CHAPTER II
THEORETICAL REVIEW

A. Discourse Definition

Discourse is communicative event which language plays as a prominent role. It requires a sender (writer, speaker), a receiver (reader, listener), and a message that is being communicated. A type of discourse might be characterized as a class of either written or spoken text since the type of discourse is adapted to the things needed (Mulyana, 2005: 47). Good and complete discourse characteristics are discourse having cohesion – Grammatical relationship between parts of a sentence essential for its interpretation (Tarigan, 1987: 29).

Etymologically, the discourse comes from the Sanskrit, which wac / wak / profession that is to say in Bahasa means wacana. According Mulyana (2005:3), the wac in the scope of Sanskrit morphology, including the verb is active, ie 'speech act'. Then ana as a suffix, which means "differentiate". Thus, discourse can be defined as a 'word' or 'speech'.

There are also other supporting elements of discourse to judge a discourse. Mulyana (2005:7) explains that there are two main elements of discourse, the internal elements and external elements. Internal elements associated with the formal aspects of language, while the external elements with respect to matters outside of the discourse. Thus, the discourse as a communication event that occurs in every human activity has a variety of elements. These elements support each other and form a unity to be able to
convey a message and meaning for readers and listeners of the discourse delivered.

Marahimin defines discourse as "the ability to move (under consideration) by a sequence of regular and proper communication ideas, either orally or in writing formal and regular (Marahimin, 1994:26). This means that discourse is all writing regular, according to the proper sequence or logical. Hence a discourse must have two essential elements they are cohesion and coherence. Discussion discourse on the other side is discussing language and speech must considering the situation. Here, the meaning of a language is the sequence contexts and situations. Firth (Via Syamsyudin, 1992:2), "language its only meaningful context of situation". Its means that the discourse discussion is basically a discussion of the relationship between contexts contained in the text. The aims to explain the relationship between sentences or between utterances that make up the discourse.

Based on theoretical conceptual level, the discourse is defined as a public domain of all statements, that all speech or text that has meaning and have an effect in the real world, while, in the context of its use, discourse means a set of statements that can be grouped into certain conceptual categories. This understanding emphasizes the effort to identify specific structures in discourse, namely the speech set a certain way, for example discourse of imperialism and the discourse of feminism. While the views of the method of explanation, discourse is a practice that is set to clarify some statements. Furthermore, the notion of discourse can be constrained from two different angles. First of angles
form of language, and second from the point of general purpose complete an essay or as a form of a composition (Keraf, 1995:4-7).

From the point of language form the hierarchy, is a discourse is a form of language above the sentence that contains a theme. Unit forms containing this theme usually consists of paragraphs, sub-chapter, section, or the whole essay, both consisting of chapters or not. So, the theme is characteristic of a discourse. Without theme no discourse.

On the other hand, the notion of discourse can be reviewed from the point of the whole composition or essay. In this case, the primary basis for distinguishing bouquet with one another is a common goal to be achieved in an essay. The general objective is the result of the classification of all the goals you have, which carries a special pattern of similar essays.

The general objective to be achieved in a whole essay influenced and determined by the basic human needs. There are four basic kinds of needs that can be met in a reef fabricated. Basic needs were intangible (Keraf, 1995:6):

1. to inform others and to obtain information from other irang about something.
2. to convince someone about the truth or something, and further influence the attitudes and opinions of others.
3. to describe or tell how the shape or form of an item or object, or to describe the taste of an object, thing or sound.
4. to tell events occurring, either experienced themselves or heard from others.
Each of these basic needs will underlie the basic pattern of an essay, specifically general-purpose color an essay. Based on the general purpose is traditionally distinguished various forms of composition or rhetoric.

**B. The Discourse Analysis**

Discourse analysis is the study of the structure of the message in the communication. More precisely, discourse analysis is the study of the various functions (pragmatics) use language discourse continuity or thread. Without context, without the discourse relations between sentences that are suprasegmental sentences and then it is hard to communicate properly with each other (Tarigan, 1993:24).

Discourse analysis was born from the realization that the issues contained in this communication is not limited to the use of sentences or parts of sentences, speech function, but also covers the structure of the message is more complex and inherently called discourse (little john, 1996:84).

Meanwhile Yule (1985:104) discloses the following discourse analysis.

“When we carry this investigation further and ask how it is that we, as language-users, make sense of what we read in texts, understand what speakers mean despite what they say, recognize connected as opposed to jumbled or incoherent discourse, and successfully take part in that complex activity called conversation, we are undertaking what is known as discourse analyze. That is, when we do research this further and ask how we as language-users, to understand what we read in texts, understand what is the meaning conveyed by the speaker despite what they say or incoherent jumble, we are connected as opposed discourse, and we managed to take part in the activity of the complex conversation, then we are doing what is known as discourse analysis”.
In this definition, discourse analysis is considered as a process of understanding the meaning of a text and the speech delivered by the speakers. From some of these definitions, discourse analysis has a variety of definitions. The definition depends on the expert in understanding and using discourse analysis to the study. From the various definitions is the common thread of discourse studies is the use of language. The use of language is an important phenomenon in the study of discourse, especially as the process of communication in relation to human life.

Syamsudin, (1992:6) states discourse analysis in terms of the character and nature as follows:

a. Discourse analysis discusses the rules of language use in society
b. Discourse analysis is an attempt to understand the meaning of utterances in context, text and situation
c. Discourse analysis is a series of speech comprehension through semantic interpretation.
d. Discourse analysis is concerned with understanding the language.
e. Discourse analysis is directed to discuss the problem using a functional

1. Written Discourse, Text and Context

Written discourse is discourse that publicized via writing arrangement. All the discourse kinds can actually be adapted to the writing product. Up to know, writing device is still really effective and efficient medium for publicating all people's ideas, knowledge or everything.
a. **Written Discourse**

Derida (in Kleden-probonegoro, 1998) considers that the writing is not merely a "literal pictographic" or are simply ideographic inscription, but posts may constitute a totality, including its ability to go beyond what can only point physically. He has been writing cybermetic program that includes the concept of the soul, the concept of life, value, selection, and memory. Writing has also been historically characterized by metaphysical that people can directly bring thoughts into written form without spoken language.

Mulyana (2005:54) states that the discourse based on the properties that can be classified into two, namely the discourse of fiction and non-fiction discourse. Fictional discourse is a discourse that form and content oriented imagination. The language are connotative, analogical and multiinterpretable. Then Mulyana dividefictional discourse into three types, one of which is a prose discourse. He gave examples of prose discourse, ie novels, short stories, articles, papers and others.

b. **Text**

In the language of the theory is the set of letters that form words and sentences are linked together with a sign system approved by the people, so that when a text is read can express its meaning . Ricoeur (via Kleden 119) says that the text is a discourse that is fixated into written form. In this definition implicitly have shown an association between words and text. If writing is fixated spoken language into written form so the text is a discourse that is fixated into text form.
A text is the unit of language. It is not grammatical unit, like clause or sentence and not defined by the size. Text used to refer to any passage, spoken or written whatever length that does form a unified whole, Halliday (1976:1). It means that maybe the text spoken or written, prose / verse, dialogue or monologue. It maybe anything from a single proverb to a whole play.

According to Halliday (1976:2) states a text is sometimes envisaged to be some kind of super-sentence, a grammatical unit that is larger than sentence is related to a clause, a clause to group and so on.

Starting from the opinion of Nunan (1993:8), describes the following text below:

“The term text to refer to any written record of a communication event. The event itself may involve oral language (for example, a sermon, a casual conversation, a shopping transaction) or written language (for example a poem, a newspaper advertisement, a wall poster, a shopping list, a novel)”.

That is, the term refers to any text written record of a communication event. This event itself involves spoken language (such as sermons, simple conversation shopping transaction) or written language (such as poetry, a newspaper advertisement, wall posters, shopping lists and novels). Of that argument, the text as a form of written discourse also can not be separated from oral discourse for granted. Text can represent events that occur either orally by speakers and written by the author.
Therefore, text and discourse does not stand alone. Also, it can also be said that the text is part of the discourse.

To quote again the opinion of Nunan (1993:5), he describes the relationship between discourse and text that "text to refer to any written record of communicative events. Discourse to refer to the interpretation of the communicative event in context ". That is, the text refers to the written record of the communicative event. Discourse refers to the interpretation of communicative events in context.

Nunan of opinion above, the text can be defined as the language of communication products in the form of a written record of each speaking event, such as a conversation in the marketplace, lecture and speech, while the discourse is a process that refers to the interpretation of the content of the speaking events associated with the context.

Actually discourses and texts are not mutually exclusive, as expressed by Nunan (1993:6) that "the terms 'text' and 'discourse' are interchangeable". That is, text and discourse are to be interchangeable. So, although some people used to use the term text is not discourse, but the meaning remains inseparable from the discourse.

c. **Context**

Context is a situation that is formed due to the interaction of the setting, activities and relationships. Context included three components, they are:

1. Setting, included time and situation that happen.
2. Event is all of attitude which happened into language interaction. Which are verbal or non verbal. Event included impression, feeling, respond, and perception of speaker and hearer.

3. Relation is the relationship between speaker and hearer. The relationship can be defined by (a) gender, (b) old, position, (c) status, character, achievement, prestige, (d) family relation, (e) official relation: general, military, educational, employee, boss, worker.

Cook (1989) says that there are three things central to the understanding of discourse they are: text, context and discourse. Cook interprets the text as all forms of language is not just words printed on the sheet but also all kinds of expressions of communication, speech, music, pictures, effect sounds, images etc. Context includes all situations and things that are beyond the influence of text and language, as participants in the language, a situation in which the text is produced, the intended function of this discourse is interpreted as text and context together. Focal point of discourse analysis is describing text and context together in a process of communication. Here, not only takes the process of cognition in general, but also specific cultural. Eriyanto (2001: 9) states that the study of the language include context as discussed always in context, and there is no communication without the participants' actions, intertextual, situations etc.

Basically the context of language use can be divided into four types, namely:
1. Physical contexts (physical context) terjainya covers the use of language in a communication, objects that are presented in the event that communication, and action of the communicators.

2. Epistemic context (epistemic context) or backgrounds are equally known to the speaker and listener.

3. Linguistic context consisting of sentences or utterances that precede a certain sentence or utterance in communication.

4. The social context of the social relations and the background setting which complements the relationship between development

Renkema (via Mulyana, 2005:47) defines based on the informative characteristics discourse is divide into two kind, they are narrative discourse and argumentative discourse. The types of discourse are written and spoken discourse. Written discourse is discourse which is publicized via writing arrangement meanwhile spoken discourse is the discourse which is formed by speaking between addresser and adressee. According to Brown and Yule (1985) the differences written and spoken languages are:

a. The syntax of spoken language is typically much less structured than written language. Spoken language contain many incomplete sentences, often simply sequences of phrases and contain rather little subordination, in conversational speech, where sentential syntax can be observed, active declarative form are normally found.
b. In written language an extensive set of metalingual marker exist to mark relationship between clauses (that complementiser, when /while temporal marker, so-called “logical connector” like besides, moreover, however, in spite of, etc., in spoken language the largely paratactically organized chunk are related by and, but, then and if. the speaker is typically less explicit than the writer

c. In written language, rather heavily premodified noun phrases are quite common, it is rare in spoken language to find more than two premodifying adjectives and there is a strong tendency to structure the short chunks of speech so that only one predicate is attached to a give referent at a time.

d. Written language sentences are generally structured in subject-predicate form, in spoken language common to find comment structure

e. The occurrence of passive constructions is relatively infrequent in informal speech meanwhile the use of the passive in written language which allow non-attribution of agency is typically absent from conversational speech.

f. In spoken language, the speaker may rely on (e.g) gaze direction to supply a referent.

g. The speaker may replace or refine expression as he goes along.

h. The speaker typically uses a good deal of rather generalised vocabulary.
i. The speaker frequently repeats the same syntactic form several times over.

j. The speaker may produce a large number of prefabricated “filler”:

   well, I think.

C. The Cohesion

Lexical cohesion is about meaning in the text. It concerns the way in the lexical items relate to each other and to other cohesive devices so that textual continuity is created. Moeliono (1988:34) states that good and complete text is a text that has sentence sequences cohesively. Lexical cohesion may be maintained over long passages by the presence of keywords, words having special significance for the meaning of the particular text (Halliday, 1994:310). According to Halliday and Hasan, (1976:21) divided the cohesion into two kinds. They are Grammatical and Lexical cohesion. Grammatical cohesion content of reference, substitution, Ellipsis and conjunction while lexical cohesion content of synonymy, repetition and collocation. Lexical cohesion differs from the other cohesive elements in the text that it is non-grammatical. The two basic categories of lexical cohesion are reiteration and collocation. Reiteration pertains to the repetition of lexical item, either directly or through the use of synonym, superordinate. Collocation pertains to lexical items that are likely to be found together within the same text.

Reference means the relation between word and thing traditionally. Reference is divided into two kinds, one is endophoric (inside the text) and eksophoric (out of the text). Referencing function to retrieve presupposed
information in the text and must be identifiable for it to be considered as cohesive. Halliday and Hassan (1976:21) states: As a general rule therefore, reference items may be eksophoric or endophoric; and if, endophoric may be anaphoric and cataphoric. This scheme will allow us recognize certain distinction within the class of reference items, according to their different uses and “phoric” tendencies.

d Tools

1. Reference

In written text, referencing indicates how the writer introduces participants and keeps track of them throughout the text. Mulyana (2005:133) clarify that reference is part of grammatical cohesion relating with word using for pointing something (pronoun, place, etc). There are three general types of referencing: homophoric referencing, which refers to information through the context of culture, exophoric referencing, which refers to shared information through the context of culture, exophoric referencing, which refers to information that can be retrieved from within the text.

Endophoric is intra textual reference so that it will be so important for analyzing the text. It is used for looking backwards and forward of antecedent. Endophoric is divided into two kinds, they are cataphoric and anaphoric (Brown and Yule, 1983 :191). Anaphoric is for pointing antecedent that has been mentioned after the existence of reference (backward) and Cataphoric is for pointing antecedent that has been mentioned before (Forwards).
Example.

Anphoric: Look at the sun. It’s going down quickly.

( it refers back to the sun).

Cataphoric: It’s going down quickly, the sun.

( it refers forwards to the sun).

2. Substitution

Substitution is one of word and meaning relation which is grammatically. Halliday (via Lubis, 1993: 35) states: Substitution is a relation between linguistics items. Such as word or phrases, which as reference is a relation between meaning. In term on the linguistics system. Reference is the relation on the semantic level, which is substitution is a relation on the lexical grammatical level.

In English, the substitution as function as a noun, verb or clause. Substitution as anoun is called nominal function, as verb called verbal, and as clause called clausal. Nominal is like one, ones and some, verbal is do and clausal is so, too.

a. Substitution of Verbs

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 item (Halliday&Hasan, 1976:90)

Exp

1) A: Liz says you drink too much.

B: So do you!
2) “Bare kuwe kartareja njanggleng neng tengah latar, raine madhep maring langit. Dhukun ronggeng kuwe lagi nglakoni japa mantra nerang, kon aja udan”. (65)

“ It was now Kartareja’s turn to act. After briefly mumbling a silent prayer, he signal the drummer.” (45)

b. Substitution Clause

1) A: "Oh, here's what I owe you"
B: "Me, too".


The dadap tree had a similar method for dispersing its young. After ripening, the seed used the skin of their pods like wings and, whenever the wind blew, it looked as though thousands of butterflies were taking off from tree. These seed, born aloft and carried away by the air currents, took root far from their mother tree. Thus was the law of nature. (5)

c. Substitution Nominal

“Sebanjure Rasus, Warta karo Darsun padha deleng-delengan. Telu-telune padha ngusap-usap tlapak tangane dhewek-dhewek”. (3)
“Afterward, Rasus, Warta, and Darsun stepped back to consider the effect of their action, each wiping the palms of his hands on his shorts.” (5)

3. Ellipsis

Ellipsis is elimination process of word or another language element. Halliday & Hasan (1976:142) state “ellipsis is simply ‘substitution zero’”. There are three types of ellipsis: nominal, verbal and clausal.

a. Nominal ellipsis

1) “Neng dhuwuran langit ana manuk bango loro nglayang, 0 mubeng ngetutna abure angin. Senajan ora ngembak bango loro kuwe teyeng dur-duran nglayang nganti jam-jaman” (1)

“A pair of herons sailed high in the sky, supported by the slightest breeze. Without once beating their wings, they floated in the air for hours. Their calls were strident, long mournful laments. The herons had flown hundreds of kilometers in search of water, even a puddle.” (3)

2) Teacher: "Did you get scholarship from the school ?"

Student: "Yes of course."

4. Conjunction

Conjunction is a form or language unit which its function as connector of phrases, clauses and sentences. (Tarigan, 1983: 101). There are four kind of conjunction. Additive conjunction (and, in addition), Adversative (but, however), causal (because, consequently), and temporal (then, subsequently).
Conjunction is one type of grammatical cohesion that is done by connecting one element to another element in the discourse. Elements that can be bundled units lingual words, phrases, clauses, sentences, and can also be a greater element of it (Mulyana, 2003:32).

a. **Conjunction Cohesion Devices Additiv.**

Additive useful for connecting the part of sentence. Its function for adding information and is generally used to relate two or more propositions. Coupled proposition is generally equivalent and provide additional information prior proposition. These devices are: well, then, and, in addition, in addition and besides (Abdul Rani et al, 2006:118).

b. **Conjunction Cohesion Device Adversative**

According to Abdul Rani et al (2006:120), relationship conflict occurs when there are two ideas / propositions that show the opposite or contrast. Tool which is used for example, but, on the contrary, however.

c. **Conjunction Cohesion Device Causal.**

Cause and effect are two related conditions. Causality occurs when one of the propositions indicate the cause of the occurrence of a certain condition that is caused by or otherwise. Causal relationships in the discourse of the slick indicated by devices such causation: as a result, consequently, thus, therefore and thereby. Here's an example of its use (Abdul Rani et al, 2006:122).
d. Conjunction Cohesion Device Temporal.

Abdul Rani et al (2006:110) describes the following temporal conjunctions cohesion.

Propositions that demonstrate such early stages, execution and completion can be prepared using the time sequence. The time sequence can be started from the proposition that shows the early stages, followed by the next stage. The preparation of such a proposition is called the arrangement in chronological order. Conjunction is used to indicate the time sequence using the phrase after that, at first, finally, after that, then and then ".

From this description, the temporal conjunction cohesion is a device that is used to explain the occurrence of successive events in a specific time sequence

Exp

1) He was insensitive to the group’s needs. **Consequently** there was a lot of bad feeling. (causal)

2) Sakarya weruh matane Srinthil mendelik-mendelik **merga** ora teyeng ambeken. (causal)

3) She is intelligent. **And** she is very reliable. (additive).

4) I got up **then** made my breakfast. (temporal sequence).

5) **Senajan** ora seneng maring polahe srinthil, inyong mung meneng terus ngloyong. (adversative)