

CHAPTER II

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

2.1 Review of Related Theory

2.1.1 Discourse

According to Halliday and Hasan (1976), discourse is defined as "a unit of language larger than a sentence and firmly entrenched in a specific context". Discourse is a broad term for extended text or text that goes beyond the sentence level, and it is typically considered to comprise both oral and written language. Discourse carries the tradition, history, culture, and way of life of its speakers. Discourse cannot be conceptualized without the people, nor can the people without their discourse (Hassen, 2015).

Discourse is, at the very least, language plus context. By this, we mean the context we bring to the use of language, the context that includes our experience, assumptions, and expectations, the context we change (and which is itself changed) in our relationships with others, as we both construct and negotiate our way through the social practices of the world we live in (Woods, 2006).

2.1.2 Discourse Analysis

Brown and Yule (1983) stated that discourse analysis usually includes studying language usage. Because of this, it cannot be limited to the description of language forms without regard to their intended uses or functions. In discourse analysis, we come across situational context, which, in the broadest sense, refers to the entire non-linguistic background to a text or utterance, including the immediate situation in which it is used, the producer's and recipient's awareness of what was previously said and of any pertinent external beliefs. Discourse analysis is a method for the analysis of a connected speech or writing, for continuing descriptive linguistics beyond the limit of a simple sentence at a time (Harris, 1952). Rhymes (2008) stated that the simple meaning of discourse analysis is the language used in context. In his book *News Discourse*, Dijk (1988) outlined the discourse analysis methodology of language use and language goals to achieve a more detailed and methodical description of what is delivered. Discourse analysis can be analyzed not only from written text such as essays, news, and novels but also from spoken material such as conversation and speech.

Paltridge (2012) stated that Discourse analysis focuses on language usage characteristics across texts and pays attention to how language interacts with social and cultural environments. Discourse analysis also pays attention to how language is used to convey various viewpoints and conceptual frameworks. It looks at how participant relationships affect language use as well as the impact language use has on social identities and

relationships. It also takes into account how language is used to create identities and viewpoints.

2.1.3 Unity

Unity is a term when a paragraph discusses one and only one main idea from beginning to end (Oshima and Hague, 2006). By that means, the introduction, paragraph's content, and conclusion should talk about one main idea, including the supporting sentences. The idea is introduced in the introduction paragraph, each of the body paragraphs has a proof point (subject sentence) with content that proves the idea, and the idea is restated and the proof is summarized in the conclusion paragraph. Any unnecessary detail in the writing that is unrelated to the idea is distracting and weakens the case for the notion. Because certain concepts in a paragraph don't seem to fit with others, a lack of unity in paragraphs might be misleading to readers (Walters, 2000 cited in Munawarah, 2019)

Zemach and Rumisek (2005) stated that the linking of all ideas to a single topic is what gives writing its unity. The supporting ideas in a main body paragraph of an essay should relate to the topic sentence, and all ideas throughout the essay should be tied to the thesis statement.

2.1.4 Coherence

Coherence is one of the features of well-structured writing with which people should be concerned when writing a text. Oshima and Hogue (2006) stated that coherence is accomplished when the sentences and

thoughts are associated and stream together easily. Each sentence should move to start with one sentence and then onto the next one sensibly and easily. There should be no unexpected hops. The function of coherence is to explain a sentence so that it is easy to understand. The function of using coherence is to connect utterances in the form of complementary and mutually sustainable meanings. Guy Cook (1989) stated that coherence is the characteristic of intrinsic meaning and being unified. It is a feature that is obviously important for communication and, by implication, for learning foreign languages, but it cannot be properly explained by concentrating on sentence structure itself.

Halliday and Hasan (1976) stated that a text is coherent if it satisfies two requirements: first, it must be consistent with the context in which it was generated; second, it must have cohesion, which means that all of the text's components must be linked together by cohesive devices. Cohesive devices are divided into 2 types: Lexical Cohesion and Grammatical Cohesion. Lexical Cohesion is mentioned includes Reiteration (synonym, antonym, meronym, hyponym, and repetition), and Collocation and Grammatical Cohesion that is mentioned including reference, ellipsis, conjunction, and substitution. Different than Halliday and Hasan, Guy Cook (1989) stated that coherence is the characteristic of intrinsic meaning and being unified. It is a feature that is obviously important for communication and, by implication, for learning foreign languages, but it cannot be properly explained by concentrating on sentence structure itself.

Oshima and Hague (2006) stated that several coherence devices can be used in writing to achieve coherence. There are three major ways for authors to connect sentences together within and outside of paragraphs. They are referring to earlier words and phrases (through repetition, synonyms, and pronouns), employ connective words and phrases, and structure sentences in ways that include the right sequencing of previously known and new information. The coherence elements that assist the author connect sentences together according to Oshima (2006) described below:

2.1.4.1 Repetition of key nouns

Repeating key nouns inside paragraphs is the simplest technique to make a paragraph coherent. The words in a paragraph that have the most meaning are called key nouns. The words a writer wants the reader to pay close attention to as the paragraph develops are known as the key nouns.

2.1.4.2 Key noun substitutes

Key noun substitutes are used if the author does not want to repeat the key noun over and over again, they can use synonyms or expressions with the same meaning. Oshima and Hague (2006) gave an example explained below:

Gold, a precious metal, is prized for two important characteristics. First of all, gold has a lustrous beauty that is

resistant to corrosion. Therefore, it is suitable for jewelry, coins, and ornamental purposes. Gold never needs to be polished and will remain beautiful forever. For example, a Macedonian coin remains as untarnished today as the day it was made 25 centuries ago. Another important characteristic of gold is its usefulness to industry and science. For many years, it has been used in hundreds of industrial applications, such as photography and dentistry. The most recent use of gold is in astronauts' suits. Astronauts wear gold-plated heat shields for protection when they go outside spaceships in space. In conclusion, gold is treasured not only for its beauty but also for its utility.

In the paragraph above, it talks about Gold and it shows that the key noun “Gold” is repeated seven times, and changes the key noun with the pronoun “it” two times and “its” three times. Oshima and Hague (2006) stated that there are no set rules about how often to repeat key nouns or when to substitute pronouns. They suggest repeating the key noun rather than using a pronoun when the meaning is not clear.

2.1.4.3 Consistent pronouns

Pronouns should be used consistently throughout the paragraph, with the same person and number. To avoid

misunderstanding about who or what the subject is, the writer cannot switch from "you" to "he" or "she" (change person) or from "he" to "they" (change number). Here is the example below:

Once upon a time a brother and sister named Hansel and Gretel lived in a hut in the woods with their father. Their father was a poor woodcutter. His wife, their mother, had died when the two children were very young. Their father thought he would not be lonely anymore when he finally re-married. But the new stepmother made life very hard for Hansel and Gretel. The children were not allowed to eat until after the stepmother had taken everything she wanted off the plates. Most of the time, there was only a crust of bread left. And all day long were hard chores for them to do.

In the text above, it shows that the name "Hansel and Gretel" changes into pronouns "they/their/them", Father changes into "he/him", and stepmother changes into "she".

To achieve a consistent pronoun requires a word to be replaced with another pronoun. Reference of the pronoun or the origin word can be in the beginning of the sentence or the end of sentence. Halliday and Hasan (1976) classified references into 2 types:

2.1.4.1.1 Anaphoric Reference

Anaphoric reference is where a word or phrase refers back to another word or phrase used earlier in a text, please take a look at the following example. “Have you eaten the pancake on the table? Is it good?” ‘it’ refers to the pancake both speakers are talking about.

2.1.4.1.2 Cataphoric Reference

Cataphoric Reference describes an item which refers forward to another word or phrase which is used later in the text. In the following example the speaker used the word referred later in the text. “ Oh it looks cool! Can I try that? that red shoes right there” ‘it’ and ‘that’ referred to red shoes which were used later after the referring word being said.

2.1.4.4 Transition signals

Transition signals give paragraph coherence because they guide the reader from one idea to the next. Transition signals are expressions such as —firstl, finally, and however, or phrases such as — in conclusionsl, —on the other hand, and — as result. subordinators (when, although), coordinators (and, but) adjectives

(another, additional), and prepositions (because of, in spite of) also counted as transition signals. Here is some example below:

Drawing is all about taking the time to master each step. In other words, mastering the art of drawing doesn't happen in a day. Furthermore, it's a skill that takes daily practice as well as dedication to hone your craft. It's important not to burn yourself out, but you need to stick with it.

In the paragraph above, it contains 3 transition signals: 1) *In other words* as a sign of a support sentence of the previous sentence, 2) *Furthermore* as a sign of additional information on the topic, and 3) *but* as a sign of alternative ideas.

The form of the transition signal is divided into several types and grouped based on their meaning and respective uses.

Table 2. 1 Transition Signals by Oshima and Hague (2006)

| Meaning/ Function | Transition Phrases | Conjunctive Adverbs | Coordinating Conjunctions | Subordinating Conjunctions | Others |
|---|-------------------------------------|--|--------------------------------------|---|---|
| to introduce an additional idea | in addition | furthermore moreover besides also too | and | | another (+noun) an addition al (+noun) |
| To introduce an opposite idea or contrast | on the other hand in contrast | however nevertheless instead still nonetheless | but yet | although though even though whereas while | in spite of (+noun) despite (+noun) |
| To introduce a choice or alternative | | otherwise | or | if unless | |

Table Continuation...

| Meaning/ Function | Transition Phrases | Conjunctive Adverbs | Coordinating Conjunctions | Subordinating Conjunctions | Others |
|---|---|------------------------|------------------------------|-------------------------------|---|
| To introduce a restatement or explanation | in fact indeed | that is | | | |
| To list in order | first, second, third next, last, finally | | | | the first, second, third, etc. the next, last, final |
| to introduce an example | for example for instance | | | | an example of (+noun) |

Table Continuation...

| Meaning/ Function | Transition Phrases | Conjunctive Adverbs | Coordinating Conjunctions | Subordinating Conjunctions | Others |
|--|--|--|--------------------------------------|---------------------------------------|---------------|
| To introduce a conclusion or summary | clearly in brief in conclusion indeed in short in summary | | | | |
| To Introduce a result | accordingly as a result as a consequences | therefore consequently hence thus | so | | |

Halliday & Hasan (1976) define conjunction as a linker between sentences in form of simple and compound adverbs, and propositional expressions with a reference item. The conjunction categorized conjunctions into 4 types; causal, adversative, temporal, and additive.

Table 2. 2 Conjunctions by Halliday and Hasan (1976)

| No. | Types | Conjunctions |
|-----|-------------|--|
| 1 | Causal | So, then, thus, therefore, hence, consequently, because of this, then, in that case, in such an event, under those circumstances, otherwise, under other circumstances, it follows, for this reason, arising out of this, to this end, for, because, in this respect, for, because, in regard to this, in other respects, apart from this |
| 2 | Adversative | yet, though, only, but, nevertheless, however, despite this, all the same, in any case/event, in either case/event, any/either way, whichever, anyhow, at any rate, in any case, that may be, and, on the other hand, at the same time, as against that, in fact, as ,matter of fact, actually, to tell the truth, in point of fact, instead, rather, on the contrary, at least, rather, I mean. |

Table Continuation...

| | | |
|---|----------|---|
| 3 | Temporal | <p>Then, next, afterwards, just then, at that moment, previously, before then, first, second, at first, in the end, finally, at last, eventually, at once, there upon, soon, presently, this time, next time, next day, 2 minutes later, meanwhile, all this time, by this time, up until then, next moment, secondly, next, in conclusion, up until now, hitherto, at this point, here, from now on, henceforth, to sum up, to resume.</p> |
| 4 | Additive | <p>and, also, and... too, and... as well, nor, neither, not..., either, or, or else, nor, further, furthermore, in addition, besides, additionally, moreover, and another thing, add to this, alternatively, in other words, incidentally, by the way, that is to say, that is, I means, for example, thus, for instance, likewise, similarly, in the same way, on the other hand, by/in contrast, conversely.</p> |

2.1.4.5 Logical order

In addition to using transition signals and repeating key nouns and pronouns, a fifth way to achieve coherence is to arrange the sentences in some kind of logical order. In one paragraph, the author may integrate two or more different logical orders. The key thing to

keep in mind is to arrange the writer's ideas in a way that makes sense to a reader familiar with English writing. Oshima and Hague (2006) suggest not overusing transition signals because it can be distracting instead of helpful. There are no fixed rules about how many to use in a paragraph so use them only when they will help the reader read the text. There are three kinds of logical order in English according to Oshima and Hague (200) explained below:

2.1.4.5.1 Chronological Order

Chronological order is ordered by time. Sort them in order of occurrence or step by step such as Procedure text.

We can see the sample below:

To make instant noodles you would need a pot, a pair of chopsticks, scissors, napkin and most importantly the right instant noodles that you want. Start by opening the noodle bag using the scissors. Empty the contents by removing the packets of flavoring first. Toss the noodles into the pot and add some water.

Place the pot on top of the stove and heat it up to a boiling degree. Once the water boils, mix in the flavoring for an added taste. Use the chopsticks to stir the contents well until the noodles become soft. When the noodles look ready to eat, serve it hot in a bowl.

This paragraph shows how to make instant noodles. We can see the step chronologically ordered of how to make an instant noodle.

2.1.4.5.2 Logical Division of Ideas

Logical division of ideas is divided into parts, and each part is discussed separately. The example of the paragraph is a paragraph about gold that was written before. In that text, it discussed gold's beauty first and gold's utility after that.

2.1.4.5.3 Comparison or Contrast

Comparison or Contrast discusses the similarities and/or differences between two or more items. The example is explained below:

Apples and oranges are both fruits, which means that they have seeds inside of them. Each has a skin, but orange skins are thick and easy to peel. Apple skins are thinner and do not peel easily. Oranges also contain more acid than apples, but both fruits are delicious.

The text above shows the contrast and comparison of apples and oranges. The contrast of apples and oranges is that they are both fruit, they have skin, and are healthy. The comparison or the difference between apples and oranges is that oranges have more acid and apple skins are thinner.

2.2 Previous Studies

There are some previous studies that have discussed Unity and Coherence. The first study belongs to Munawarah (2019). The title of her research is “An Analysis of Unity and Coherence in Paragraph Writing at EFL Students of IAIN Palangka Raya”. The purpose of this research is Theoretically, first, it is anticipated that this research will help develop ideas that support lectures in the process of learning to write English and are connected to the development of effective paragraphs. The second is anticipated to educate readers on how to evaluate paragraph cohesion and unity in essays and other sorts of writing. In practical terms, this study

should assist students to write better paragraphs in their English writing in addition to the library. In her research, she analyzed the unity with the “topic and controlling” idea and coherence based on Hodges’ and Whitten’s (1962). The result of her research was There were 10 students products which analyzed 2 students wrote paragraphs unity, 7 students wrote paragraphs not complete/incomplete unity and 1 student wrote a paragraph without unity, and from 10 students 5 students wrote paragraph coherence, 2 students wrote paragraph not complete/ incomplete coherence, 3 students wrote paragraph without coherence. Unity was not achieved because they missed aspects such as not writing relevant supporting sentences, not writing the concluding sentence, and just missing the unity aspect itself. Coherence was not achieved because of some of these cases such as did not have transition signals and ideas in paragraphs not connected.

The second study belongs to Fawzi Eltayeb Yousuf Ahmed (2019). the title of his research is “Errors of Unity and Coherence in Saudi Arabian EFL University Students’ Written Paragraph - A Case Study of College of Science & Arts, Tanumah, King Khalid University, Kingdom of Saudi Arabia”. The purpose of this research is to investigate the writing errors experienced by Saudi EFL university students in terms of coherence and unity of English paragraph writing and to propose strategies to help students overcome such difficulties. The data used in this research is 30 students’ exam scripts from Fifth Level EFL students randomly chosen from a writing test as a representative sample and 15 answers from the structured

interviews, which are conducted on the English language teaching staff in the above-mentioned college. In his research, he analyzed the error of unity and coherence including controlling ideas, coherence, and cohesive devices based on Osima's and Halliday and Hasan's Theories. The findings of this study show that EFL students have insufficient knowledge of the techniques for achieving coherence and unity in paragraph writing, a lack of motivation on the part of EFL university students, a lack of adequate vocabulary, and difficulties with unity and coherence in paragraph writing on the part of EFL university students.

The third study belongs to Widya (2020). The title of her research is "Coherence Discourse Strategies of Pasambahan: Minangkabau Cultural Discourse". The purpose of this research is to reveal the phenomena of cohesion and semantic coherence in the pasambahan discourse. The data used in this research is from text of pasambahan taken from one written source, that is, a book of collection of pasambahan entitled *Alur Panitahan Adat Minangkabau* written by Jamin (2006) which contains pasambahan used in Agam. In her research, She analyzed Pasambahan which is one of the well-known spoken discourses in Minangkabau using Oshima's theory. The result of her study is: The text is made coherent in a number of methods, including (1) repeated keywords, (2) consistent pronoun use, (3) conjunction use, and (4) chronological organization of ideas. The methods from (1) to (3) demonstrate the significant contribution that cohesive devices make to a strategy for creating discourse coherence in pasambahan,

which may be divided into two groups depending on the existence of coherence markers in the text. The first one is the linguistic unit-marked pattern of coherence. As a result, the association is clear. repetition, synonymy, antonymy, pronouns, and conjunction are a few of the indicators discovered. The link of coherence can exist between individual words, phrases, clauses, and sentences. The fifth approach, which is the logical sequence of thoughts, demonstrates that coherence can be attained without the need of lingual markers. It is therefore an implied link. Semantic connections between the sentences that make up a text enable this kind of coherence. The chronological order of *pasambahan* can be determined by paying close attention to the meaning of the clauses and sentences utilized.

The fourth study belongs to J. C. Setyo Karjono (2020). The title of his research is "Coherence in Thesis Proposal Writings of Undergraduate Students". In his research, he analyzed the thesis proposal writing of undergraduate students using Oshima's theory with the students of the English Language Education Program at a private university in Yogyakarta, Indonesia who were writing their theses as their final project as the source of data. The purpose of this research is to evaluate, to interpret, or to analyse the quality of undergraduate students' competence in writing Introduction of thesis proposals. The source of data was taken from the undergraduate students' initial thesis writings, especially the Background part of Introduction proposed by the students from the three fields of study: English Language Teaching, Linguistics, and Literature. The findings of his study

are as follows: (a) The majority of the students' proposals addressed organization well, even though they used somewhat developed justifications, exemplifications, or details; (b) They also showed unity and coherence, even though the relationships between ideas were occasionally obscured; For undergraduate students' writing, unity and coherence are the best types of variation to consider;

The fifth study belongs to Dasril, M. Zaim, and Kurnia Ningsih (2019). the title of their research is “Coherence and Unity of Students’ Writing on Background of the Study of Research Proposal”. In their research, they analyzed students’ writing in the background of the study research proposal using Oshima’s theory in the form of a table score. The purpose of this research is to find out the coherence and unity of students’ writing in the background of the study of research proposals, the problems faced and the causes of difficulties encountered. The data used in this research is the Background of the Study of Research Proposal written by English Department students who took Literary Research Method class in the academic year 2016/2017. Literary Research Method class consisted of two classes; class A and class B. Class A consisted of 39 students, class B had 19 students. The result of this research is Because most of the paragraphs in the BSRP (Background of the Study of Research Proposal) in the English Department of Andalas University covered just one subject, demonstrated GS (General-Specific) structure, and had thesis statements, the majority of the students' writing is quite coherent. Additionally, they

typically employed the proper key nouns, constant pronouns, suitable transitional cues, and suitable logical sequence. It implies that the majority of them possess the capacity to forge a BSRP that is unified and cohesive. When attempting to build a cohesive and unified BSRP, they still continue to encounter a number of problems that are caused by a number of different factors.

The studies above show that there is several research that focuses on analyzing unity and coherence in different objects. Unlike the studies above, this research is written in order to analyze how coherence can be achieved in a BBC's music article that has never been analyzed before. To analyze it, this research uses Oshima and Hague's theory about unity and coherence.

2.3 Theoretical Framework

This research aims to find out how coherence is achieved in BBC's Music Articles. Unity and how to achieve that and Coherence and how to achieve that using the elements such as repetition of key nouns, key noun substitutes, consistent pronouns, transition signals, and logical order are going to be discussed in Unity and Coherence. Oshima (2006) stated that Unity is a term when a paragraph discusses one and only one main idea from beginning to end. Coherence is a trait of sequence paragraphs that is significant in well-written content and should be considered carefully when writing a text. It determines whether the sentences are connected in a logical manner and whether they cooperate to create the paragraph's core concept

(Oshima, 2006). In order to achieve coherence in writing, the sentences must hold together. The transition from one sentence to the next should be natural. Oshima (2006) stated that coherence can be achieved in five different ways. The first two steps include using key nouns repeatedly and pronouns that make references to it. Using consistent pronouns to avoid misunderstanding about who or what the subject is. Using transition signals to show how one topic relates to the next is the third method. Put your sentences in a logical order for the fifth strategy to establish coherence.

