



Grammatical Cohesion in the Novel “Hallowe’en Party”

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Abstract

This study is aimed to classify a text into four types of grammatical cohesion and to explain the conditions concerning each of their occurrences in the text. It uses the theory by Halliday and Hasan about cohesion (1976) as its main theory. The data of this study, which is the text of a novel, was collected by using documentation method. Then, the data analysis was conducted using qualitative method. Finally, the data analysis was presented using an informal method in the form of descriptions and explanations based on the four types of grammatical cohesion. The analysis results show the classifications of all the four types of grammatical cohesion along with each of their sub-categories found in the data. Additionally, it also includes the explanations concerning the occurrences of those types of grammatical cohesion within the data.

Keywords: *text, cohesion, grammatical cohesion*

Abstrak

Penelitian ini bertujuan untuk mengidentifikasi teks dari sebuah novel berdasarkan keempat jenis kohesi gramatikal dan menjelaskan syarat-syarat keberadaannya di dalam teks tersebut. Penelitian ini menggunakan teori yang dikemukakan oleh Halliday dan Hasan mengenai kohesi (1976) sebagai teori utama. Sumber data penelitian ini adalah novel dan pengumpulan data menggunakan metode dokumentasi. Data selanjutnya dianalisis menggunakan metode kualitatif. Pada tahap terakhir, data yang telah dianalisis dipresentasikan secara non-formal dalam wujud deskripsi dan penjelasan berdasar pada keempat jenis kohesi gramatikal. Hasil dari analisis menunjukkan penggolongan-penggolongan dari keempat jenis kohesi gramatikal beserta masing-masing sub kategorinya serta penjelasan-penjelasan mengenai keberadaan setiap jenis kohesi tersebut di dalam data.

Kata kunci: *teks, kohesi, kohesi gramatikal*

Introduction

Language can be defined as a tool used in expressing or exchanging thoughts, concepts, and information as well as transferring experience and knowledge (Bussman, 1998: 627). It is language that helps people to utter their intentions more easily and without any hesitation that the others will be unable to understand their utterances. Generally, two forms of language exist which are spoken language and written language. Both languages are usually found in the form of a text. The word ‘text’ refers to any compilation of words, either spoken or written, that does form a unity regardless of its length (Halliday and Hasan, 1976: 1). As cited in Utama (1997), Corbertt states

that a good text, particularly the written one, must have three characteristics, namely unity, coherence, and adequate. A good text must contain a unity in which the combination of the parts of the text itself constitutes a whole. It must also be coherence which means the diverse elements within it must be integrated. And the last but the least, it must be adequate in which it must be sufficient for a specific purpose the text itself serve. In other word, a good text is a text which the meanings of the parts within are tied to each other, and therefore, making it more understandable.

Cohesion is the unity of meaning which defines any compilation of words as a text. According to Connor (1984), the term 'cohesion' is defined as the obvious use of cohesive devices (or simply 'cohesion') that signifies a unity among sentences or other parts of a text. As cited in Palmer (1999), Cox et al. states that cohesion is important for both the writer and the reader in creating a comprehensible text and stimulating an easier understanding of the text respectively. Broadly, cohesion is divided into two types in English, which are grammatical cohesion and lexical cohesion. Grammatical cohesion refers to the types of cohesion which are expressed through grammar, whereas lexical cohesion to those expressed through vocabulary.

Grammatical cohesion, as the focus of this study, is divided into four types, namely reference, substitution, ellipsis, and conjunction. Reference refers to the nature which is signified by the retrieval of information about the characteristic of any specific thing or class of things that is being referred to. It can refer whether to the information outside the text which is retrievable through the context of situation (exophoric) or inside the text (endophoric), referring to the preceding sentence (anaphoric) or the following one (cataphoric). Based on the function of the referred thing, reference is divided into personal reference, demonstrative reference, and comparative reference. Substitution is to the nature which is signified by the replacement of a thing or class of things by another thing. It is subject to the readers' or hearers' ability to retrieve the information of the thing being substituted either from the textual context or from the situational context (Buitkiene, 2005). Ellipsis refers to the nature in which a thing or class of thing is being omitted from a sentence (Halliday and Hasan, 1976: 142). It can be defined as a form of substitution though the thing is substituted by nothing. In other words, ellipsis is the condition in which any linguistic element is absent from the plain form of sentences (Thomas, 1979: 43). Both substitution and ellipsis are categorized based on the class of item being replaced and/or omitted, which are nominal, verbal, and causal. Conjunction is a nature which is signified the connecting of any sentence or clause of a text to the preceding or the following sentence (Rankema, 1992: 38). It involves the specific use of connective word (Mather and Jaffe, 2002: 1). Conjunction is defined under four headings, namely additive, adversative, causal and temporal.

A novel is used as the reference in this study. As cited on Merriam-Webster dictionary, novel is defined as a lengthy invented narrative that tells about humans' experience through an ordered sequence of event. Moreover, it is a crime fiction novel which is under the discussion. A crime fiction novel is a story that involves mystery solving which is gradually deployed on each of its chapter. In order to solve the mystery, the readers are indirectly invited to find all the clues and compile them

together in the end of the story. This would be hard if the meanings of the sentences in text are not tied correctly. On account of this, the use of cohesions, especially the grammatical ones, proves to be useful to increase the quality of the story and make it a well-written one.

Several previous studies are selected as reviews for the current study. These previous studies are chosen because they discuss similar topic to this study which is about cohesion. They consist of three undergraduate theses and two journal articles.

The first reviewed undergraduate thesis is entitled “Cohesive Devices Used in the Text of English Children Story Book” written by Ganggaswari (2009). Using the theory of cohesion proposed by Halliday and Hasan (1976), the writer focused her study on discussing the use of both grammatical cohesion and lexical cohesion found in the children book. The second undergraduate thesis is entitled “Cohesive Devices in An Article Published in “NOW! Bali” Magazine” (2011). Raharja as the writer used a magazine article as the data source of his study. This study also discusses cohesion in general which covers both the grammatical cohesion and the lexical one by using the theory of cohesion proposed by Halliday and Hasan (1976). The last reviewed undergraduate thesis is a thesis by Ananditya entitled “Grammatical Cohesion of Movie Dialogue in “Just Like Heaven” Movie” (2011). The same with the current study, the writer focused her study on discussing the use of grammatical cohesion. However, this study uses a movie dialogue as its data source, whereas the current study uses a novel. Ananditya as the writer also used the theory of cohesion proposed by Halliday and Hasan (1976). The first journal article used as review is entitled “Referential Cohesion in Donald Trump’s Speech Transcript” written by Wirawan (2018). The writer emphasized its study on discussing only on one type of grammatical cohesion which is reference. The discussion focuses on discussing the use of reference found in a speech transcript. It is based on the theory of cohesion proposed by Halliday and Hasan (1976). The last reviewed study is an article entitled “Grammatical Cohesion in Students’ Argumentative Essay” (2011) written by Alarcon and Morales. The same with the current study, this study also focuses its discussion only on grammatical cohesion. It discusses the use of grammatical cohesion in several students’ essays using the theory proposed by Halliday and Hasan (1976). Any type of cohesion plays a crucial role in determining the quality of a text. It functions to connect any sentence to the other part of the text. If used properly, it is highly useful to deploy the meaning of the text. In other word, as stated by Crossley, Salsbury, and McNamara (2010), lack or improper use of cohesion can cause misunderstanding and miscommunication which then can also lead to the loss of meaning in the text. Therefore, an analysis of cohesion is considered important to determine the quality of a text.

Method

Method refers to any action and instrument involved during the selection and construction of the research technique (Kothari, 2004: 7). There are four parts included here, which are data source, method of collecting data, method of analysing data, and

method of presenting analysis. The data source of this study is a novel entitled “Hallowe’en Party”. It is a crime fiction novel which tells about the detective story of Hercule Poirot written by Agatha Christie, a nineteenth century British novelist. The data was collected using documentation method. According to Moleong (2009), documentation method can be defined as the screening process on book, transcript, magazine, etc. in order to find out relevant data for the study. Using this method, the data source was observed thoroughly in order to find all the types of grammatical cohesion. Every grammatical cohesion found within it were highlighted. Then, the collected data was analysed using qualitative method by using the theory of cohesion proposed by Halliday and Hasan (1976). The analysis was done by classifying the data into several groups based on the four types of grammatical cohesion (including each of their sub-categories) and explaining the purpose of each type. Finally, the analysis of the data was presented informally in the form of descriptions of those types of grammatical cohesion and explanations concerning the purpose of their occurrences in the data.

Result and Discussion

This part of the study contains the result of this study and its discussion. The result shows that both reference, substitution, ellipsis, and conjunction are found in the data source, the novel entitled “Hallowe’en Party”. The references found in the data include the personal references such as *I, you, one, they, we, he, she, it, my, your, their, our, his, her, its, yours, theirs, ours, hers, them, and him*; the demonstrative references such as *the, this, that, these, and those*; and the comparative references such as *else, same, better, and youngest*. The substitutions found in the data include the nominal substitutions such as *one, ones, and the same*; the verbal substitution such as *do* and *did*; and the clausal substitution such as *so* and *not*. The ellipsis found in the data include the nominal ellipsis such as *two, other’s, and either*; the verbal ellipsis such as *don’t you, I have, and quite plainly did not*; and clausal ellipsis such as *years ago, yes, and you go too quickly*. The conjunctions found in the data include the additive such as *and, or, by the way, and moreover*; the adversative such as *but, although, in fact, and as a matter of fact*; the causal *so, therefore, as a result, and on account of that*; and the temporal such as *the, after that, first... then, and in the end*. However, the discussion of this study only contains a sample of each category of grammatical cohesion as the representations. It includes the description and the explanation concerning the purpose of the occurrences of those samples. The discussion is elaborated in the following.

1. Analysis of Reference

a. Personal Reference

Mrs. Oliver pressed closer against the wall.

“(1)My fault,” (2)she said. “(3)I’m standing about and getting in the way. But it was rather remarkable, seeing so many pumpkins or vegetable marrows, whatever (4)they are. (5)They were everywhere, in the shops, and in people’s houses, with

candles or nightlights inside them or strung up. Very interesting, really. But it wasn't for a Hallowe'en party, it was Thanksgiving. Now (6)I've always associated pumpkins with Hallowe'en and that's the end of October. Thanksgiving comes much later, doesn't it? Isn't it November, about the third week in November? Anyway, here, Hallowe'en is definitely the thirty-first of October, isn't it? First Hallowe'en and then, what comes next? All Souls' Day? That's when in Paris, (7)you go to cemeteries and put flowers on graves. Not a sad sort of feast. (8)I mean, all the children go too, and enjoy themselves. (9)You go to flower markets first and buy lots and lots of lovely flowers. Flowers never look so lovely as (10)they do in Paris in the market there." (Chapter 1: Paragraphs 6-7)

Analysis:

'I', 'you', 'they', and 'she' are non-possessive reference functioning as Head. Though generally exophoric in term of speech roles by referring to the speaker, all 'I' in the data above are anaphoric because they occur on quoted speech. 'I' in (3) refers to 'Mrs. Oliver' as the speaker which is presented in sentence 1 of paragraph 6. The other 'I' in (6) and (8) also refers to the same 'Mrs. Oliver' as the speaker by tying with the previous 'I' respectively. 'You' in (7) and (8) are exophoric references, particularly the generalized exophoric ones in which the referents are considered immanent in all contexts of situation. Each 'you' has the meaning of 'any human individual'. All 'they' in the data above are anaphoric. 'They' in (4) refers to 'pumpkins or vegetable marrows' which is presented in the same sentence as itself. 'They' in (5) also refers to the same 'pumpkins or vegetable marrows' by tying with the previous 'they'. Meanwhile, 'they' in (10) refers to 'flowers' which is presented previously in the same sentence as itself. 'She' in (2) is anaphoric. It refers to 'Mrs. Oliver' which is presented in sentence 1 of paragraph 6.

'My' is a possessive reference functioning as Deictic. 'My' in (1) is anaphoric. It refers to 'Mrs. Oliver' as the possessor which is presented in sentence 1 of paragraph 6.

b. Demonstrative Reference

Mrs. Ariadne Oliver had gone with (1)the friend whom she was staying, Judith Butler, to help with the preparations for a children's party which was to take place that same evening.

At the moment it was a scene of chaotic activity. Energetic women came in and out of doors moving chairs, small tables, flower vases, and carrying large quantities of yellow pumpkins which they disposed strategically in selected spots.

It was to be a Hallowe'en party for invited guests of an age group between ten and seventeen years old.

Mrs. Oliver, removing herself from (2)the main group, leant against a vacant background of wall and held up a large yellow pumpkin, looking at it critically. "The last time I saw one of these," she said, sweeping back her grey hair from her prominent

forehead, "was in (3)**the United States** last year—hundreds of them. All over (4)**the house**. I've never seen so many pumpkins. As a matter of fact," she added thoughtfully, "I've never really known (5)**the difference** between a pumpkin and a vegetable marrow. What's (6)**this one**?"

"Sorry, dear," said Mrs. Butler, as she fell over her friend's feet.

Mrs. Oliver pressed closer against (7)**the wall**.

"My fault," she said. "I'm standing about and getting in (8) **the way**. But it was rather remarkable, seeing so many pumpkins or vegetable marrows, whatever they are. They were everywhere, in (9)**the shops**, and in people's houses, with candles or nightlights inside them or strung up. Very interesting, really. But it wasn't for a Hallowe'en party, it was Thanksgiving. Now I've always associated pumpkins with Hallowe'en and (10)**that's** the end of October. Thanksgiving comes much later, doesn't it? Isn't it November, about the third week in November? Anyway, (11)**here**, Hallowe'en is definitely the thirty-first of October, isn't it? First Hallowe'en and then, what comes next? All Souls' Day? (12)**That's** when in Paris, you go to cemeteries and put flowers on graves. Not a sad sort of feast. I mean, all (13)**the children** go too, and enjoy themselves. You go to flower markets first and buy lots and lots of lovely flowers. Flowers never look so lovely as they do in Paris in the market (15)**there**." (Chapter 1: Paragraphs 1-7)

Analysis:

'The friend' in (1) is cataphoric, referring to 'whom she was staying' as its modifying element within the same nominal group as itself. 'The main group' in (2) is anaphoric, referring to 'energetic women' (sentence 2 paragraph 2) which by its connotation provides a target for the anaphora. 'The United States' in (3) is exophoric because only one member of the class of objects referred to is existed which is 'United States'. 'The house' in (4) is anaphoric, referring to 'the United States' (sentence 2 of paragraph 4) which by its connotation provides a target for the anaphora. 'The difference' in (5) is cataphoric, referring to 'between a pumpkin and a vegetable marrow' as its modifying element within the same nominal group as itself. 'The wall' in (7) is anaphoric, referring to 'a vacant background of wall' which is presented in sentence 1 of paragraph 4. 'The way' in (8) refers to the situation where 'Mrs. Butler fell over her friend's feet' which is presented in sentence 1 of paragraph 5. However, it is considered anaphoric instead of exophoric because the context of situation is included in the narrative itself. 'The shops' in (9) is anaphoric, referring to 'the United States' (sentence 2 of paragraph 4) which by its connotation provides a target for the anaphora. 'The children' in (13) is anaphoric, referring to 'Paris' (sentence 13 of paragraph 7) which by its connotation provides a target for the anaphora.

'This one' in (6) is anaphoric, referring to 'a large yellow pumpkin' (sentence 1 of paragraph 4) as a 'singular' thing that is 'near' the speaker. 'That' in (10) is anaphoric referring to 'Hallowe'en' which is presented previously within the same sentence as itself. 'That' in (12) is also anaphoric. It refers to 'All Souls' Day' which is presented in sentence 12 of paragraph 7. 'Here' in (11) is anaphoric. It can be

interpreted as the space where ‘the preparations for a children’s party take place’ (sentence 1 of paragraph 1). ‘There’ in (15) is anaphoric, referring to ‘Paris’ which is presented previously within the same sentence as itself.

c. Comparative Reference

*“That would involve certain things. It would involve that one of the people who were at the party committed the murder, and that that **same** person must also have been there earlier that day and have heard what Joyce said.”* (Chapter 4: Paragraph 74)

Analysis:

‘Same’ in the data above is a form of comparative reference which indicates likeness between things. It is anaphoric, referring to ‘one of the people who were at the party committed the murder’ which is presented previously within the same sentence as itself. Alternatively, it can be interpreted as ‘same person who were at the party committed the murder’.

2. Analysis of Substitution

a. Nominal Substitution

“There were broomsticks,” said Mrs. Oliver. “They gave prizes for them.”

“Prizes?”

*“Yes, for who brought the best-decorated **ones**.”* (Chapter 3: Paragraphs 61-63)

Analysis:

‘Ones’ in the data above is the example of nominal substitution which functions to substitute a simple noun. It substitutes for the noun ‘broomsticks’ which is presented in sentence 1 of paragraph 61.

b. Verbal Substitution

“I still live in London. I involved myself here at the request of a friend, Mrs. Oliver. You remember Mrs. Oliver?”

Spence raised his head, closed his eyes and appeared to reflect.

*“Mrs. Oliver? Can’t say that I **do**.”* (Chapter 5: Paragraphs 43-45)

Analysis:

‘Do’ is an example of verbal substitution, functioning as the replacement for a certain verbal group. In the data above, it substitutes for ‘remember Mrs. Oliver’ which is presented in sentence 3 of paragraph 43.

c. Clausal Substitution

"There were two boys, or youths as they always seem to call them in police reports. About sixteen to eighteen."

"I suppose one of them might have done it. Is that what the police think?"

"They don't say what they think," said Mrs. Oliver, "but they looked as though they might think so." (Chapter 4: Paragraphs 38-40)

Analysis:

'So' is an example of clausal substitution in positive form which functions to substitute a preceding clause. 'So' in the data above substitutes for the entire clause 'one of them (two boys or youths) might have done it' which is presented in paragraph 39.

3. Analysis of Ellipsis

a. Nominal Ellipsis

*Joyce, a sturdy thirteen-year-old, seized the bowl of apples. **Two** rolled off it and stopped, as though arrested by a witch's wand, at Mrs. Oliver's feet.* (Chapter 1: Paragraph 20)

Analysis:

'Two' is an example of nominal ellipsis in the form of Numerative. In the data above, the noun 'apples', which is presented in sentence 1, is omitted and the Numerative 'two' functions as the Head. Therefore, the non-elliptical form is 'two apples'.

b. Verbal Ellipsis

"It is the kind of crime," said Poirot, "of which one reads every day in the paper. A girl who is attacked, a school child who is assaulted—yes, every day. This happened in a private house which makes it different, but perhaps not so different as all that. But all the same, I'm not sure yet that you've told me everything."

*"No, I don't suppose **I have**," said Mrs. Oliver. "I haven't told you the reason, I mean, why I came to you."* (Chapter 4: Paragraphs 19-20)

Analysis:

'I have' is an example of verbal ellipsis, particularly the operator one. In the data above, the omitted item is the lexical verb 'told me everything' which is presented in sentence 4 of paragraph 19. Therefore, the non-elliptical form becomes 'I have told you everything'.

c. Clausal Ellipsis

"When did it happen?" asked Beatrice.

“Years ago,” said Joyce. “I was quite young at the time,” she added. (Chapter 1: Paragraphs 76-77)

Analysis:

‘Years ago’ is an example of clausal ellipsis in the form of direct response: WH-question. In the data above, the omitted clause is ‘did it happen’. Therefore, the non-elliptical form becomes ‘it happened years ago’.

4. Analysis of Conjunction

a. Additive

*“But noticeable. Everything noticeable is worth remembering. **By the way**, there is one question I should like to ask you. Two, as a matter of fact.” (Chapter 9: Paragraph 80)*

Analysis:

‘By the way’ is a conjunction expressing complex additive relation. In the data above, it is used to indicate that besides the sentence ‘everything noticeable is worth remembering’ there is also something that the speaker would like to say that is the sentence ‘there is one question I should like to ask you’.

b. Adversative

*“Children don’t come home from school because they’ve accepted a lift from a stranger, **although** they’ve been warned not to. Yes, there’s a lot of that nowadays.” (Chapter 5: Paragraph 70)*

Analysis:

‘Although’ is a conjunction expressing proper adversative relation. Here, it indicates that the sentence ‘they’ve been warned not too’ is contrasting the sentence ‘children don’t come home from school because they’ve accepted a lift from a stranger’.

c. Causal

*“No,” said Spence. “I’m not sure. I can’t really be sure. Nobody can. You see, odd people brought things. Somebody brought some coloured light bulbs. Somebody else supplied some mirrors. There were some extra plates. Someone lent a plastic pail. People brought things, exchanged a word or two and went away again. They didn’t remain to help. **Therefore**, such a person could have been overlooked and not remembered as being present. But that somebody, even if they had only just deposited a bucket in the hall, could have overheard what Joyce was saying in the sitting-room. She was shouting, you know. We can’t really limit it to this list, but it’s the best we can do. Here you are. Take a look at it. I’ve made a brief descriptive note against the names.” (Chapter 8: Paragraph 157)*

Analysis:

‘Therefore’ is a conjunction expressing general causal relation. In the data above, it indicates that ‘they didn’t remain to help’ presupposes ‘such a person could have been overlooked and not remembered as being present’. It has the meaning of ‘because they didn’t remain to help, so they are overlooked and not remembered as being present’.

d. Temporal

*“Well, you see, at first I didn’t think of it. Not straightaway. I mean, children do queer things sometimes. I mean there are queer children about, children who—well, once I suppose they would have been in mental homes and things, but they send them home now and tell them to lead ordinary lives or something, **and then** they go and do something like this.”* (Chapter 4: Paragraph 36)

Analysis:

‘And then’ is a conjunction expressing simple temporal relation. In the data above, it indicates that the sentence ‘they send them home now and tell them to lead ordinary lives or something’ is simply presupposing the sentence ‘they go and do something like this’.

Conclusion

Regarding the result and discussion presented in the previous part, it can be concluded that the data source, the novel entitled “Hallowe’en Party”, is considered cohesive and good in term of quality because the meanings within its text are connected to each other by the grammatical cohesion. The text of the novel contains all the four types of grammatical cohesion. Also, every category of each type of grammatical cohesion is found in it. They are reference which is divided into personal, demonstrative, and comparative; substitution into nominal, verbal, and clausal; ellipsis into nominal, verbal, and clausal; and conjunctions which is divided into additive, adversative, causal, and temporal. Moreover, the discussion shows that every cohesion in the text is interpretable, dependable to each of its interpretation. They prove to be useful in connecting every part of the text. Alternatively, it indicates that the grammatical cohesions are deployed properly within the text.

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