

CHAPTER I

INTRODUCTION

I.1. BACKGROUND OF THE STUDY

Language cannot be separated from human life. Language is a means of communication because it is through language that human beings can interact and communicate with each other to express their ideas, thinking, and feelings. Schiffrin (1987 : 6) even extremely assumes that language is designed for communication.

Literary work is one form of communication with particular characteristics. The importance of language as a medium in literary work is stated by Lodge while discussing one form of literary works, a novel. Lodge says that the novelist's medium is language. Whatever he does, qua novelist, he does in and through the language (Lodge in Fowler 1979 : 3).

Literary work actually does not only tell a particular experience but also shares the world with the readers. It is the expression of the author's thought, feelings, and attitude towards life (Rees, 1973 : 2). Therefore, the author often tries to manipulate the language in order to make his works communicative as well as interesting. It implies that literary work which seems to be a realm of free and individual expression in many respects is highly conventionalized (Traugott and Pratt, 1980 : 11).

A Study of the language of literary works has been the province of the critics. But it is the linguist who tries to provide a new perspective to what the critics have done up to know. It is the perspective of a science devoted so far to the study of ordinary language which is originally not designed to cope with extended fictional works (Fowler, 1979 : 1). It is Discourse Analysis, a new current in the study of a language which tries to do it. Discourse Analysis, for example, tries to provide ways to double check structure, style, or coherence of literary works. It is the last matter that I would concern in this thesis.

Compared with the previous current- Traditional, Structural, and Transformational studies - Discourse Analysis studies not only linguistic form but also linguistic function. It is concerned with the study of the relationship between language and the context in which it is used. Discourse analysts study language in use : written texts of all kinds and spoken data from conversation to highly institutionalized forms of talk (Mc. Carthy, 1991 : 5). This suggests that discourse comprises both spoken and written. Brown and Yule (1983 : 190) define text, the representation of discourse, as the verbal record of communicative act.

A novel, then is one type of written discourses. Actually it is not a new phenomenon to take a novel as an object of the research. Many researches have done on it,

but unfortunately most of them view novel just as a literary work not as a means of communication (Hoed, 1992 : 6). In this thesis I hold the latter view that a novel is a means of communication as implied in the previous description.

I choose *The Heart of The Matter*, a novel written by Graham Greene, an outstanding English novelist and writer. The reason for the choice is because I am interested in the conflict that exists within the main character, Scobie. How Graham Greene presents this conflict to the readers is a question that is in my mind. Therefore, in this thesis I would analyze how the author, Graham Greene constructed this novel, because it is believed that as a text, a novel is not a collection of unrelated sentences but a unified whole. The author consciously or unconsciously tries to construct it in such a way to make the readers easily interpret and understand what he wants to convey.

In this thesis through discourse analysis approach I would discuss cohesion, a characteristic of any discourse. Referring to what Fowler says (1979 : 3) the reason for the choice of this subject matter is because cohesion is one of the means by which a novel is constructed. Studying how the novel is constructed is the foundation to understand the nature of prose fictions in which the novel is one of them. The second reason, as he adds, is because the structure of the novel and whatever

it communicates are under the direct control of the novelist's manipulation of language as well as the reader's recreative sympathy, his desire, and ability to realize and release the technique from verbal clues deposited by the author.

Cohesion is a necessary condition to create text. It refers to the relations of meaning that exist within the text and that define it as a text (Halliday and Hasan, 1976 : 4). Cohesion is also a guide to coherence, that is the feeling that a text hangs together, that it makes sense, and is not just a jumble of sentences (Mc. Carthy, 1991 : 26). As a semantic relation cohesion is realized through devices which are provided by the lexicogrammatical system of language. Therefore, based on the way cohesion is realized there are two types of cohesion, they are lexical cohesion and grammatical cohesion. In this thesis I would discuss the grammatical cohesion, cohesion that is realized through the grammar. There are three kinds of cohesive devices used to realized it. They are reference, substitution, and ellipsis.

I.2. STATEMENT OF THE PROBLEM

Related with the background above the problems that will be discussed are :

I.2.1. Is there any grammatical cohesion in Graham Greene's *The Heart of The Matter* ?

I.2.2. What kinds of grammatical cohesive devices are used in the novel *The Heart of The Matter* ?

I.2.3. How do these grammatical cohesive devices help the readers to interpret and further, understand what the author wants to convey ?

I.3. OBJECTIVE OF THE STUDY

The objective of this study is to know the grammatical cohesive devices that are used in the novel. Furthermore, these devices are expected to help the readers to interpret and understand what the author wants to convey.

I.4. SIGNIFICANCE OF THE STUDY

The significance of this study is to make the readers understand that Discourse Analysis is such kind of interdisciplinary study that makes them possible to study literary works such as novel *The Heart of The Matter* from the linguistic point of view. It is also hoped that the readers know the relationship between Discourse Analysis and the grammar, that it is the grammar that makes them possible to construct a natural and sophisticated discourse.

I.5. SCOPE AND LIMITATION

The research is limited on the study of grammatical cohesion in *The Heart of The Matter*. Further, I would just deal with the grammatical cohesion that is found in the events that involve Scobie as the main character in the novel, in particular the events that can lead to Scobie's conflict. This is related with the reason for the choice of this novel itself that I am interested in as the object of the research.

The analysis is done on the basis of theory of cohesion proposed by Halliday and Hasan.

I.6. THEORETICAL FRAMEWORK

I.6.1. RELATED THEORIES

Discourse Analysis is the study of language in use : written texts of all kinds and spoken data from conversation to highly institutionalized forms of talk (Mc. Carthy, 1991 : 5). It is the study of the organization of language above the sentence or above the clause, and therefore exemplified in larger linguistic units such as conversational exchanges and written text (Stubbs in Schiffirin, 1987 : 1).

As a new current in study of language, Discourse Analysis provides new perspectives to study the language of literary works. One of them is about cohesion. Cohesion is a necessary condition to create text. It refers to the

relations of meaning that exist within the text and that define it as a text (Halliday and Hasan, 1976 : 3). Cohesion is also a guide to coherence, the feeling that a text hangs together, that it makes sense, and is not just a jumble of sentences (Mc. Carthy, 1991 : 6). Cook (1989 : 6) defines coherence as the quality of being meaningful, purposeful, and unified perceived in discourse. Coherence is created by the readers in the act of reading.

As semantic relation (relation of meaning) cohesion is realized through devices which are provided by the lexicogrammatical system of language. Cohesive devices are forms of the formal links between sentences and between clauses (written in the text) (Cook, 1989 : 14). The appearance of these cohesive devices in the text suggests that the interpretation of an element in one clause presupposes information from a prior clause, and this that makes cohesion establish in the text. Halliday and Hasan (1976 : 4) state that cohesion occurs when interpretation of some elements in the discourse is dependent on that of another. The one presupposes the other, in the sense that it cannot be effectively decoded except by recourse to it. When this happens, a relation of cohesion is set up, and the two elements, the presupposing element and the presupposed element, are thereby at least potentially integrated into text. Below is an example :

Wash and core six cooking apples. Put them into a fire proof dish.

(Halliday and Hasan, 1976 : 2)

In that example it is clear that the word them in the second sentence refers back to (is anaphoric to) the six cooking apples in the first sentence. This anaphoric function of them gives cohesion of the two sentences; so that we interpret them as a whole; the two sentences together constitute a text.

There are two types of cohesion according to the way it is realized. They are lexical and grammatical cohesion. In this thesis I am concerned with the second one. Grammatical cohesion is cohesion that is realized through the grammar. There are three kinds of grammatical cohesive devices used to realize it. They are reference, substitution, and ellipsis. Grammatical cohesive devices are forms of the formal links to relate linguistic elements which refer to the conformity of grammatical rule between an item that exists later (the presupposing item) and another item that has already existed (the presupposed item) (Widodo in Ariani, 1995 : 39). These grammatical cohesive devices involve closed systems such as simple options of presence or absence, and systems such as those of person, number, proximity, and degree of comparison (Halliday and Hasan, 1976 : 303).

Generally, cohesive devices themselves are divided into two main categories. They are endophoric cohesive devices functioning to refer to things as identified in the surrounding text and exophoric cohesive devices, serving to refer to things as identified in the context of situation. However, it is the endophoric cohesive devices that contribute to cohesion of the text. Exophoric cohesive devices are not included in the analysis of cohesion because they have nothing to do with the relations of meaning within a text. They refer to the elements out of a text (Halliday and Hasan, 1976 : 18)

I.6.1.1. REFERENCE

Reference is the first kind of grammatical cohesive devices. It is characterized by the specific nature of the information that is signalled for the retrieval. In the case of reference, the information to be retrieved is the referential meaning, the identity of the particular thing or class of things that is being referred to; and the cohesion lies in the continuity of reference whereby the same thing enters into the discourse a second time.

Reference can be anaphoric and cataphoric. A reference is called anaphoric if the identities of the presupposed item are given previously, and therefore refer to presupposition. A reference is called cataphoric if the presupposition is given in the beginning and the presupposed item at the end (later).

There are three types of reference. They are personal reference, demonstrative reference, and comparative reference.

Personal reference is reference by means of function in the speech situation, through the category of person. Personal reference includes the use of personal pronouns I and me, you, we and us, he and him, she and her, they and them, and it, the use of possessive determiners (possessive adjectives) my, your, our, his, her, their, and its, and the use of possessive pronouns mine, yours, ours, his, hers, theirs, and its. For example :

'Aren't you sometimes frightened at being planted out here, with nobody to take care of you ?'
 'There's the tree in the middle,' said the Rose. 'What else is it good for ?'
 'But what could it do, if danger came ?' Alice asked.
 'It could bark,' said the Rose.
 'It says 'Bough-wough !' cried a Daisy : that's why its branches are called boughs !

(Halliday and Hasan, 1976 : 48)

In that example the underlined it and its refer anaphorically to the tree. They are the example of the use of personal reference. In that example we also find reference you which refers to the Rose. However, this reference is not cohesive since it is exophoric. Halliday and Hasan (1976 : 50-51) state that personal referring to the speech roles (speaker and addressee) are

typically exophoric; this includes I and you, and we meaning you and I. They become anaphoric in quoted speech; and so normally in many varieties of language, such as narrative fiction. It is only the anaphoric reference that is relevant to cohesion since it provides link with preceding portion of the text.

Demonstrative reference is reference by means of location, on scale of proximity- the speaker identifies the referent by locating it on scale of proximity. It is essentially a form of verbal pointing. Demonstrative reference includes the use of circumstantial demonstratives (adverbial demonstratives) here, there, now, and then, and nominal demonstratives this, these, that, those, and the. For example :

'Give your evidence, 'said the King; 'and don't be nervous, or I'll have you executed on the spot'.
This did not seem to encourage the witness at all.

(Halliday and Hasan, 1976 : 67)

In that example the underlined this refers anaphorically to the King's utterance- 'Give your evidence ... or I'll have you executed on the spot'.

Comparative reference is indirect reference by means of identity, similarity or difference. In the case of comparative reference, there must be a standard of reference to which a thing is to be compared to.

There are two types of comparative reference. They are general comparison and particular comparison. General comparison is comparison that is simply in terms of likeness and unlikeness, without respect to any particular property; two things may be the same, similar, or different. General comparison is normally expressed by a certain class of adjectives such as same, similar, and different, and of adverbs such as identically, similarly, and differently. On the other hand, particular comparison is comparison between things in respect of a particular property. This property may be a matter of quantity or of quality. Comparison in a matter of quantity is expressed in the numerative element of nominal group structure either by a comparative quantifier such as more and fewer or an adverb of comparison submodifying a quantifier such as so and as. Comparison in a matter of quality is expressed in either two ways : in ephitet element in the nominal group either by a comparative adjective such as easier and more difficult or an adverb of comparison submodifying an adjective such as so and as or as an adjunct in the clause either by a comparative adverb such as faster or by an adverb of comparison submodifying an adverb such as so and as. For example :

Apparently Brown resigned, when his proposal was rejected. - I wish he could have acted less precipitately.

(Halliday and Hasan, 1976 : 83)

In that example the underlined less precipitately refers anaphorically to resigned. The word less is an example of the use of an adverb of comparison submodifying an adverb to indicate a particular comparison in a matter of quality between two actions.

I.6.1.2. SUBSTITUTION

Substitution, the second kind of grammatical cohesive devices is different from reference in that substitution is a relation in the wording rather than in the meaning. Substitution is a relation between linguistic items such as words or phrases; whereas reference is a relation on the semantic level (relation between meaning). A substitute is a sort of counter which is used in place of the repetition of a particular item.

Since substitution is a grammatical relation, a relation in the wording rather than in the meaning, the different types of substitution are defined grammatically rather than semantically. The criterion is the grammatical function of the substitute items. There are three types of substitution. They are nominal substitution, verbal substitution, and clausal substitution.

Nominal substitution is a type of substitution in which the substitute item functions as head of the nominal group. It is the noun that is always presupposed. This substitution is expressed by the substitute one/ones. For example :

I shoot the hippopotamus
 With bullets made of platinum
 Because if I use leaden ones
 His hide is sure to flatten 'em

(Halliday and Hasan, 1976 : 91)

In that example the substitutes ones substitute for bullets, a noun whose function is as head in the nominal group bullets made of platinum.

Verbal substitution is a type of substitution in which the substitute functions as head of the verbal group, in the place that is occupied by the lexical verb, and its position is always in final in the verbal group. This substitution is expressed by the substitute do which can substitute either for a verb itself or a verb plus certain other elements in the clause. For example :

Does Granny look after you everyday ? - She can't do at weekends, because she has to go to her own house.

(Halliday and Hasan, 1976 : 114)

In that example the substitute do substitutes for look after you in which look after is the verb and you is the complement.

Clausal substitution is a type of substitution in which the substitute functions as a clause. It is the entire clause that is presupposed. This substitution is expressed by the substitute so in positive and not in negative. For example :

'Of course you agree to have battle?' Tweedledum said in a calmer tone.
 'I suppose so,' the other sulkily replied, as he crawled out of the umbrella.

(Halliday and Hasan, 1976 : 133)

In that example the substitute so substitutes for the clause you agree to have battle.

I.6.1.3. ELLIPSIS

Ellipsis, the third kind of grammatical cohesive devices is almost the same as substitution. It can be said as simply substitution by zero. Halliday and Hasan (1976 : 143) say that an elliptical item is one which leaves specific structural slots to be filled from elsewhere. This is exactly the same as presupposition by substitution, except that in substitution an explicit counter is used, such as one/ones or do as a place markers for what is presupposed, whereas in ellipsis nothing is inserted in the slot.

The most important thing is that where there is ellipsis, there is a presupposition to be supplied or understood. As substitution there are three types of ellipsis. They are nominal ellipsis, verbal ellipsis, and clausal ellipsis.

Nominal ellipsis is ellipsis within the nominal group. It always involves the omission of head of the nominal group, and therefore needs to be presupposed. Instead,

this function of head of the nominal group is filled by other words normally function as modifier in the nominal group such as determiner, adjective, numeral, and noun itself. For example :

I won't be introduced to the pudding, please ? May I give you some ?

(Halliday and Hasan, 1976 : 157)

In that example the underlined some is an elliptical nominal group. The presupposed item is pudding. This item is omitted since the speaker believes or even knows that the addressee understands some of what is meant. Some is a determiner functioning as head in the nominal group of the second sentence.

Verbal ellipsis is ellipsis within the verbal group. There are two types of verbal ellipsis. They are lexical ellipsis and operator ellipsis. Lexical ellipsis is ellipsis from the right. It always involves the omission of the last word in the verbal group, that is lexical verb, and may extend 'leftward' to leave only the first word intact. For example :

Have you been swimming ? Yes, I have.

(Halliday and Hasan, 1976 : 167)

In that example have in the answer yes, I have is an example of lexical ellipsis. Have stands for have been swimming. Operator ellipsis, on the other hand, is ellipsis from the left. It involves the omission of operators in the verbal group. The lexical verb always remains intact. In this ellipsis subject is always omitted and therefore, it must be presupposed. For example :

What is he doing ? Taking photograph.

(Halliday and Hasan, 1976 : 169)

In that example the operator is and the subject he are omitted in the answer. Therefore, taking photograph actually stands for he is taking photograph.

Clausal ellipsis is ellipsis within the clausal group. The clause in English, considered as the expression of the various speech functions such as statement, question, response, and so on, has two-part structures consisting of modal element and propositional element. The modal element consists of the subject and the finite element in the verbal group, while the propositional element consists of the residue. Because of this the clausal ellipsis overlaps with the verbal ellipsis. Lexical ellipsis in the verbal group is the propositional ellipsis in the clausal ellipsis. Operator ellipsis in the verbal ellipsis, on the

other hand, is the modal ellipsis in the clausal ellipsis. However, what is meant by clausal ellipsis in this study is the one in which all elements of the clause but one are omitted and the one in which the entire clause is omitted. The first meaning of clausal ellipsis is represented by a direct response in short form whereas the second by an indirect response. For example :

How much does it cost ? Five pounds.

(Halliday and Hasan, 1976 : 210)

The sentence above is the example of the first meaning of clausal ellipsis. All the elements of the clause in the answer are omitted, except one, that is five pounds representing a complement. Below is the example of the second meaning of clausal ellipsis.

Can you make it stand up ? If you keep still.

(Halliday and Hasan, 1976 : 213)

If you keep still is an indirect response. People giving the response omits the real question because it is supposed to be understood. The full form of the response would be yes, I can make it stand up if you keep still.

I.6.2. RELATED STUDIES

Cohesion is important in Discourse Analysis, especially if it is related with its role in establishing coherence in a text. Therefore, it is not surprising that there are some researchers who begin to study this subject matter. Cohesion is a characteristic of any discourse, but it seems that cohesion in literary work is more interesting than the one found in other kinds of discourse. Ina Ariani, a student of English Education Departement in IKIP Malang is one who also tries to discuss cohesion in literary work in her thesis.

Based on a statement that the cohesion of a discourse is believed to be differrent from the cohesion of the other types of discourse Ariani, who uses *The Glass Menagerie*, a drama written by Tennessee Williams as the object of her research tries to focus her discussion on the use of both lexical and grammatical cohesion. Ariani concerns more with what kind of cohesive devices are used more in the drama, *The Glass Menagerie*. Therefore, beside qualitative method she also uses quantitative method. Ariani quantifies each of the use of cohesive devices of both lexical and grammatical cohesion and finally, reduces them into percentages. The result of her study shows that from 1202 turn takings found in drama *The Glass Menagerie* there are 3407 times of the use of cohesive devices in which lexical cohesive devices have appeared 1705 times whereas grammatical cohesive devices 1520 times.

I.7. METHOD OF THE STUDY

The method that is used in this thesis is descriptive qualitative method based on the library research. I would describe the phenomenon of grammatical cohesive devices studied by using theory of cohesion proposed by Halliday and Hasan.

I.7.1. TECHNIQUE OF DATA COLLECTION

- Observation (reading through all pages of the novel)

This technique is used to catch both the content and the grammatical cohesive devices used.

- Listing all the grammatical cohesive devices which are found in the events leading to Scobie's conflict.

This technique is done simultaneously with observation in order to save time.

I.7.2. TECHNIQUE OF DATA ANALYSIS

- Classifying the grammatical cohesive devices that have been collected into three kinds : reference, substitution, and ellipsis.
- Subdividing all kinds of the grammatical cohesive devices.
- Analyzing and interpretating them

This technique is used to show to the readers that the grammatical cohesive devices exist within the discourse concerned as well as how these

grammatical cohesive devices help them to interpret and understand what the author wants to convey.

I.8. DEFINITIONS OF KEY TERMS

Discourse Analysis is the study of language in use : written texts of all kinds and spoken data, that is the organization of language above the sentence or above the clause, and therefore exemplified in larger linguistic units.

Text is the representation of discourse.

Written discourse is the type of discourse which is written. In literary study it is known as printed record.

Context is the environment, circumstances in which language is used and should be interpreted.

Coherence is the feeling that a text hangs together, that it makes sense, and is not just a jumble of sentences. Coherence can be achieved through cohesion.

Cohesion is the relation of meanings that exists within the text and that defines it as a text.

Grammatical cohesion is the cohesion that is realized through the grammar.

Grammatical cohesive devices are means by which grammatical cohesion is realized. These devices refer to the forms of the formal links to relate linguistic elements which refer to the conformity of grammatical rule between an item that exists later (the presupposing

item) and another item that has already existed (the presupposed item). There are three kinds of grammatical cohesive devices. They are reference, substitution, and ellipsis.

Grammar is a set of rules by which people speak and write. These rules are not always understood consciously.

CHAPTER II

GENERAL DESCRIPTION OF THE OBJECT OF THE STUDY