

CHAPTER I

INTRODUCTION

1.1 The Background of study

Communication is an essential part of lives. People interact with one another in order to share their emotions and thoughts. The act of conveying meaning from the addresser to the addressee is known as communication. In order for the message to be interpreted by the addressee, the addresser must attach his or her utterances in order to convey meaning. What is the best way to make it in the utterances, the addresser must use continuity.

The term of cohesion refers to the unity of discourse or text. The grammatical and lexical linking that holds a text or sentence together and gives it meaning is known as cohesion. To put it another way, cohesion is the semantic relationship between one element in a text and another element that is critical to its meaning (Halliday and Hasan, 1994:8).

Cohesion is a term that refers to the ability of the addresser to communicate a full message to the addressee. There are occasionally misunderstandings between the addresser and the addressee. This occurs because the addresser's utterances are unrelated to one another. As a result, it is important for the addresser to understand how to use continuity in the utterance in order for the message to be properly interpreted by the addressee.

The social implications of the researcher's previous version of the world can emerge from naturally occurring data, such as song. Song as a discourse society product is a discourse created by the society based on cultural common sense among them. The song written by people in response to a

specific situation in society would reflect the current philosophy of that society.

The existence of a lyric is one of the most important aspects of song. The lyric of a song is a part of a literary work that expresses the researcher's ideology and the environment. Song lyrics are a work written by a songwriter in which it has a specific meaning. In writing, cohesion is very important. It may occur at the level of the expression, sentence, paragraph, or entire text. The word level denotes the presence of one or more coherent devices in a single sentence. For example, "***I and you*** both go to campus." In that sentence, there are two types of coherent devices: I and you as personal references and as additive conjunctions. There is a relationship between two or more sentences at the sentence stage.

Lyrics are written as a form of interaction between the writer and the listeners. Most of the times, they carry a message (whatever that might be) with the purpose of motivating the listeners, at least, to think about it. Such a purpose and form of interaction are embedded in the cultural context of these people, according to their musical preferences, time, etc. Lyrics are the foundation of a song, such as vocal performances, language patterns, and deviation meaning words, which are all used to create the lyrics song. The singer informs and alerts the audience through the lyrics. The singer uses song lyrics as a speech medium after witnessing a particular phenomenon. In order to attract the listener, the song-writer could write the lyrics in figurative or simple phrase or sentence form. Occasionally, a word or sentence in a song's lyrics is condensed, and the sentences are not grammatically correct.

A song's lyrics have harmony as a communication tool. Unity communication is critical for avoiding misunderstandings and miscommunications. The relationship between utterances and sentences has an effect on communication unity. Relations or devices, which are used to link words, phrases, and sentences among utterances and sentences, have an impact on the relationship. Grammatical and lexical cohesion suggest the connections or devices. On the other hand, many of the speakers and authors who speak and write are unaware of the devices' presence and purpose. For example, someone might say, "Farel went to the zoo two days ago. He came across several mammals and birds." However, they are unaware that their sentence is coherent due to a characteristic of language known as cohesion devices, which include personal relation (he) and conjunction (and). As a consequence, the writer believes it is essential to conduct research on grammatical cohesion in order to improve one's understanding of the unity between utterance and sentence in order to write a good document.

The researcher think that selecting grammatical cohesion to be studied is necessary. The reason for selecting grammatical cohesion is that it is one of the most important aspects of cohesion, whether in a text or a lyric. The importance of grammatical continuity in lyrics was crucial since it served as a link between all aspects, allowing the lyric to become informative and aiding the reader in understanding the research's aim. The structure of the lyric is another reason why the researcher choose grammatical cohesion.

The researcher think that this study will benefit both English students and future researchers, particularly in the English department. This study can

help English students learn about many types of grammatical cohesion structures, and it can help future researchers with their discourse analysis research materials. This research also contributes some knowledge for the next researchers who want to do grammatical cohesion.

The second album by Pamungkas has chosen as the subject of the study by the researcher. Pamungkas is a singer-songwriter as well a music producer from Jakarta, Indonesia. He has a great ability in making a song based on the story of his lives. He wrote songs about life, marriage, friendship, and self-growth as a 25-year-old adult adolescent. This is one of the reason why the researcher choose Pamungkas second album “Flying solo” as the object of research. The lyrics of the songs in this study are analysis verse by verse.

1.2 The Problem of Study

Based on the title and background of the study above, the writer starts the problem as follows:

1. What types of grammatical cohesions are used in Pamungkas’s second album “Flying solo”.
2. What is the most dominant grammatical cohesions used in Pamungkas’s second album “Flying solo”.

1.3 The Objective of Study

To find out the types of grammatical cohesion and the most dominant grammatical cohesion used in Pamungkas second album “Flying solo”, the researcher make objectives as mentioned below:

1. Identify the types of grammatical cohesion that used in Pamungkas’s second album ‘Flying solo’.

2. Identify the most dominant grammatical cohesion that used in Pamungkas's second album 'Flying solo'.

1.4 The Scope of Study

This study is scoped on the types, the functions and the using grammatical cohesion which are found in Pamungkas third album song lyrics. This study is limited on the analysis of grammatical cohesion in Pamungkas second album song lyrics. Therefore, if there are cohesive devices in other editions, these are not the area of this present study.

1.5 The Significances of Study

There are two kinds of significances in this study. They are theoretical and practical significances.

1. Theoretical Significance
 - a. This research provides data concerning cohesive devices.
 - b. This research can help other researchers to do research about grammatical cohesion.

2. Practical Significance
 - a. To Lecturer of English Department

This research can used as an example how to analyse grammatical cohesion in song lyrics.

- b. To Students

The finding of this research can be used by students as the sources and help them to improve their creativity in examining current discourses in their environment. With the learners' analytical thinking in evaluating a discourse, this would have a

positive effect on the learners' linguistic competence in dealing with current discourse.

c. To Future Researcher

There are several lessons got from this research. From this, other researchers can use the result of this research as the reference to conduct the similar research about discourse analysis and perfect the lacks.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Theoretical Framework

In this chapter discuss about review the theories that related to the topic. These theories include the concept of cohesive devices. It will be given explanation and examples to support them.

2.2. Discourse Analysis

Language is an important field to study since it affects so many aspects of life. Ideology, knowledge, and attitudes. It can also reflect a society's socioeconomic situation. Discourse analysis taught us to look at language in a new perspective. Because discourse covers such a broad domain of human activity, only conversation from the perspective of linguistics, and particularly applied linguistics, is discussed here.

According to Praltridge (2012:2) “discourse analysis examines patterns of language across texts and considers the relationship between language and the social and cultural contexts in which it is used”. Discourse analysis also explores the ways in which language is used to portray various worldviews and understandings. It examines how participant interactions impact language usage, as well as the consequences of language usage on social identities and relationships. It also considers how language shapes people's perceptions of the world and their identities. In a discussion or a piece of writing, discourse analysis are also interested interested in how individuals organize what they say in terms of what they say first, what they say next, and so on.

interested in how individuals organize what they say in terms of what they say first, what they say next, and so on.

Discourse may be defined in a variety of ways. According to Chojimah (2014: 3) “discourse as: Linguistic unit larger than sentence, or a stretch of a language having a quality of unity”. It considers what individuals intend when they say things, how they figure out what people mean, and how language displays various view points and understandings. This involves a look at how participant interactions create discourse as well as the impact discourse has on social identities and relationships. Discourse as use of language sees as a form of social practice (Fairclough,1995:5). The use of words is the subject of discourse analysis. According to Van Dijk (1980:354) stated that language use, discourse, verbal interaction, and communication belong to the micro-level.

2.3. Cohesive Devices

Cohesive devices are the methods by which a text's meaning is brought together. Cohesive devices in the text take the form of words, utterances, and phrases that exist in the text to connect one element to another. The concept of cohesive devices is a semantic one, as stated in the previous paragraph. It demonstrates that in order for a text to be cohesive, it must include cohesive devices.

The fact that phrases or utterances are connected together is the most prominent feature of conversation. Cohesion and coherence are two notions employed in this connectivity and texture. Cohesion, coherence, intentionality, acceptability, informativeness, situationality, and intertextuality are the seven textuality characteristics that a sequence of sentences must meet in order to qualify as discourse (Beaugrande, cited in Renkama 2004). In discourse studies, not all

criteria are given equal weight. The main requirements for textuality that have received a lot of attention in discourse studies, such as the explanation above, are cohesion and coherence.

Cohesion is a part of the language system. Cohesion can be interpreted as a semantic relation between the words in the sentence. According to Paltridge (2012:155) Cohesion refers to the relationship between items in a text such as words, phrases and clauses and other items such as pronouns, nouns and conjunctions.

Cohesion refers to the resources inside language that offer textual continuity beyond what phrase structures and clause complexes may give. Grammatical cohesion and lexical cohesion are the two types of cohesion. Reference, substitution, ellipsis, and conjunction are all examples of grammatical cohesion. Reiteration and collocation make up lexical cohesion Halliday (1994:170)

Cohesion is a more technical matter since it is here that we concentrate on the various linguistic ways of connecting ideas across phrase and sentence. Cohesion also means as the relationship between one sentence to the other sentences in a paragraph. Cohesion stems from the potential of overt linguistic mechanisms (lexical and grammatical) to establish internal links between parts of the text as well as between the text and its context.

Lexical cohesion refers to relationships in meaning between lexical items in a text and, in particular, content words and the relationship between them. Lexical cohesion has two basic categories, they are reiteration and collocation.

This figure below is types of lexical cohesion according to Halliday and Hasan.

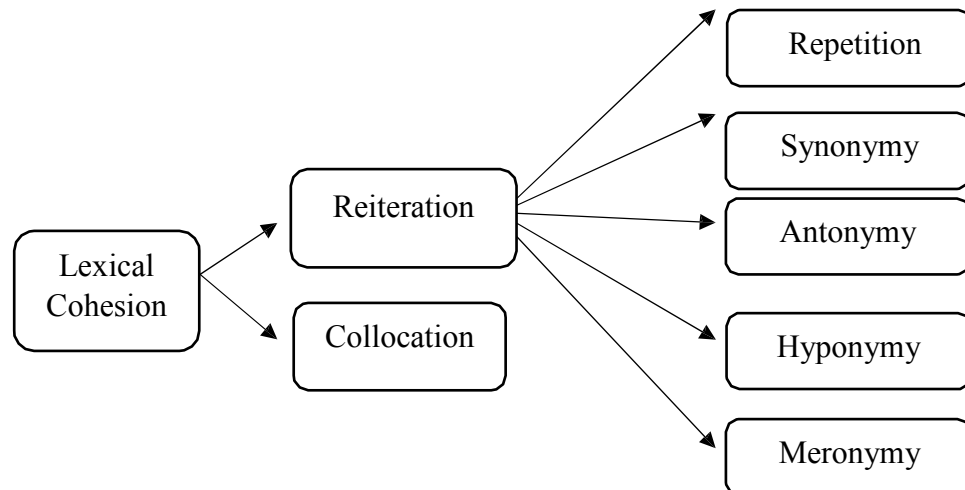


Figure 2.1 Types of lexical cohesion (Halliday and Hasan 1976)

2.3.1. Repetition

Repetition is the first types of lexical cohesion from reiteration. Repetition refers to words that are repeated in a text. According to Paltridge (2012:118) repetition refers to words that are repeated in the text, as well as words that have changed to reflect tense or number such as feel, and felt (reflecting a change in tense), and feeling and feelings (reflecting a change in number)”. It belongs to one lexical item and relates to another, with which it shares a common referent.

Example: Angie has a *dog*.

The *dog* is very cute.

The repetition word of the above sentence is the word “dog”, it is classified into wholly repetition also there is a definite article “the”, it means that the dog in the first and the second sentence is the same.

2.3.2. Synonymy

Synonymy is the second types of reiteration. synonym is the link between the words which have similar meanings or have closely related meanings (Yule 2006:104). Synonyms are used to avoid repetition of the exact same word. It refers to the relationship between words that are similar in meaning such as customer and patrons (Paltridge 2012:1118).

Example: That boy is playing a guitar.

A young *man* is riding a bike.

The word *boy* has the same meaning with *man*.

2.3.3. Antonymy

The term antonymy belongs to the relationship between the words that have opposite in meaning or the meaning is different. Antonymy refers to opposite or contrastive meanings (Paltridge 2012:118).

Example: She is a *shy* girl, not like her sister that has a *bold* character.

Shy and *bold* has a contrast meaning with each other.

2.3.4. Hyponymy

Hyponymy refers to classes of lexical items where the relationship between them is one of 'general-specific', 'an example of' or in a 'class to member' type relationship (Paltridge 2012:119). It shows the more specific item to create the link with the general item.

Example: There are many *flowers* in her garden. She plants *rose*, *sunflower*, *tulip*, and *carnation*.

Flowers is an example of super-ordinate while its hyponyms are *rose*, *sunflower*, *tulip*, and *carnation*. They refer to the types of flower as general item.

2.3.5. Meronymy

Meronymy is where lexical items are in a ‘whole to part’ relationship with each other (Paltridge 2012:119). Meronymy belongs to the lexical item to express part or member make a cohesive link with the first item express whole.

Example: The relationship between *main course*, *potatoes and broccoli*; and *fish*, *bones*, and *scales*.

The items *potatoes* and *broccoli* can also be described as co-meronymy of the superordinate item *main course*. As bones and scales in relation to item *fish*.

2.3.6. Collocation

Collocation is the last types of lexical cohesion. Collocation describes associations between vocabulary items which have a tendency to co-occur such as combinations of adjectives and nouns (Paltridge 2012:119). Collocation is not something that is restricted to a single text but is part of textual knowledge in general. In some case collocation makes it difficult to decide whether the words are semantically related and form a cohesive relationship, or whether this relationship does not exist. That is why collocation can cause some problems for discourse analysis.

Example: You can say Meals will be serve outside on the terrace, weather permitting but hot. Meals will be served outside on the terrace, weather allowing.

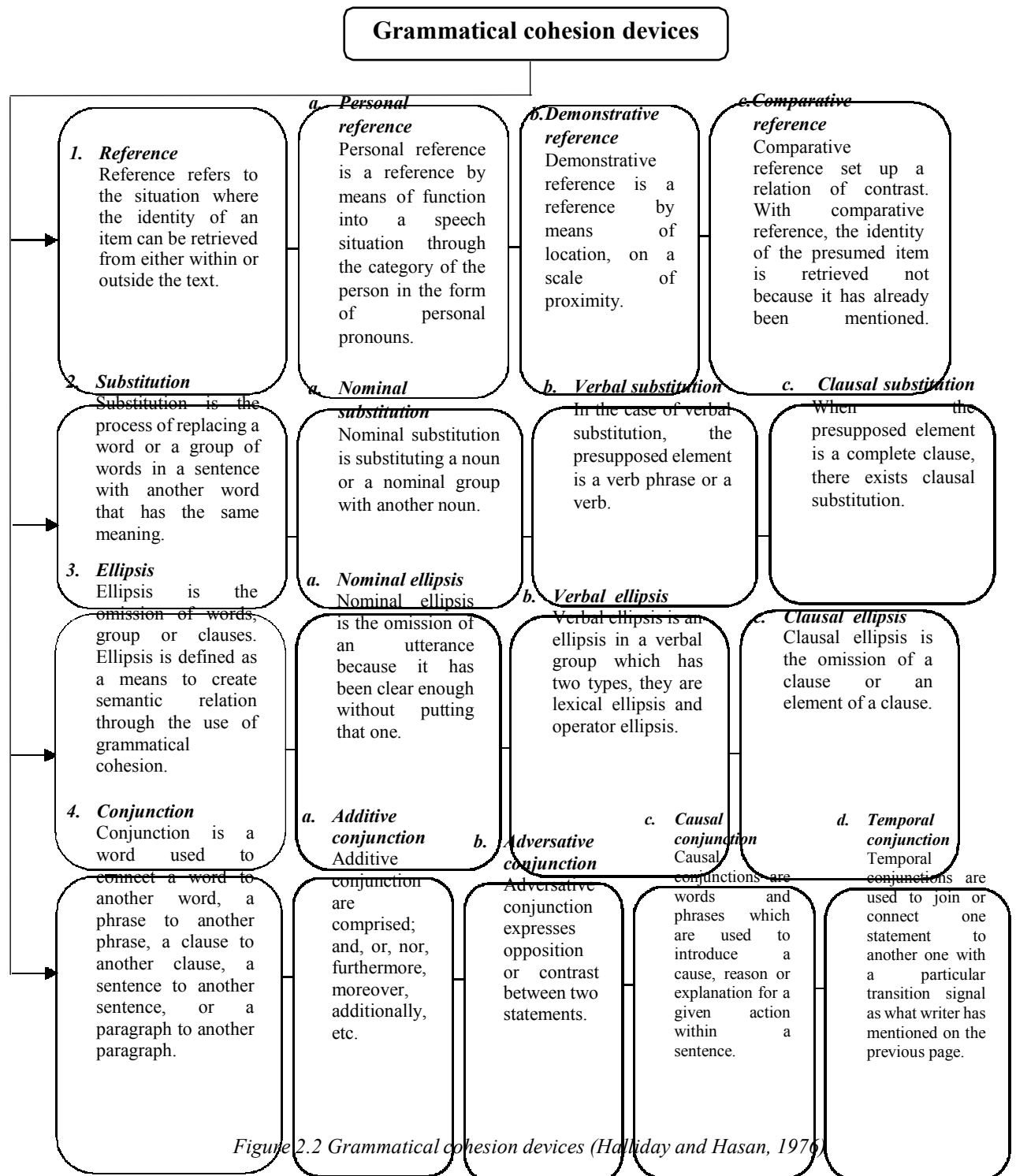
Both these sentences seem to mean the same thing (will bring us our meals outside if the weather is good enough) allow and permit have very similar meanings. But in this combination only permitting is correct. It collocates with weather and allowing does not.

2.4. Grammatical Cohesion

Many efforts have been made to classify grammatical cohesion devices in the most suitable way possible. The aim of this subheading is to show the reader how the researcher categorizes grammatical patterns in this review. Grammatical cohesive devices sometimes called discourse connections. Cohesive devices are also used to tie pieces of text together in specific ways (Evelyn Hatch, 1992). It means cohesive devices are items that consist of words to link between sentences, phrases and clauses. In writing, cohesive devices are the important thing because can guide the writer to make a good writing and know the differences between clauses, sentences, and paragraphs. Without cohesive device, text is meaningless and makes the readers confused when they read the text.

Grammatical cohesion is a grammatical tie that demonstrates a coherent relationship. Grammatical cohesion, according to Halliday and Hasan (1976:6), implies that certain forms are realized by the grammar. These grammatical relations are divided into the following categories:

This figure below is types of grammatical cohesion according to Halliday and Hasan 1976.



Grammatical cohesion is constructed by the grammatical structures each component tie each other. Halliday and Hasan (1976:5) classify grammatical cohesion into 4 major classes: Reference, Substitution, Ellipsis and Conjunction.

2.4.1. References

According to Halliday and Hassan (2013: 308-309) “reference is the relation between an element of the text and something else by reference to which it is interpreted in the given instance. Reference is a potentially cohesive relation because the thing that serves as the source of the interpretation may itself be an element of text”. Reference divided into exophora and endophora. It can be seen in figure 2.

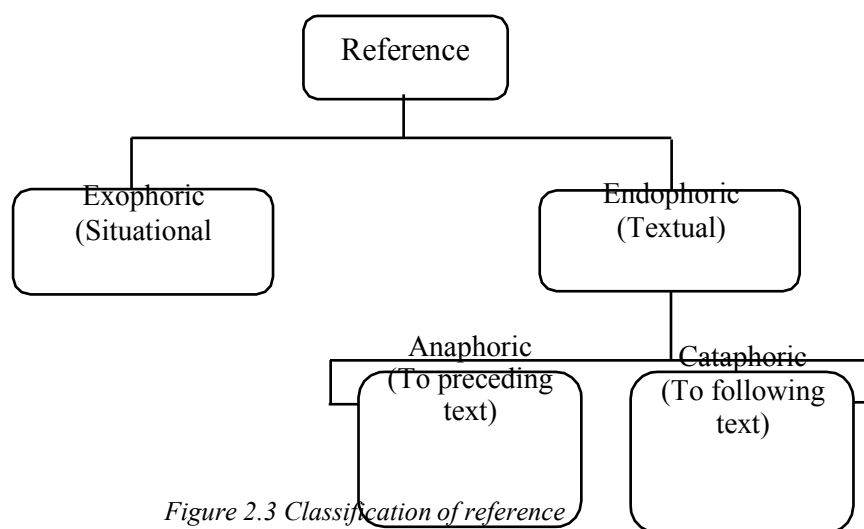


Figure 2.3 Classification of reference

From the figure above, as a general rule, reference items may be exophoric or endophoric: and if it is endophoric, it may be anaphoric or cathaphoric. Exophora, according to them is one, which does not name anything; it signals that reference must be made to the context of situation. Endophora is textual reference, that is, “referring to anything as identified in the surrounding text”.

Endophora reference is further classified into anaphora (reference to preceding text) and cataphora (reference to following text).

Anaphoric reference is a reference where we have to look at the before expression in the text to understand the meaning.

Example:

There are *three baby bears*, *they* are so cute.

The pronoun ‘they’ refers to the “three baby bears” in this contexts. Cataphora occurs when the writer refers forward to something that has not been mentioned. For example: “He feel so happy, when George saw the dog.” Here the pronoun he is cataphoric reference because it refers to George that is introduce later in the text. Halliday and Hasan also said that anaphoric and cataphoric references use personal reference or pronominal reference, demonstrative reference and comparative reference.

1. Personal reference

Personal reference is a reference by means of function into a speech situation through the category of the person in the form of personal pronouns. The category of persons includes the three classes of personal pronouns. The category of person includes the three classes of personal pronouns.

Function		Personal Pronouns	Possessive Pronouns	Possessive determiners
Class	Masculine	He/him	His	His
Singular	Feminine	She/ her	Hers	Her
	Neuter	I/me	Mine	My

		You	Yours	Your
		It	Its	Its
Plural		We/us	Ours	Our
		They/them	Theirs	Their

Table 2.1 Personal reference (Halliday and Hasan, 1976:38)

For example: My family and I are watching television. We watch our favourite movie. From that example, the word “we” refers to “My family and I”. It becomes anaphoric because personal pronoun ‘we’ refers back to the information mentioned in the previous sentence that is “my parents and I”.

2. Demonstrative reference

Demonstrative reference is a reference by means of location, on a scale of proximity. In the case of demonstrative, the words this, these, that, those, here, now, there, the, and then are used.

Types		The circumstantial demonstrative	The nominal demonstrative
Specific	Near	Here Now	This These
	Far	There Then	That Those
Non-specific		The	-

Table 2.2 Demonstrative reference (Haliday and Hasan, 1976:38)

For example: That man seems more handsome.

There is a handsome man.

In the first sentence the word “that” is included in demonstrative reference which refers to the word “man”. In the second sentence the demonstrative reference is the word “there” which refers to the “handsome man”. Those two references imply the distance which is not near from the speaker.

3. Comparative reference

Comparative reference set up a relation of contrast. With comparative reference, the identity of the presumed item is retrieved not because it has already been mentioned (or will be mentioned) in the text, but because an item with which it is being compared has been mentioned (Eggins, 1994: 98).

Function		Deictic/ numerative	Ephitet	Adjunct/ submodifier
Class				
General	Identity	Same, equal, identical, etc.		Identically, (just) as etc.
	Similarity	Similar, additional, etc.	Such	So, likewise, similarly etc.
	Difference	Other, different, etc.		Otherwise, else, differently etc.
Particular		More, fewer, less, further, etc; so, as, etc; + numeral	Bigger etc.; so, as, more less etc. + adjective	Better etc.; so, as, more less etc. + adverb

Table 2.3 Comparative reference (Haliday and Hasan, 1976:39)

General comparison is a comparison that is simplified in terms of likeness and unlikeness, without respect to any particular property: two things may be the

same, similar or different ('different' includes both 'not the same' and; not similar'). Meanwhile particular comparison means comparison in respect to quantity or quality.

For example:

- a. Lisa is *more* beautiful *than* Jenny. (Quality, with an epithet as the comparison and Jenny as referent).
- b. There were twice *as many participants there as* previous time. (Comparison of quantity, with numeral as comparison and (the participants who were there) last time as referent).
- c. There are more snack in my room, than my bag. (the referent is (snack) in my bag; the comparison is again quantity).

2.4.2. Substitution

Halliday and Hassan (2013) state that substitution takes place when one feature (in a text) replaces a previous word or expression, for instance: "I left my pen at home, do you have one?" In this example, "one" is replaced or substitution for "pen".

It is important to mention that substitution and reference are different in what and where they operate, thus substitution is concerned with relations related with wording .Whereas reference is concerned with relations related with meaning. Substitution is a way to avoid repetition in the text itself; however, reference needs to retrieve its meaning from the situational textual occurrence.

"In terms of the linguistic system, reference is a relation on the semantic level, whereas substitution is a relation on the lexicogrammatical level, the level of grammar and vocabulary, or linguistic form". (Halliday and Hassan 1976: 89)

Halliday and Hasan (2013) points out there are three types of substitution: nominal, verbal, and clausal substitution.

a. Nominal substitution

Nominal substitution is substituting a noun or a nominal group with another noun. Elements of this type are one, ones, and same. ‘One(s)’ functions as the head of a nominal group, and can only replace the head of a nominal group, and ‘same’ presupposes an entire nominal group.

Example: That food are expired. Get some new ones.

The word “food” is substitute by the word “ones”. The complete sentence is “get some new food”.

b. Verbal substitution

Substitution is the replacement of a word or phrase with a filler word such as “one”, “so”, or “do” in order to avoid repetition. The presupposing element which the substitution is usually the word do and its various forms such as ‘does’, ‘did’, and ‘done’.

Example: Mom: You should go to school today.

Me : Yes, I do.

In this conversation, the verb ‘do’ stands to go to school.

c. Clausal substitution

Clausal substitution is not an element within the clause but the entire clause. The words used as substitute are “so and not”. When the presupposed element is a complete clause, there exists clausal substitution.

Example: Dad : Will your mom go to market this afternoon?

Me : Yes, I think so.

The word “so” presupposes the whole of the clause “go to market”. The complete sentence of the second sentence is “I think mom will go to market this afternoon”.

2.4.3. Ellipsis

Ellipsis is the omission of words, group or clauses. Ellipsis is defined as a means to create semantic relation through the use of grammatical cohesion. According to Quirk et al. (1985:883), ellipsis is regarded as grammatical omission in contrast to other types of omission. Ellipsis expresses the grammatical relation between words, phrases, or clauses in a text. Ellipsis is distinguished by the structure have some missing elements. Halliday and Hasan in Paltridge (2012:125) classify ellipsis into three; nominal, verbal, and clausal ellipsis.

1. Nominal ellipsis

Nominal ellipsis is the omission of an utterance because it has been clear enough without putting that one.

Example: Linda has done her *exam*.

She said math is *the most* difficult.

The complete sentence in the second sentence is “she said that math is the *most difficult exam*”, the utterance exam is omitting because it has been enough without putting that utterance.

2. Verbal ellipsis

Verbal ellipsis is an ellipsis in a verbal group which has two types, they are lexical ellipsis and operator ellipsis. Lexical ellipsis, it will be remembered, is ellipsis ‘from the right’: the final element in the verbal group, the lexical verb, is omitted, and preceding elements may be omitted, all except the initial operator. Operator ellipsis is ellipsis ‘from the left’: the initial element in the verbal group

(finite verbal operator, if finite; otherwise first non- finite operator) is omitted, and following elements may be omitted, all except the lexical verb.

Example: A: Will you *help* me?

B: I will.

There is an omission of *help* in this example. The complete sentence is “I will help”.

3. Clausal ellipsis

Clausal ellipsis is the omission of a clause or an element of a clause. Clausal ellipsis refers to the omission in the two elements of clause which are modal and prepositional elements. The element of modal contains subject and finite element whereas the element of prepositional consists of remains the verbal group, any complement or adjunct that may be occurred.

Example: I’m afraid to tell my parents about my problem. I don’t know why.

The complete sentence in the second part is “I don’t know why I’m afraid to tell my parents about my problem”. In that example, the clause is omitted.

2.4.4. Conjunction

Conjunction is a word used to connect a word to another word, a phrase to another phrase, a clause to another clause, a sentence to another sentence, or a paragraph to another paragraph. Therefore, a conjunction can be called as function word, which connects elements of a text. Conjunction usually refers to a text structure or discourse in a precise way and bring the presented elements into a logical order. Halliday and Hassan (2013: 226) point out that “conjunctive elements are not primarily devices for reaching out into the preceding (or following) text, but they express certain meanings presuppose the presence of

other components in the discourse”. Conjunction involves the use of formal markers to relate sentences, clauses, and paragraphs to each other (Baker 1992: 190).

No.	Types of conjunctions	
1.	Additive	And, or, moreover, in addition, alternatively.
2.	Adversative	Whereas, but, on the other hand, likewise, equally.
3.	Causal	While, when, after, meanwhile, then, finally, at the same time.
4.	Temporal	So that, because, since, thus, if, therefore, in conclusion, in this way.

Table 2.4 Types of conjunctions by Halliday and Hasan in Paltridge (2012:123)

1. Additive

Additive conjunction merely adds one statement to another. Additive conjunction are comprised; and, or, nor, furthermore, moreover, additionally, besides that, add to this, in addition, and another thing, alternatively, incidentally, by the way, likewise, similarly, in the same way, in this way, on the other hand, by contrast, conversely, that is, I mean, in other words, to put it another way, for instance, for example, and thus (Halliday and Hasan 1976).

Example: He eat banana *and* apple.

The utterance *and* is additive because it has function as addition

2. Adversative

An adversative conjunction expresses opposition or contrast between two statements. Adversative conjunctions are yet, but, however, though, nevertheless, still, in spite of this, despite this, all the same, at the same time, in fact, as a matter

of fact, actually, in point of fact, instead, rather, on the contrary, at least, rather, I mean (Halliday and Hasan 1976).

Example: She is rich *but* unhappy.

The utterance *but* is show the contrast in this sentence.

3. Causal

Causal conjunctions are words and phrases which are used to introduce a cause, reason or explanation for a given action within a sentence. Here are the causal conjunctions because, because...., so..., thus, hence, therefore, consequently, accordingly, because of this, for this reason, on account of this, it follows, on the basis, as a result, in consequence, arising out of this, for this purpose, with this in mind/ intention, to this end, then, in that case, that being the case, in such an event, under the circumstances, otherwise, apart from this (Halliday and Hasan in Paltridge 2012).

Example: I didn't know the new information at faculty.

Because of this I didn't prepare the requested file.

The word *because of this* is causal relation between "I didn't know the new information at faculty" and "I didn't prepare the requested file".

4. Temporal

Temporal conjunctions are used to join or connect one statement to another one with a particular transition signal as what writer has mentioned on the previous page. These are the temporal conjunction items then, next, afterwards, after that, subsequently, at the same time, before that, previously, at once, thereupon, presently, later, after a time, sometimes earlier, next time, this time, the last time, on a previous occasion, next day, five minute later, five minutes earlier, meanwhile,

all this time, up till that time, until then, next moment, the previous moment, etc (Halliday and Hasan in Paltridge 2012).

Example: She was in a bad car accident.

When she was young.

The utterance *when* indicates the temporal time or the sequence of time.

2.5. Lyric

Lyrics are accompanying text that tells listeners what the music is about and thus implies what they are supposed to feel. Lyrics are a type of communication between the writer and the audience. Most of the time, they deliver a message (whatever that message might be) with the goal of inspiring listeners to think about it. These people's cultural contexts, such as their musical tastes, time, and so on, are integrated in such a purpose and manner of interaction.

Lyrics are one of the parts that play an important role in a song, such as vocal performances, language styles, and deviant meaning words, which are all used to create the lyrics song. The vocalist informs and alerts the audience through the words. The performer uses song lyrics as an expression medium after witnessing a certain occurrence. In order to captivate the audience, the song-writer might compose the lyrics in metaphoric or basic phrase or sentence form. Occasionally, a phrase or sentence in a song's lyrics is abbreviated, and the phrases are not grammatically correct. For example, the song which is sung by Justin Bieber entitled 'love yourself' on "my mama don't like" lyrics is not grammatical because he uses 'don't' in singular third person. This mistake is one of the features of the lyrics which may be used to suit the lyrics with the music.

Lyrics in songs are frequently sung at a slower pace than they are spoken, with more gaps between syllables, and some language and structural repetition. A song's lyrics have unity as a communication tool. Unity communication is critical for avoiding misunderstandings and miscommunications. The relationship between utterances and sentences has an impact on communication unity. Ties or devices, which are employed to connect words, phrases, and sentences among utterances and sentences, have an impact on the relationship. Grammatical and lexical cohesiveness indicate the ties or devices.

2.6. Review of Previous Study

In the previous study there are many cases used to analysis about grammatical cohesion. In this research, there are two previous studies used by the researcher as the media to compare the theory, data, method, and also finding with the present study.

The first previous study is a research conducted by Nadiah Rahmati (2017) *The grammatical cohesion devices in the lyrics of Ed Sheeran's songs in the "plus" album*. Nadiah used Halliday and Hasan's (1976) theory to analysis the data in this study. According to the findings, practically all of the categories of grammatical cohesion outlined by Halliday and Hasan (1976) were found in the lyrics of Ed Sheeran songs from the "Plus" album. From the 6 songs lyrics, it was found that the most grammatical cohesion used were personal reference with 626 data.

Sri Rezeki (2017). *Grammatical Cohesion on the Students' Abstract in English Education Department of FKIP UMSU*. The researchers used Halliday and Hasan theory, 1976 as an analytical theory also discussing grammatical cohesion. The findings showed that there were five types of grammatical cohesion found of

personal reference, demonstrative reference, additive conjunction, causal conjunction, and temporal conjunction. There were 47 grammatical cohesion used in the students' abstract which consist of 4 personal reference (8.51%), 4 demonstrative reference (8.51%), 29 additive (61.70%), 6 clausal (12.76%), 4 temporal (8.51%). The most dominant kinds of grammatical cohesion was additive conjunction (61.70%).

Fadillah (2018) Grammatical cohesive devices analysis in Jakarta Post Newspaper The data are 27 Grammatical applying the theory of grammatical cohesive devices. The result of this study, all types of grammatical cohesive devices are found in the article. They are reference, ellipsis, substitution and conjunction. In finding the most dominant type of grammatical cohesive devices, the writer uses Bungin's formula. The most dominant type of grammatical cohesive devices was conjunction (53%) then followed by reference (42%), Ellipsis (3%) and substitution (3%).

Shella Burviana (2018) An analysis of grammatical cohesion: Ellipsis and substitution in Barack Obama's speeches. Halliday and Hasan's cohesion theory is used to find the types of ellipsis and substitution in Barack Obama's speeches. There are 58 data found in two selected Barack Obama's speeches. In the first speech, Remarks by the President at Islamic Society of Baltimore, the most dominant type of ellipsis is nominal ellipsis which amounts 8 utterances or 29.6% and the most dominant type of substitution is clausal 27 grammatical which amounts 9 utterances or 33.3%. While in second speech, Remarks by the President on the Economy – Detroit, MI, the most dominant type of ellipsis is clausal ellipsis which amounts 7 utterances or 22.5% and the most dominant type of substitution is clausal substitution which amounts 10 utterances or 32.2%. All types of ellipsis and substitution are found in both speeches but one type of substitution is not found in first speech, that is verbal substitution.

Yuse Efendi (2018) *A Study of Cohesion Found In The Lyric of Afterlife by Avenged (Systemic Functional Linguistic Approach)*. This research is done by used Halliday and Hasan theory. The result of this research show that grammatical cohesion which consist reference, substitution, ellipsis and conjunction that are used in the lyrics of Afterlife by Avenged Sevenfold and each kind of grammatical cohesion has different function. By using grammatical cohesion, the lyrics have relation each other and the words are not monotonous to read.

Fatmaya Nurita (2018). *Reference Cohesion Analysis in BBC News Article "Text of Speech: Mitt Romney Slams Republican Front-Runner Donald Trump" date on April 10th 2016*. To 28 grammatic the data, Discourse analysis approach and cohesion theory from Halliday Hassan were used. The result shows that there are 221 total data for references found in the text of speech *Mitt Romney Slams Republican Front-Runner Donald Trump*. Each datum represents 3 types of reference. The dominant data that are found in the text of speech are personal reference which total of data 124, second is demonstrative which total of data 66 and the last is comparative reference which total of data 31.

Tutut Listiyaningrum (2019). *Grammatical Cohesion Analisis in Speech Transcripts of Joko Widodo at CEO Forum ASEAN-Australia Summit 2018 and Donald Trump at Inauguration Speech 2017*. The result of this research by using Halliday and Hasan (1976) theory shows that: the grammatical cohesion that mostly used in Joko Widodo speech transcript is possessive adjective "our" that refer to Joko Widodo and the participants, he also uses demonstrative reference "this" that refer to the word that said before. For conjunction, he uses additive conjunction "and" a lot in his speech that refers to connecting between words, phrase or clause. While Donald Trump, he uses personal pronoun "we" and possessive adjective "our" a lot in his speech that refer to Donald Trump and the participants. Beside use personal reference, Donald Trump also use demonstrative reference "this" as determiners words in his speech. The last, he uses additive conjunction "and" refer

to connecting between words, phrase or clause. And the similarities of both speeches are they use reference, ellipsis and conjunction in their speech. While, they have differences on substitution and causal conjunction.

Indah Sekti Dita (2018). *An Analysis of Cohesion in Anne Hathaway's Speech Text on "Paid Parental Leave is about Creating Freedom to Define Roles"*. The result of this research by using Halliday and Hasan theory about cohesion shows that: (1) all types of grammatical and lexical cohesion are used in the speech text. For the grammatical cohesion used in the speech text are reference (personal, demonstrative and comparative reference), substitution (nominal substitution), ellipsis (verbal and clausal ellipsis) and conjunction (additive, adversative, causal and temporal conjunction). Meanwhile, the lexical cohesion used in the speech text is reiteration (repetition, synonym, superordinate and general word) and collocation. (2) the most dominant of cohesive devices used in the speech text is reference especially for personal reference: *I* refers to Anne Hathaway and *we* refers that her and the listeners. The second is reiteration especially for repetition: *paid parental leave* refers to the main topic of this campaign. The third is collocation especially for *men* and *women* that refer to the main target of this campaign. The fourth is followed by conjunction.

Lailatul Qodriyah, 2019. Cohesion of Recount Text Written by the Tenth Grade Students of SMA Walisongo Pecangaan in Academic Year 2018/2019. The data of this research is cohesion of recount text written by the tenth grade students of SMA Walisongo Pecangaan in academic year 2018/2019 and the recording of interview. The result of this research showed that the cohesion found in students recount text there are reference, conjunction, reiteration, and collocation. While the highest cohesion find in students recount text is reference, with the total number 289. It means that reference much use in the students recount text, because the story had to be about person, a thing or event. And the students' problem face by the tenth grade students in writing recount text there are : grammar, constructing sentence into paragraph, organization, appropriate words, and conjunction.

Vidya Kusumastuti. 2018. *An Analysis of Grammatical Cohesive Devices Used in Barack Obama's Farewell Speech Text*. The research produces several findings; there are four types of grammatical cohesive devices within Barack Obama's farewell speech text; they are reference with 605 words, substitution with 6 words, ellipsis with 11 words, and conjunction with 78 words. Moreover, all those cohesive devices used properly so create effective sentences, get and keep the participant's attentions and influence how participants comprehend the speech, so they can interpret the messages in Barack Obama's farewell speech easily.

Taufik Hidayat, 2017. *Grammatical Cohesion and Lexical Cohesion lyrics from band of Captain Jack*. This research used Halliday and Hasan theory. Conclusion of this study is that Captain Jack lyrics from "4th" album, contains cohesion are elements of grammatical cohesion and lexical cohesion element serve to get cohesiveness by the selection of vocabulary, intensity of the meaning as well as beauty of language. The used grammatical cohesion element include: reference, substitution, ellipsis, and conjunction. While the used element of lexical cohesion namely repetition, synonymy, antonym, collocation, hiponimi, and equivalence.

Rizqi Ainurohman, 2018. *Grammatical Cohesion Used by 4 Geniuses in Scorpion TV Series*. The researcher applies the theory of grammatical cohesion by Halliday and Hasan (1976) to support in conducting this research. As the results, there are 4 types of grammatical cohesion and the researcher found all of this types in this research. Reference has 3 types, all of this types are found in this research. For substitution, there are 5 data that contains of nominal substitution. For ellipsis, the researcher found 2 data of clausal ellipsis. Whereas conjunction has 4 types, the researcher found all of this types in this research. The researcher also found intended meaning of grammatical cohesion and intended meaning of situation during the dialogue uttered.

Ihsan Bintang Ariaji, 2018. *Analisis Perangkat Kohesi dalam Wacana Cerita Pendek Chuumon no Ooi Ryouriten*. This research used the theory of Halliday and

Hasan. The data from the short story were collected using note taking technique. After the data were collected, then the data were 31rammati using descriptive analysis method. Based on the analysis, it is later understood that the short story *Chuumon no Ooi Ryouriten* is a cohesive discourse because it consists both of 31rammatical and lexical cohesion. The 31rammatical cohesion components used in the short story are reference, ellipsis, and conjunction. Meanwhile the lexical cohesion components used in the short story consists of repetition, synonym, hyponym, and collocation. Moreover, the analysis also shows that reference and conjunction are the most frequently used grammatical cohesion while repetition is the most frequently used lexical cohesion components.

Diana Rizki Agustia, 2017. *Analisis Perangkat Kohesi dalam Wacana Acara Televisi News Every 'Ki ni Naru!*. The finding shows that the discourse in News Every 'Ki ni Naru' is cohesive because it consists of grammatical and lexical cohesions. The grammatical cohesions used by this news program are reference, substitution, ellipsis, and conjunction. More over the lexical cohesion that can be found in this program are repetition, synonym, antonym, and collocation. The finding also shows that reference and conjunction are the most frequently used grammatical cohesion while repetition is the most frequently used lexical cohesion.

Halimatus Sa'diyah, 2018. *Cohesion in @9gag's Viral Video Posted on Instagram*. This research used the theory of Halliday and Hasan. This research reveals that the grammatical cohesive devices used in the viral video are reference (personal and demonstrative), conjunction (additive and causal), nominal substitution, Ellipsis (nominal, verbal, and causal). In addition, the lexical cohesive devices used in the viral video is the only repetition. After all, the most dominant types of cohesion used in the viral video is the part of grammatical cohesion namely reference.

The similarities between the research above with this research are used the same theory. The researchers used Halliday and Hasan theory, 1976 as an analytical

theory also discussing grammatical cohesion. The difference between the research above and this research is the object of research.

2.7 Conceptual Framework

This research studies about cohesive devices under discourse analysis. The researcher try to find out grammatical cohesion used in Pamungkas's second album song lyric. Researcher will divided types of grammatical cohesion that is found in Pamungkas's second album song lyrics and after it the researcher will find out the most dominant grammatical cohesion that used in Pamungkas's second album song lyrics.

This research will done by using the theory of Halliday and Hasan (1976:5) that proposed grammatical cohesion has four types they are:

1. Reference
 - a. Personal reference
 - b. Demonstrative reference
 - c. Comparative reference
2. Substitution
 - a. Nominal substitution
 - b. Verbal substitution
 - c. Clausal substitution
3. Ellipsis
 - a. Nominal ellipsis
 - b. Verbal ellipsis
 - c. Clausal ellipsis

4. Conjunction
 - a. Additive conjunction
 - b. Adversative conjunction
 - c. Causal conjunction
 - d. Temporal conjunction

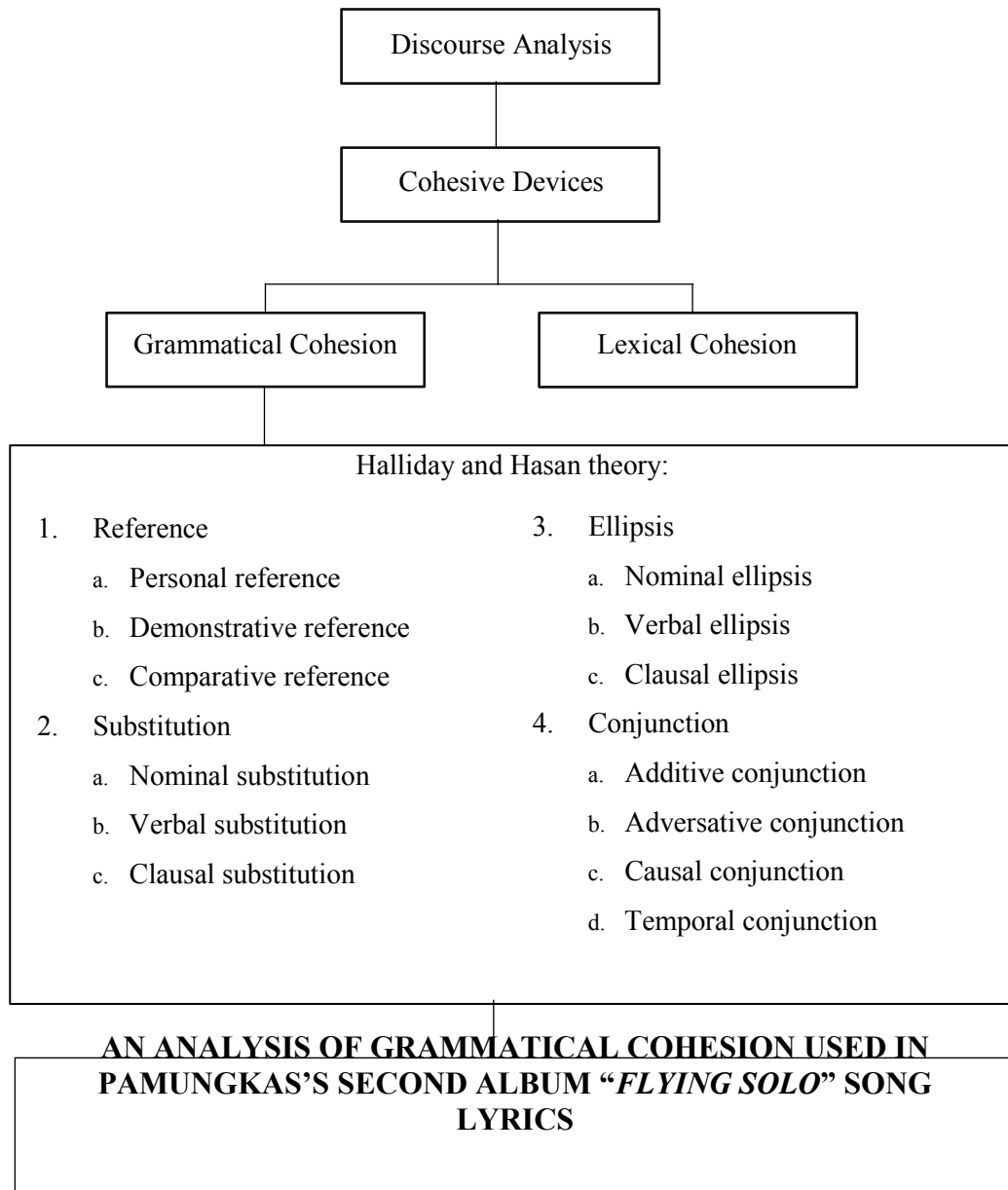


Figure 2.4 Conceptual Framework.

Hura, Imelda. An analysis of grammatical cohesion used in pamungkas's second album "Flying solo" song lyrics.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

There are two approaches to research. They are qualitative research and quantitative research. Because the objective of this study is to uncover grammatical cohesiveness in the song's lyrics, and the data in this study consists of words, phrases, and sentences, it will do by using a descriptive qualitative research methodology. Qualitative research is research which does not deal with number, but in written and oral words from the object of the research (Moleong 2005:3).

In this case, the data will be describe is types of grammatical cohesion. In order for the readers to understand this research, the researcher must describe each data that will be find in the song lyrics in detail. As a result, the researcher employs descriptive qualitative techniques.

3.2 The Source of Data

The data of this study are words, phrases, or sentences used in the English lyrics of Pamungkas's songs. Data sources of this research will be taken from Pamungkas's songs from his second album. This album has eleven songs in it and one of them is use Indonesia language, they are:

1. Intro III
2. Modern love
3. Flying solo

4. The retirement of U
5. Break it
6. To the bone
7. Nice day
8. Lover stay
9. Untitled
10. Outro I

The lyrics of the ten songs will be used by researchers as research objects.

3.3 The Technique of Collecting Data

In collecting the data, the writer did the following activities:

1. The researcher downloaded the complete songs of Pamungkas's second album.
2. The researcher searched the English lyrics of Pamungkas's second album.
3. The researcher read the whole of English lyrics of Pamungkas's second album to know what type of grammatical cohesion that will found in those songs.
4. Took a note of grammatical cohesion in every word, phrase or sentence in the lyrics.
5. Arranged and made a list of the data to be classified as grammatical cohesion.

3.4 The Technique of Analysis Data

The lyrics of Pamungkas's second album was analyzed based on Halliday and Hasan theory. After the data are collected the data was analyzed in the following steps:

1. Read and check the data again then understanding the meaning of each sentences.
2. Listed the lyrics containing types of grammatical cohesion. The researcher will analyze the types of grammatical cohesion by lyrics in one verse.
3. Classified the list lyrics into four types of grammatical cohesion to be found in the song lyrics by using Halliday and Hasan's (1976) theory that consists of reference, substitution, ellipsis, and conjunction.
4. Found out the types of grammatical cohesion in Pamungkas song lyrics.
5. Counted the data based on each types of grammatical cohesion.
6. Found out the most dominant grammatical cohesion used in Pamungkas second album "Flying solo".