United Nations for the maintenance of peace.
- (3) *Parents* have a prior right to choose the kind of *education* that shall be given to their *children*.

In the first part (1), repetition occurs signaled by the word “*education*”

which is written twice in which the purpose is to give its importance in the twenty sixth articles as the spotlight. While, the words “elementary – fundamental” is identified as a synonym, subcategories of reiteration class of lexical cohesion as well as “available – accessible”. In the same part, the words “technical – professional – higher” are included into hyponym of “*education stages*”.

The words “understanding – tolerance” are belong to a collocation since those words often co-occur in the same context. Then, the words “rights – freedoms” is also included into a collocation since both or the words often come in the same environment. The same thing as previous, collocation between this words appear “parents – children”, because the words frequently associated in the same environment.

And the connectedness and unity within the elements of this article is achieved through the lexical cohesion principle as described above.

Article 27

- (1) *Everyone* has the right freely to participate in the cultural life of the community, to enjoy the *arts* and to share in *scientific* advancement and its benefits.
- (2) *Everyone* has the right to the protection of the moral and material interests resulting from any *scientific, literary* or artistic *production* of which he is the author.

The word “scientific – literary – arts” belongs to hyponym as the

subordinates while the superordinate can be “cultural production”. And through this cohesion, the connectedness between the two parts of this article is achieved.

Article 28

Everyone is entitled to a social and international order in which the *rights* and *freedoms* set forth in this Declaration can be fully realized.

The words “*rights – freedoms*” is included into a collocation since both or the words often co-occur in the same environment.

Article 29

- (1) *Everyone* has duties to the *community* in which alone the free and full development of his personality is possible.
- (2) In the exercise of his *rights* and *freedoms*, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the *rights* and *freedoms* of others and of meeting the just requirements of morality, public order and the general welfare in a democratic *society*.
- (3) These *rights* and *freedoms* may in no case be exercised contrary to the purposes and principles of the United Nations.

In the first part of this article, the word “*community*” in the first part and the word “*society*” in the third part are identified as a synonym since both of the

words have similar meaning.

There are three same of two words “*rights – freedoms*” in the second and third part of the text identified as a collocation since the words often associated in the same environment. In addition, the lexical cohesion existence is proved to contribute the connectedness and unity within the elements of this article.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, *group* or *person* any right to engage in any *activity* or to perform any *act* aimed at the destruction of any of the *rights* and *freedoms* set forth herein.

The words “*person*” and “*group*” is included into sub-category of reiteration, metonym because the words have relation between a part versus the whole. While the relation of two words “*activity – act*” is included into a synonym since both these words have same definition. Another one is signaled by the words “*rights – freedoms*” which belong to collocation since the words often associated in the same environment.

In this last article, the connectedness and unity is achieved through the principle of lexical cohesion as illustrated above within the elements.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents two points that relate to conclusion of the results of the study discussed in the previous chapter and suggestions that can be used to interpret cohesive devices in proper context.

5.1 Conclusion

The objectives of this study are to explain and identify the cohesive devices used in *The Universal Declaration of Human Rights Articles* and also to describe the contribution of the cohesion principles to the connectedness and unity of the articles.

Based on the previous study, the conclusion was drawn from the analysis showing that the two categories of cohesive devices used in the articles are grammatical and lexical cohesions. Furthermore, it is noted as concluding point that reference is the most type used in the articles, followed by ellipsis, conjunction and the last is substitution. Moreover, all of those types are included into grammatical cohesion. While in the pattern of lexical cohesion, this study has found that reiteration covers the most types used in the articles then collocation. The types of reiteration, synonym covers the highest occurrences, followed by hyponym, antonym, repetition, and the last is metonym.

As described above that grammatical and lexical cohesion are used in the Articles, so that it is proved that the connectedness and unity among the Articles

are created through the principle of cohesion both through grammar and vocabulary. Moreover, cohesion in text creates one kind of texture through the ties that coordinate ideas and experiences as well as its unity. Moreover, the data taken as the basis being analyzed, *the Universal Declaration of Human Rights Articles*, has confirmed the existence of the cohesive devices within *the articles* contributed the relations.

Although the analysis of these limited corpora does not provide a conclusive generalization about how the cohesive devices work is contributed to the connectedness and unity of the text, we have to point out that the scope of the study was broad enough to verify previous research. In addition, this research proved by taking different object from the previous studies, and still the cohesion proposed by Halliday and Hasan was able to provide general view of the text connectedness as well as the unity.

5.2 Suggestions

For the readers especially English Department students, it is suggested to be more aware about the importance of cohesion which exists both in spoken and written forms of language. Moreover, the relation both through the grammatical and lexical cohesions contribute to the connectedness and unity within the elements as a whole as well as a way functions to create meaningful language in which is one of the most prominent usefulness of language itself to be able to percept and interpret in a proper way. Therefore, English learners cannot only create understandable text but also interpret it in understanding a complex text.

Obviously, further research remains to be made, notably concerning the specific cohesion focus. For instance, the concept of cohesion relation and the translation or meaning interpretation in written text in order to better qualify dealing with cohesion function and principle. The researcher does hopes that the result of this study can lead the next researchers who conduct research in the same field as the reference or comparison that might be informative to the researches. Hopefully, further researchers are going to be interested in using actual and more corpuses to cover the limitation of this research.

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Appendix I:

The Universal Declaration of Human Rights Articles

Adopted and proclaimed by General Assembly resolution 217 A (III) of 10
December 1948

- **Article 1**

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

- **Article 2**

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

- **Article 3**

Everyone has the right to life, liberty and security of person.

- **Article 4**

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

- **Article 5**

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

- **Article 6**

Everyone has the right to recognition everywhere as a person before the law.

- **Article 7**

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

- **Article 8**

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

- **Article 9**

No one shall be subjected to arbitrary arrest, detention or exile.

- **Article 10**

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

- **Article 11**

(1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time

the penal offence was committed.

- **Article 12**

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

- **Article 13**

- (1) Everyone has the right to freedom of movement and residence within the borders of each state.
- (2) Everyone has the right to leave any country, including his own, and to return to his country.

- **Article 14**

- (1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.
- (2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

- **Article 15**

- (1) Everyone has the right to a nationality.
- (2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

- **Article 16**

- (1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at

its dissolution.

(2) Marriage shall be entered into only with the free and full consent of the intending spouses.

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

- **Article 17**

(1) Everyone has the right to own property alone as well as in association with others.

(2) No one shall be arbitrarily deprived of his property.

- **Article 18**

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

- **Article 19**

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

- **Article 20**

(1) Everyone has the right to freedom of peaceful assembly and association.

(2) No one may be compelled to belong to an association.

- **Article 21**

(1) Everyone has the right to take part in the government of his country,

directly or through freely chosen representatives.

(2) Everyone has the right of equal access to public service in his country.

(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

- **Article 22**

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

- **Article 23**

(1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

(2) Everyone, without any discrimination, has the right to equal pay for equal work.

(3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

(4) Everyone has the right to form and to join trade unions for the protection of his interests.

- **Article 24**

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

- **Article 25**

- (1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
- (2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

- **Article 26**

- (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
- (2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
- (3) Parents have a prior right to choose the kind of education that shall be given to their children.

- **Article 27**

- (1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

- **Article 28**

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

- **Article 29**

(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

- **Article 30**

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

Appendix II:

Grammatical Cohesion Summary

Referencing Summary

Personal References

Article	Part of the Article	Line	Reference	Line Reference	Referenced Item
1	-	1	They	1	All human beings
16	1	3	They	1	Men and women of full age
26	2	3	It	1	Education

Demonstrative References

Article	Part of the Article	Line	Reference	Line Reference	Referenced Item
2	-	1-2	This Declaration	general	Universal Declaration of Human Rights
2	-	4	the country	line 3	national or social origin
7	-	3	this Declaration	general	Universal Declaration of Human Rights
11	2	5	the penal offence	2	any penal offence

Demonstrative References (continued)

Article	Part of the Article	Line	Reference	Line Reference	Referenced Item
12	-	3	the protection	article 7, line 2	equal protection
12	-	3	the law	article 11, part 2	national or international
14	2	1	This right	the part 1	the right to seek ...asylum from persecution
16	2	1	the intending spouses	the part 1, line 1	men and women of full age
16	3	1	the family	the part 1, line 2	a family
21	3	1	the people	the part 1, line 1	the people's country
27	1	2	the arts	the part 2, line 2	literary or artistic production
28	-	2	this Declaration	general	Universal Declaration of Human Rights
29	3	1	These rights	general	the rights written from the first to the ninth articles.
30	-	1	this Declaration	general	Universal Declaration of Human Rights

Comparative References

<u>Article</u>	<u>Part of the Article</u>	<u>Line</u>	<u>Reference</u>	<u>Line Reference</u>	<u>Referenced Item</u>
7	-	4	such discrimination	1	any discrimination
12	-	4	such interference	4-5	arbitrary interference
25	2	2-3	same social protection	1-2	care and assistance

Appendix III

Ellipsis / Substitution / Conjunction Summary

Nominal Ellipsis

Article	Part of the Article	Line	Reference	Line Reference	Referenced Item
2	-	1-2	this Declaration	general	of Human Rights
2	-	4	no distinction	2	of any kind
7	-	1	all are	article 1, line 1	all human beings are
7	-	2	all are	article 1, line 1	all human beings are
13	2	1	his own	13	his own country
26	1	5	all	article 1, line 1	human beings
28	-	2	this Declaration	general	of Human Rights
30	-	1	nothing	article 29	of the rights and freedoms
30	-	1	this Declaration	general	of Human Rights

Nominal Substitution

Article	Part of the Article	Line	Reference	Line Reference	Referenced Item
1	-	2	one	1	all human beings
11	2	4	one	1	any penal offence

Additive Conjunction

Article	Part of the Article	Line	Reference	Line Reference	Referenced Item
2	-	4	Furthermore, no distinction...	1-7	Everyone...without distinction of any kind...
11	2	3	Nor shall a heavier penalty...	1-4	No one...committed

Temporal Conjunction

Article	Part of the Article	Line	Reference	Line Reference	Referenced Item
11	2	4	at the time	1-5	...the penal offence was committed.

Appendix IV

Lexical Cohesion Summary

Article	Part of the Article	Line	Reiteration					Collocation
			Repetition	Synonym	Antonym	Metonym	Hyponym	
1	-	2						Reason-conscience
1&2	-	1		Human being-person				
2	-	3		National-social origin				
2	-	6		Country-territory				
2	-	2-3					Race-colour-sex-language-religion-political or other opinion-national or social origin, property, birth or other status	
2	-	6-7					Independent-trust-non self governing	
2	-	6&7		Independent-non self governing				
2	-	1						Rights-freedoms
3	-	1					Life-liberty-security	
2&3	-	6&1		Person-everyone				
3&4	-	1&1			Everyone-no one			

Lexical Cohesion Summary (continued)

Article	Part of the Article	Line	Reiteration					Collocation
			Repetition	Synonym	Antonym	Metonym	Hyponym	
4	-	1		Slavery-servitude				
5	-	1					Torture-cruel-inhuman-degrading	
5	-	2		Treatment-punishment				
6	-	1		Everyone-person				
3&6	-	1&1					life-liberty-security-recognition	
7	-	1&2	The law-the law					
7	-	1&3	Any discrimination-any discrimination					
7	-	2&2	Equal protection-equal protection					
7	-	3					Violation-incitement	
7&8	-	1&2		Law-tribunal				
8	-	3		Constitution-law				
9	-	1					Arrest-detention-exile	
9&10	-	1&1			No one-everyone			
10	-	1&2		Hearing-tribunal				

Lexical Cohesion Summary (continued)

Article	Part of the Article	Line	Reiteration					Collocation
			Repetition	Synonym	Antonym	Metonym	Hyponym	
10	-	2		Independent-impartial				
10	-	2&3						Rights-obligations
10,3&6	-	1					life-liberty-security-recognition-equality	
11	1&2	1&1			Everyone-no one			
11	1	2			Innocent-guilty			
11	1&2	2&3		Trial-law				
11	1&2						Guarantees-defence-penalty-penal offence-omission	
12	-	1&3			No one-everyone			
12	-	1&2					Privacy-family-home-correspondence	
12	-	2		Honour-reputation				
12	-	1&4			Interference-protection			
12	-	3&4				Interference-attacks		
13	1	1			Movement-residence			

Lexical Cohesion Summary (continued)

Article	Part of the Article	Line	Reiteration					Collocation
			Repetition	Synonym	Antonym	Metonym	Hyponym	
13	1&2	2&1		State-country				
13	2	1&2			Leave-return			
13	2	1&2	Country-country					
14	2					Prosecutions-crimes		
15	1&2	1&1			Everyone-no one			
15	1&2	1&2	Nationality-nationality					
16	1	1						Men-women
16	1	1&2					Race-nationality-religion	
16	1&2	1&2						Marriage-spouses
16	2&1	3&4			Marriage-dissolution			
16	3	1-2				Family-society		
16	3	1-2				Society-state		
17	1&2	1&1			Everyone-no one			
17	1&2	1&2	Property-property					
17	1	1			Alone-association			

Lexical Cohesion Summary (continued)

Article	Part of the Article	Line	Reiteration					Collocation
			Repetition	Synonym	Antonym	Metonym	Hyponym	
18	-	1					Thought-conscience-religion	
18	-	2		Religion-belief				
18	-	3			Alone-community			
18	-	3			Public-private			
18	-	4					Teaching-practice-worship-observance	
19	-	1		Opinion-expression				
19	-	3		Information-ideas				
20	1&2	1&2			Everyone-no one			
20	1	1						Assembly-association
21	1&2	1&1	Everyone-everyone					
21	1&3	2&1		Representatives-government				
21	1	1				Government-country		
21	3	2-3					periodic and genuine elections – secret vote – equivalent free voting	

Lexical Cohesion Summary (continued)

Article	Part of the Article	Line	Reiteration					Collocation
			Repetition	Synonym	Antonym	Metonym	Hyponym	
22	-	1&4				Society-state		
22	-	2&3				Co-operation-organization		
23	1-4	1	everyone					
23	1	1-2					choice of employment – conditions of work	
23	1	1		Work-employment				
23	1	1&3			Employment-unemployment			
23	1&2	2&1				Pay-work		
23&24	2&-	2&2		Remuneration-pay				
24	-	1		Rest-leisure				
24	-	1&2					limitation of working hours – holidays with pay	
25	1	2-3					Food-clothing-housing-medical care-social services	
25	1	4-5					Unemployment-sickness-disability-widowhood-old age	

Lexical Cohesion Summary (continued)

Article	Part of the Article	Line	Reiteration					Collocation
			Repetition	Synonym	Antonym	Metonym	Hyponym	
25	1&2	3&3		Security-protection				
25	2	1						Motherhood-childhood
25	2	1		Care-assistance				
25	2	2			Born in-out of wedlock			
26	1	1	Education-education					
26	1	2		Elementary-fundamental				
26	1	4		Available-accessible				
26	1	2-4					Technical-professional-higher	
26	2	2&3						Rights-freedoms
26	2	3-4						Understanding-tolerance-
26	3	1&3						Parents-children
27	1&2	1&1	Everyone-everyone					
27	2	2					Scientific-literary-arts	
28	-	1&2						Rights-freedoms

Lexical Cohesion Summary (continued)

Article	Part of the Article	Line	Reiteration					Collocation
			Repetition	Synonym	Antonym	Metonym	Hyponym	
29	1&2	1&5		Community-society				
29	2	1						Rights-freedoms
29	2	3						Rights-freedoms
29	3	1						Rights-freedoms
30	-	1&2				Group-state		
30	-	2		Activity-acts				
30	-	3						Rights-freedoms

