Grammatical Cohesive Devices in "The Secret" by Rhonda Byrne

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Abstract

The research aimed to analyze the types and meaning of grammatical cohesive devices used in the book "The Secret" by Rhonda Byrne. This research used the qualitative descriptive method with theory from Sukardi (2003). In analyzing the data, this analysis used the theory of discourse analysis from Halliday and Hasan (1976), and Gerot and Wignell (1994). The result of this research shows that there are 50 data of grammatical cohesive devices found in the book "The Secret" including reference with 18 data (36%), substitution with 4 data (8%), conjunction with 27 data (56%), and ellipsis with 1 data (2%). Based on the analysis, each grammatical cohesive device used in the book "The Secret" by Rhonda Byrne has a different meaning or explanation according to the type of grammatical cohesive device used. Conjunction is used to link the sentences together. Reference is used to avoid repetition in relation to meanings. Substitution is used to ignore the repetition of words. Ellipsis is used to omit unnecessary words.

I. Introduction

Analyzing a discourse requires thoroughness, critical thinking, and a good understanding of its content. These elements are needed to provide a comprehensive explanation of what the discourse is and what message is conveyed or wants to be conveyed by the author. The target or object in discourse analysis is a language unit above a sentence or utterance that has unity and context, it can be in the form of speech, recorded conversation scripts, direct conversations, meeting notes, debates, lectures, or proselytizing religion (Purbani, 2005). They are not created intentionally and do depict real discourses in everyday life. In case, discourse analysis can also contribute to other disciplines because texts and discourses are the foundation of any scientific foundation.

There are numerous definitions of discourse given by experts; However, the most fundamental one is that discourse is a language above sentences that are functional, cohesive, and coherent. Halliday and Hasan (1976, p.1) assume the text as a unit of language in use which can be any form, spoken or written, of any length, which forms a unified whole. Meanwhile, Leech (in Wang and Guo, 2014: 1) takes discourse as spoken and written English. According to Halliday and Hasan (1976), two conditions must be fulfilled for a coherent text, namely, a text must be consistent with the context in which it is created, the other is that a text must have cohesion, which means all parts in a text must be linked by cohesive devices. Apart from Halliday and Hasan, van Dijk (1977) also shared his thought that coherence is a semantic property of discourse, based on the interpretation of each sentence relative to the interpretation of other sentences.

As previously stated, a coherent text must be cohesive which is connected by cohesive devices, which consists of grammatical cohesion such as reference, substitution, ellipsis, conjunctions, and lexical cohesion. The more these devices are employed in a text or a conversation, the more cohesive and coherent it will become. Moreover, a coherent and cohesive text enables humans to process text, understand its meaning, and integrate it with what they already know. Literature works without proper cohesion can hinder a reader's ability to follow the organization of a passage and the references in it. It may come as no surprise if a work of literature will be disregarded as bad if readers are unable to understand it. Therefore, this research examines the types of grammatical cohesive devices and the function of each device found in the book "The Secret" written by Rhonda Byrne.

II. Review of Literature

2.1 Cohesion

The semantic relationship between one element and another in a text is referred to as cohesion (Halliday & Hasan, 1976). When the elements of a text are linked together and considered meaningful to the reader, the text is cohesive. Cohesion informs the reader about what we are doing in a sentence and assists in guiding them through our writing. It indicates to the reader the relationships between the various clauses, sentences, and paragraphs. (2021, Christopher). Furthermore, cohesion influences text comprehension because it assists readers in implementing information between sentences in a text that makes the sentence stick together. In the same case, Sunday (2018) stated that cohesion refers to the quality of the text as a whole, rather than a random sequence of thoughts or sentences. Cohesion occurs when the interpretation of one item is dependent on the interpretation of another one item assumes the other (Halliday & Hasan, 1976). For instance, in the following text: Emma went to the school. She sat with Kai. The interpretation of the word she depends on the lexical word Emma. Therefore, the text is categorized cohesive because we cannot get the point of the meaning of the word she unless the word Emma exists in the text. Cohesion is not only related to grammar, but also to vocabulary. Hence, it is divided into grammatical and lexical cohesion.

2.2 Grammatical Cohesion

Grammatical cohesion refers to the use of grammatical items to connect clauses in a text in order to make the meaning cohesive. There are four types of grammatical cohesive devices, according to Halliday and Hasan (1976). To begin, reference creates cohesion by connecting elements. A reference system is one that introduces and tracks the participant's identity through text (Gerot and Wignell 1994: 170). As a general rule, reference items are divided into; anaphoric and cataphoric. Anaphoric signifies a word or a phrase that refers to another word or phrase used earlier in the text. It is when the referring expression follows the antecedent, for instance; Frank left because he was crying. In the meantime, cataphoric refers to the use of a word or phrase that refers to another word or phrase that appears later in the text. Cataphoric relationships occur when the referring expression comes before the antecedent; the examples below demonstrate this.

Second, rather than meaning, substitution is a relation in syntax. It is a grammatical relation used to avoid unnecessary and intrusive repetition of a lexical item by using the language's grammatical resources to replace the item (Bloor and Bloor, 2004). When one feature in a text replaces a previous word or expression, substitution occurs. Nominal substitution, verbal substitution, and clausal substitution are the three types of substitution.

Abdalrahman & Deri (2019) has stated that nominal substitution occurs when a noun or a nominal group can be replaced by another noun The item that uses nominal substitution are one, ones, and same. The function of ones as a nominal group head can only replace the nominal group head. And 'same' implies a whole nominal group. Following that, As Dang (2020) stated, verbal substitution is the assignment of one verb or verbal group to another. Therefore, a head of verbal substitution is to do acts, and do is always the last member of the group. Then, clausal substitution occurs, in which a clause is usually replaced by so or not (Abdalrahman & Deri, 2019). In the clausal substitution, the entire clause is presupposed, and the contrasting elements are outside the clause.

Third, conjunction demonstrates a specific meaning that is dependent on the presence of other components in the discourse. In other words, conjunction provides the cohesive relationship in such a way that it meets the logical framework in building the author's ideas as unity. There are three types of conjunction: temporal conjunction, causal conjunction, and additive conjunction. The word at once is common temporal conjunction. While, causal conjunction is indicated by nevertheless, consequently, it follows that. Additive conjunctions are commonly used with additionally, moreover, and furthermore.

Finally, ellipsis is a cohesive device that can be understood in writing. It is a deletion in the structure in which something necessary is left out. According to Halliday and Hasan (1976), English ellipsis is concerned with structural relationships within a text, implying that the presumed item can be found within the text. Ellipsis is classified into three types: nominal ellipsis, verbal ellipsis, and clausal ellipsis. According to Hasan and Halliday (1976), nominal ellipsis is more frequently a deictic or a numeral than an epithet or a classifier. Those with deictic or numerative heads are thus the most distinctive examples of ellipsis. Next, Verbal Ellipsis is a type of ellipsis that includes one or more words from specified verbal groups. It does not fully express the entire verbal structure as a whole. Furthermore, clausal Ellipsis occurs when a noun or noun phrase as well as a verb, or at least a portion of a verb phrase, are omitted. Furthermore, McCarthy (1991:44) states that with clausal ellipsis in English, individual clause elements may be omitted, with subject-pronoun omissions being particularly common.

III. Research Method

To get a significant result, certain methods should be used in doing the study. This research uses a qualitative descriptive method to analyze the types of grammatical cohesive devices, and the function of each type of grammatical cohesive device found in the book "The Secret". The writer decided to use this method in the interest of finding out about the cause of particular matters, or in other words, to figure out how or why these matters happened. Sukardi (2003) stated that qualitative descriptive research is a research method that seeks to systematically describe the characteristics of objects to be examined properly. In favor of completing the analysis, the writer took a regulated procedure. Firstly, the researcher determines and downloads the book in an e-book version to be studied. Then, the researcher read the book and identified the grammatical cohesive devices contained in the book. After that, the writer analyzes the types of grammatical cohesive devices and the function of each grammatical cohesive device type in the book. Lastly, the researcher made a conclusion out of this research. Moreover, the following objects that will be explained and analyzed are: (1) types of grammatical cohesive devices found in "The Secret" book, (2) the meaning of each type of grammatical cohesive device found in "The Secret" book.

IV. Results and Discussion

The data analysis is classified into 4 types of grammatical cohesive devices, the types are reference, substitution, conjunction, and ellipsis. The data that will be analyzed is the grammatical cohesive devices found in the book "The Secret" written by Rhonda Byrne. In this research, there are 50 data of grammatical cohesive devices found in the book "The Secret" written by Rhonda Byrne which is divided into 27 data of conjunction, 18 data of reference, 4 data of substitution, and 1 data of ellipsis. This research found that each type of grammatical cohesive device (reference, substitution, conjunction, and ellipsis) has a different meaning or explanation according to the grammatical cohesive device type used.

4.1 Reference

My mother decided to use The Secret to make that house hers. She sat down and wrote her name and the new address of the house over and over.
(The Secret, page 92)

The data above shows the use of reference of the grammatical cohesive device in writing. The reference occurs to the words *she* and *her* which refers to the word *My mother*. Specifically, the words *she* and *her* are classified as reference types of grammatical cohesive devices because both refer to another phrase used earlier in the text which is the word, *My mother*.

As the writer of the book, Byrne was replacing the word *my mother* in another sentence with the pronoun *she* and *her*. Both are classified as the reference of the grammatical cohesive device and used to avoid repetition. In some cases, repetition in writing is important to tell the reader that the words being used are important and significant enough to be repeated. Otherwise, in this data, too much repetition might slow down the way readers understand the idea. As a result, their reaction to the message may suffer at the end of the day. Imagine if the word *my mother* is not replaced with the words, *she* and *her* in the following sentences, it will definitely make the readers lose interest in the writing if the sentences lack variety.

4.2 Substitution

As you receive and feel gratitude for receiving, you can remove pictures and add new ones.
(The Secret, page 91)

After examining the data, the sentence above contains a substitution of the grammatical cohesive device. The word *ones* is classified as a substitution of the grammatical cohesive device for the reason that it substitutes the word *picture* in the earlier text. Furthermore, this analysis found that the word *ones* is classified as a nominal substitution of the grammatical cohesive device because the word *ones* substitute a noun or nominal group which is *pictures* in this sample.

The use of substitution of the grammatical cohesive device as shown in this data has a role in ignoring repetition. It means that the function of substitution is to construct a text in order to avoid the repetition of words or clauses. Indeed, it looks like it has the same function as the reference of grammatical cohesive device. However, the distinction between them is that substitution refers to the relationship between words, whereas reference refers to the relationship between meanings.

4.3 Conjunction

When I discovered one teacher, that one would link to the next, in a perfect chain.
(The Secret, page 10)

The conjunction of grammatical cohesive device appears in the text above. The conjunction appeared in the word *when*. Furthermore, this analysis discovered that the word *when* has a function to express the time order of the event due to the word *when* in detail is classed as temporal conjunction of grammatical cohesive device.

In general, the conjunction of grammatical cohesive devices has the responsibility to join the clauses together. Likewise, the word *when* in the text above has a job for that. Other words that are often used as temporal conjunctions include *after, while, before, then, after that, finally, at last,* and *at once.*

Since the temporal conjunction is not the only conjunction of grammatical cohesive device that exists, this analysis found that other types of conjunction can be found in the following data:

It was imperative that every team member knew it, because without its knowledge, what we were about to attempt would be impossible.
(The Secret, page 10)

In the data above, the word *because* is classified as a conjunction of grammatical cohesive device. Unlike the word *when* in the previous data, the word *because* in this data is classed as causal conjunction of the grammatical cohesive device and has a different part to connect with introducing the reason. As shown by the data, the word *because* connecting the phrase *It was imperative that every team member knew it* with another phrase *without its knowledge, what we were about to attempt would be impossible.*

In connecting the phrase, the word *because* is not the only causal conjunction that occurs. There are also several alternative words such as, *so, then, therefore, and nevertheless.*

4.4 Ellipsis

You will then look back and see the wonder and matrix of how the universe *carried you to what you wanted, and [0] also brought what you wanted to you.*
*[0]: the Universe
(The Secret, page 55)

As shown in the text, the underlined words *the universe* is omitted in the following sentence. The omission of the word "the universe" in the following sentence is due to the use of a grammatical cohesive device named ellipsis. In case, the deletion word *the universe* is useful for getting to the point quickly without delay or distraction. The word *the universe* was deleted because it was seen as unnecessary material in the following text.

As previously explained in the literature review, the ellipsis of grammatical cohesive device is divided into 3 types: nominal ellipsis, verbal ellipsis, and clausal ellipsis. In the text above, this analysis found that the omitted word *the universe* is classified as a nominal ellipsis for the reason that the word *the universe* is classed as a noun. However, after examining the entire book "The Secret" by Rhonda Byrne, no verbal ellipsis or clausal ellipsis were identified, but nominal ellipsis.

V. Conclusion

Based on the analysis, it is found that the types of grammatical cohesive devices are divided into four types: conjunction; reference; substitution; and ellipsis. There are 50 data analyzed in this research, reference with 18 data (36%), substitution with 4 data (8%), conjunction with 27 data (56%), and ellipsis with 1 data (2%).

The meaning or explanation of each grammatical cohesive device used in the book is different according to the type of grammatical cohesive device used. Conjunction is used to link sentences together that work to improve the flow of writing. Reference has a role to avoid repetition in relation to meanings. Substitution is a useful device to ignore the repetition of words. Ellipsis is the device used to omit unnecessary words in order to make the text cohesive.

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