

GRAMMATICAL COHESION IN THE SHORT STORY “TANYA’S REUNION” BY VALARIE FLOURNOY

Eriska Novita Rahma✉, Hodairiyah, Rahma Yunita, Nadiyah Suryantini, Rifa’i Adha,
Endratno Pilih Swasono
UIN Sunan Ampel Surabaya
✉ rahmaexcellent@gmail.com

Abstract: *This study investigates the types of grammatical cohesion and the frequency of grammatical cohesion in the short story “Tanya’s Reunion” by Valarie Flournoy. The study investigation is based on Hasan and Halliday theory of Grammatical Cohesion. This study employs a descriptive qualitative method. The data of this study were taken from the short story entitled “Tanya’s Reunion” in the forms of words, phrases, clauses, and sentences. In this study, the researcher is the key instrument who interprets the data. The result of the analysis shows that grammatical cohesion found in the short story “Tanya’s Reunion” are reference – personal reference, demonstrative reference, and comparative reference; substitution – nominal substitution and verbal substitution; ellipsis – nominal ellipsis, verbal ellipsis, and clausal ellipsis; and conjunction – additive conjunction, adversative conjunction, causal conjunction, and temporal conjunction, meanwhile, clausal substitution is not found in this short story.*

Keywords: *grammatical cohesion; reference; substitution; ellipsis; conjunction*

1. INTRODUCTION

In a text, a sentence is related to another one and this is called to have a cohesion. Hasan and Halliday (1976:5) state that cohesion is a part of the system of a language. The potential of cohesion lies in the synthetic resources of reference, ellipsis, and so on that built into the language itself. Cohesion is expressed through the strata organization of language. Language can be explained as multiple coding system comprising three levels of coding or strata; the semantic “meaning”, lexico-grammatical “forms” and the phonological orthographic “expression”. It means that cohesion will make the reader or the listener easily to understand spoken or written text. The researcher conducts this research since the story is interesting to read. Moreover, the researcher feels that grammatical cohesion is very important to be analyzed since it has a vital role in the short story. The tools in cohesion are called cohesive devices. The devices include words, utterances, phrases that exist in the text which function to correlate one element to the other element. Grammatical cohesion is important to build the relation of word to word or sentence to sentence.

A study of cohesion has also been a source of concern to many researchers. The first researcher is Primasia Kusuma Nariswari (2010) who conducts a study entitled *Cohesive Devices Used In "Indonesia This Morning"*, A Metro TV English News Program. The purpose of the study is to determine the use of cohesive devices which are used in Indonesian This Morning, a Metro TV English News Program. This study uses mixed qualitative and quantitative approach. A qualitative approach is mostly used as a research design, but it also uses a simple quantitative method to get a better view of visualization of the problem and to support the conclusion. From the result of data analysis, the writer gets that the occurrence of grammatical cohesive devices is 623 times which include references 595 times, substitution 6 times and ellipsis 2 times. The logical cohesive devices occur 211 times which include additive 128 times, adversative 34 times, causal 46 times, and temporal 12 times. Meanwhile, the cohesive devices occur 376 times which include reiteration 234 times and collocation 142 times.

The second researcher is Marshalita Siri Valentine (2013) who conducts a study entitled *The Cohesion of Reading Text "English in Focus" For The year Seven Junior High School* Published by *Departemen Pendidikan Nasional*. It is about the realization of grammatical cohesion in seventeen texts and the realization of lexical cohesion in the same text. From the result of analysis, the writer gets reference, substitution, ellipsis, conjunction as grammatical cohesion devices, while repetition and collocation as lexical cohesion devices. The dominant device of grammatical cohesion is reference which is about 57,1%. Meanwhile, the dominant device of lexical cohesion is repetition, its percentage reaches 13,2%.

The third researcher is Astri Ollivia Kuncahya (2015) who conducts a study entitled *Cohesion in Narrative Texts Presented in The Electronic Textbook on Senior High School Grade X Entitled: Developing English Competence*. This study employs qualitative method. The data are in the form of sentences and are collected by note taking. The data are analyzed using the categorization of cohesion, namely grammatical and lexical cohesion proposed by Halliday and Hasan (1976) and Bloor and Bloor (1995). Trustworthiness is achieved by employing investigator triangulation. The findings show that reiteration appears to be the most frequent types of all subcategories of cohesion. There are 404 instances of reiteration, or 40, 64 % of the total occurrences. Based on the findings, it could be concluded that the narrative texts analyzed in this research contain dense lexical cohesion and thus are compatible as language inputs.

The fourth researcher is HimmaturRofi'ah (2015) who conducts *Grammatical Cohesion in "The Miracle Worker" movie*. This study investigates the frequent of grammatical

cohesion in movie script and the function. The methodology of this research is descriptive method. The result is all types of grammatical cohesion used by four main characters in this movie except nominal ellipsis. In 38 scenes are found 848 cohesive devices from grammatical cohesion. From 848 cohesion found, 83% is personal references which appears 703 times. In other word, personal reference is the most frequent type used in the movie. Additive conjunction gets 7% occurrence (55) times. Meanwhile, demonstrative reference appears 32 times (4%). Adversative conjunction occurs 11 times (3%). Comparative reference is 11, causal conjunction is 8, and temporal conjunction is 11 or 1% of appearance. The last verbal substitution, verbal ellipsis and clausal substitution appear twice, whereas nominal substitution and clausal ellipsis appear a time. The entire cohesive element mentioned above has contributed to clarify the overall meaning of the text.

2. RESEARCH METHODS

In conducting this research, the researcher employs descriptive method since the researcher wants to get detailed understanding about grammatical cohesion and to determine how often grammatical cohesion occurs in the short story. The data source of this study is the short story entitled “Tanya’s Reunion” by Valery Flournoy which is in a book entitled *Reading Florida* by David J Chard and team. It is focused on words, phrases, clauses, and sentences which are categorized as grammatical cohesion – references, substitution, ellipsis, and conjunction. In this study, the researcher is the key instrument who interprets the data.

In analyzing the data, the writer follows some steps. First the researcher reads all the text of the short story “Tanya Reunion” to get the meaning from each sentence and a whole text itself. Second, the researcher analyzes words, phrases, clauses, and sentences to get the detailed from the aspects of grammatical cohesion. Third step is classifying them. Fourth, the researcher identifies kinds of grammatical cohesion found in the text of the short story. Fifth step is giving explanation on each kind of grammatical cohesion found in the text based on the theory of Hasan and Haliday.

3. RESULTS AND DISCUSSIONS

This part presents the results of the data analysis. The total amount of each kind of grammatical cohesion appears in the following table.

Table 1. Grammatical Cohesion in the Short Story

GRAMMATICAL COHESION	TOTAL	%
Reference	412 items	69,95%
Substitution	4 items	0,68%
Ellipsis	29 items	4, 92%
Conjunction	144 items	24,45%

From the percentage above, it shows that personal reference is very dominant that is about 69,95% with 412 items. This is followed by the use of additive conjunction that is about 24,45% with 103 items. The third rank is ellipsis that is about 4,92% with 26 items. The least one is substitution that is about 0,68%. The next part provide further details of each type of grammatical cohesion.

3.1 Reference

According to Hasan and Halliday (1976:31)reference is 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. Identity of the particular thing or class of thing 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. Brown and Yule (1993:28) also state that reference is treated as an action on the part of the speaker or writer. Moreover, according to Hasan and Halliday (1976:37) there are three types of reference such as personal, demonstrative, and comparative.

3.1.1 Personal Reference

According to Hasan and Halliday (1976:37) personal reference is reference by means of function in the speech situation, through the category of person. The category of personal consists of three classes of personal pronouns, possessive determiners (usually called 'possessive adjectives'), and possessive pronouns. The examples of personal reference are: *I, me, my, mine, you, your, yours, we, us, our, ours, they, their, theirs, them, it, its, she, her, hers, he, him, his.*

Paragraph 1, page 189

It was Saturday. Baking Day. One of Grandma's special days. Tanya had just popped the last spoonful of bread pudding made that morning into **her** mouth when Grandma announced, "Got a card from Aunt Kay and Uncle John today. **They**'ve invited **me** to the farm before all the family arrives for the big reunion. And **I**'ve decided to go."

From the paragraph above, the author tells to the reader that in the morning, all the family were sit down together for breakfast and Grandma shows all the people that she got a card from Aunt Kay and Uncle John for the big reunion and Grandma decides to go there.

There are four personal references. The first is the word **“It”** in the beginning sentence, mean today. Today is Saturday. The word **“It”** is also as a form of baking to celebrate the one of special days of Grandma. The second is the word **“her mouth”** that refers to Tanya. It means that Tanya eats bread pudding. The third is the word **“They”** it is refer to Aunt Kay and Uncle John who send a card to Grandma. The fourth is the words **“me”** and **“I”**. It refers to the speaker – Grandma. It means grandma wants to go the reunion.

3.1.2 Demonstrative Reference

According to Hasan and Halliday (1976:37) demonstrative reference is reference by means of location, on a scale of proximity (near, far, neutral, time). The examples of this reference are *this, these, that, those, here, now, then, there, the*.

Paragraph 2, page 189 – 190

A silence fell across **the** dinner table. Neither Tanya nor her brothers, Ted and Jim, could remember their grandmother going anywhere without **the** rest of **the** family. “Aren’t we going to **the** farm and reunion too?” Tanya asked. She had been looking forward to **the** big family event and her first trip to a farm ever since **the** announcement had arrived. “Yes, Tanya. We’re still going,” papa reassured her. “We can *all* go to **the** farm together after **the** boy’s football summer camp is over,” Mama suggested, glancing toward Papa.

This paragraph tells us that all people who sat down together in the dinner table are bewildered with Grandma’s decision. Because everyone knows that Grandma has been sick. Papa gives an opinion that all the people will come at football summer camp firstly before go to big reunion. Ted and Jim will play there.

There are eight demonstrative references using **“the”**. The word **“the”** is a signal of identity. The first word **“the”** identifies a table that used for dinner. The second word **“the”** identifies an activity that is family do – rest. The third word **“the”** identifies family. The fourth word **“the”** identifies a place for big reunion – farm. The fifth word **“the”** identifies big family who will come in big reunion. The sixth word **“the”** identifies an announcement for big reunion. The seventh word **“the”** identifies a place for big reunion – farm. The last word **“the”** identifies boys who play football in the summer camp.

3.1.4 Comparative Reference

According to Hasan and Halliday (1976:37), comparative reference is indirect reference by means of identity or similarity, for example, *same, equal, identical, identically, such,*

similar, so, similarly, likewise, other, different, else, differently, otherwise, more, fewer, less, further, additional, + quantifier (example: so many), comparative adjectives and adverb (example: better), so-, as-, more-, less-, equally- + comparative adjectives and adverbs (example: equally good).

Paragraph 4, page 190

Tanya remembered Mama and Grandma talking about the plan to have **as many** items that were once part of the homestead . . . the farm . . . returned for **the biggest** family gathering ever!

This paragraph shows that Tanya remembers the dialogue between Grandma and Mama about a big reunion. There are two comparative references in this paragraph. The word “**as many**” is comparison of quantity with numerative comparative. It means that the items which one part of the homestead. Then, the word “**the biggest**” is superlative comparative, simply, ‘bigger than gathering family before’.

3.2 Substitution

According to Hasan and Halliday (1976:88-89), substitution is a relation in the wording rather than in the meaning. It is between linguistic items, such as words, phrases, and clauses. There are three types of substitution, they are, nominal substitution, verbal substitution, and clausal substitution.

3.2.1 Nominal Substitution

It is used for the words *one, ones, and same*.

Paragraph 20, page 199

Grandma helped Aunt Kay tuck the children in. “What happened to our special days, Grandma?” whispered Tanya. “Seems to me our first **one** went just fine,” said Grandma. “The land needed the rain and it’s finally gettin’ it. Makes today kinda special, don’t you think?” Tanya sighed. “I wanna go home,” she murmured into her pillow.

In this paragraph, the author tells the reader that Tanya said to Grandma that she wanted to go home because all that happened was not suitable with her thought. The word “**one**” here is pointing forward to Grandma and Tanya’s journey from their house to the big reunion house like the author wrote in the paragraphs before.

3.2.2 Verbal Substitution

It is used for the words “*do*”, “*does*”, “*doing*” and “*did*”, “*done*”.

Paragraph 29, page 204 – 207

“If you weren’t lonely, Grandma, why did you leave?” Tanya persisted. Grandma looked out over the land, remembering. “It was after the Second World War. My Isaac – your grandpa Franklin – and many other people thought we’d find better opportunities,

better jobs closer to the cities up north. And we **did**. But we still kept the land and paid taxes on it. Sometimes let other people pay to work it, 'til Kay and John came back. But this will always be home.”

In this paragraph the author tells to the reader that Tanya still continues to tell the past and also about Grandpa. There is only one word of verbal substitution. The word “**did**” is the substitution of the verb find better opportunities, better jobs closer to the cities up north.

3.3 Ellipsis

According to Hasan and Halliday (1976:144) ellipsis is a relation within the text, and in the great majority of instances the presupposed item is in the preceding text. Ellipsis occurs when something that is structurally necessary is left unsaid.

3.3.1 Nominal Ellipsis

Nominal Ellipsis is ellipsis within the nominal group (Hasan and Halliday, 1976:147).

Paragraph 10, page 193

And still they travelled on and on. **Until the bright sunny sky grew cloudy and gray and the highway turned into never-ending dirt roads that seemed to disappear into the fields and trees, down into the “hollers” the valleys below.** Tanya could barely keep her eyes open. And still they travelled on and on . . . until finally the bus crawled to a stop. Grandma shook Tanya gently. “We’re here, Tanya honey, wake up.” Tanya rubbed her eyes awake. “We ‘re home.”

In this paragraph the author tells the reader that Tanya and Grandma still continued their trip by bus until they were at home and Grandma shook Tanya that they arrived at home. There is only one sentence that expresses nominal ellipsis. If the sentence completed by an elliptical nominal group, the sentence above will be **Until the bright sunny sky grew cloudy and the gray sky and the highway turned into never-ending dirt roads that seemed to disappear into the fields and trees, down into the “hollers” the valleys below.** Here the author eliminated it because there is the same thing that is the condition of the sky.

3.3.2 Verbal Ellipsis

Verbal Ellipsis is ellipsis within the verbal group (Hasan and Halliday, 1976:167).

Paragraph 11, page 193

Standing on the last step of the bus, Tanya spied a car, trailing clouds of dust, coming toward them. In the distance were a farm- house and barn. **“I’ve been sitting for the past eight . . . nine hours . . .,”** Grandma told uncle John, **who’d come to get them, “so I think I’ll just let these old limbs take me the rest of the way.”** Tanya watched Grandma walk slowly but steadily up the familiar roadway.

In this paragraph the author tells the reader that they go down from the bus and Uncle John welcoming them. There is only one sentence that expresses nominal ellipsis. If the

sentence completed by an elliptical nominal group, the sentence above will be **“I’ve been sitting for the past eight . . . I’ve been sitting for nine hours . . .”** Grandma told uncle John, who’d come to get them, **“so I think I’ll just let these old limbs take me the rest of the way.”** Here the author used the nominal ellipsis to avoid unnecessary like nominal such as **I’ve been sitting for** and the author eliminated it because there is the same character who talk to Uncle John. So it does not make such a long sentence.

3.3.4 Clausal Ellipsis

According to Nariswari in her thesis (2010:19), clausal ellipsis is the omission of an item within a clause.

Paragraph 8, page 190

Tanya couldn’t hide the pride she left when she saw the surprised looks on Ted’s and Jim’s faces. “We’ve had some special days on that old farm, “Grandma said with satisfaction. “And so will Tanya. **You’ll see.**”

In this paragraph the author tells the reader that Tanya’s brother is surprised about it. Grandma tells that there are some special days on the farm and Tanya will get it.

There is one sentence that expresses verbal ellipsis. If the sentence completed by an elliptical verbal group, the sentence above will be **You’ll see some special days on that old farm.**” The author eliminated it because the previous sentence is still in the same verb, so it does not need longer sentence.

3.4 Conjunction

According to Hasan and Halliday (1976:303), conjunction is on the border-line of the grammatical and the lexical. There are five categories: additive, adversative, causal, temporal, and other conjunction.

3.4.1 Additive Conjunction

It is expressed by the words *and, and also, nor, and...not, 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.*

Paragraph 6, page 190

A trip with Grandma! Just the two of them. Tanya couldn’t believe her ears. “*May I go with Grandma to the firm?*” she pleaded excitedly. Mama looked from Tanya to Papa to Grandma. “Ted **and** Jim are going to the football camp, “Papa gently reminded Mama. “**And** we *will* be joining them shortly.”

In this paragraph the author tells the reader that Tanya feel surprised that she will have a trip with Grandma and Tanya asks a permission to her parent. But Papa disagrees. Papa reminds her again that all the family will join football camp with Ted and Jim.

There are two additive conjunctions in this paragraph. Both of them are “**and**”. The words “**and**” is for adding information and connecting between sentences. The first word “**and**” means Tanya’s brothers will go to the football camp. Then the second word “**and**” means that Papa and Mama will come to the football camp to give support for Ted and Jim.

3.4.2 Adversative Conjunction

It means contrary to expectation. It covers some words include *yet, though, only, but, however, nevertheless, despite this, in fact, actually, as a matter of fact, at the same time, instead, rather, on the other contrary, at least, rather, I mean.*

Paragraph 15, page 196

Tanya didn’t feel anything **but** hot and tired and disappointed. The farm wasn’t what she expected at all. A dog’s bark drew Tanya’s gaze back to the farmhouse. Stepping off the porch, a large dog at her side, was Grandma’s baby sister, Kay.

This paragraph tells us that Tanya is very disappointed with all and she is really tired by this long trip. There is one adversative conjunction in this paragraph. The word “**But**” shows us that contrary condition. It means Tanya did not feel anything, but her body is like hot and tired.

3.4.3 Causal Conjunction

This consists of the words *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, then, 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.*

Paragraph 16, page 196

“Watchin’ you walk up the road, Rose Buchanan,” Aunt Kay began, **then** gave Grandma a hug. “Yes, on summer days like this it’s as if time were standing still just a bit,” Grandma finished **for** her. Aunt Kay turned to her great – niece, smothering her in a welcoming hug full of warmth and softness that reminded Tanya of Grandma.

This paragraph tell us that Aunt Kay began welcome Tanya and her Grandma by giving a smothering hug. There are two causal conjunctions in this paragraph. The first word “**then**” is a sequence of time. It means Aunt Kay saw Grandma walked and give her a hug. The second word “**for**” shows us the purpose of something. It means Grandma walked to Aunt Kay.

3.4.4 Temporal Conjunction

It includes *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.*

Paragraph 36, page 208

Tanya and Keisha pulled on the boots and off they marched. The girls watched as Uncle John finished milking the cow. Then with his consent, Tanya sprinkled chicken feed on the ground. While the chicken ate, she and Keisha collected their eggs. **After that** the girls explored the barn, and when they grew tired, they climbed into the hayloft to rest.

The paragraph tells us that Tanya and Keisha wear the boot. Then Tanya and Keisha did many things with Uncle John in the barn. There is only one word that include in temporal conjunction. The word “**after that**” expresses the sequence time in the text. It means after the first activity done, then the actors do another activity we can see in *While the chicken ate, she and Keisha collected their eggs. After that the girls explored the barn, and when they grew tired, they climbed into the hayloft to rest.*

4. CONCLUSION

Based on the data taken from the short story “Tanya’s Reunion” by Valerie Flournoy, the researcher found out several grammatical cohesions. Among the cohesions are references (personal reference, demonstrative reference, and comparative reference), substitution (nominal substitution and verbal substitution), ellipsis (nominal ellipsis, verbal ellipsis, and clausal ellipsis) and conjunction (additive conjunction, adversative conjunction, causal conjunction, and temporal conjunction). The researcher did not find clausal substitution in this short story. The most dominant device of the grammatical cohesions is reference (69,95%).

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