

## **Chapter I: Introduction**

This chapter attempts to introduce the basic consideration, concerning a brief outline of the grammatical cohesion on poems. This chapter also presents the research question, the research objective, the research delimitation, and the research significances in terms of theoretical and practical contribution.

### **Basic Consideration**

Cohesion is “the use of explicit cohesive devices that signals relations among sentences and parts of text” Connor (1990) as cited in Daniels and Kwabena (2016). In addition, cohesion is in the level of semantic; it refers to relations of meaning that exists within the text, and that defines it as a text. Cohesion occurs when the interpretation of some elements in the discourse is dependent on that another. The one presupposes the other, in the sense that it cannot be effectively decoded except by recourse to it. When this takes place, the relation of cohesion is set up, and the two elements, the presupposing and the presupposed, are thereby at least potentially integrated into a text (Halliday and Hasan 1976, p.4).

Cohesion plays an important role for both to the reader in constructing the meaning from a text and to the writer in creating the text that can be easily understood.

Related to the explanation, cohesion is expressed partly through the grammar and partly through the vocabulary. Cohesion can therefore be divided into lexical cohesion and grammatical cohesion (Halliday and Hasan 1976, p.5). But this study focuses only on grammatical cohesion. Regarding this, grammatical

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cohesion is the strong relationship among the elements of linguistic particularly on grammar in the sentence or a line that explain each other. In addition, grammatical cohesion is a tool to make the text to be good, to make text to be cohesive and easy to be understood by the readers.

Grammatical cohesion should be considered in writing a text, not only in scientific text but also in literary text, because grammatical cohesion plays an important role as one of the important aspects of linguistic that should be taken into account to express the feelings in writing literary works such as poems. However, it is argued that poetry depends less on the linguistic units of sentences and paragraphs particularly on grammar, and more on units of organization that are purely poetic. For that reason, the understanding of language involves more than describing the psychological properties of the brain. How language is structured also depends heavily on context: the social context in which language is used as well as the linguistic context – the larger body of sentences – in which a particular linguistic structure occurs (Meyer, 2009).

The study of literary works in terms of its language used cannot be avoided from the analysis and observation of the linguistic indications and the characteristics of linguistic that contained in the text to determine its effect. The study of literature is intimately with the study of linguistic, in which the use of language in literature covers the whole potential empowerment, the uniqueness of language, lexical choice, sentence, discourse, even figurative language. In literature, the aspects of language are important, because language or linguistic is an integral part of literature. Therefore, language as the main medium of literary works is

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discursive; it must be read letter by letter, word by word and sentence by sentence. Further, the interpretation of the literature is total; literature cannot be read as a piece of it. This determines the totality of aesthetic values in literature.

Regarding this, language and literature are two things that cannot be separated that language is a means of literature, then to understand the literary mastery of language is absolutely necessary. This is because literature does not often deliver the meaning directly, but through figurative language and symbols. Literary works in which human language is used for its aesthetic qualities in addition to, or instead of, its national and semantic content indirectly. Moreover, rhyme, figurative language and symbol are the elements that make it as a beautiful poem which is called the elements of poem. Further, the sounds of the words in poems work together with their meaning for more emotional impact. The poems do one thing with the meaning, and another thing with the sound or phonological aspects in which phonology is an aesthetical in the element of poetry to uncover the beautification and expressive. Poem is established through various elements; rhyme, figurative language and symbol, and all of those elements is language.

Poem is one of the literary works that uses words as a medium to produce the illusion and imagination which focuses on rhyme, figurative language and symbol. Since poem has been one of the literary works, and literature has been the art of language, so that poem should consider the grammatical cohesion.

Related to the influence of the meaning in literary works, the study on grammatical cohesion is used to explore whether or not grammatical cohesion in literary works influences the meaning and the aesthetic of literary works

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particularly on poems. Because poem is formed by words, then become sentences within formed by figurative speech; rhyme, rhythm and tone, so that those elements formed by other elements that give the aesthetic of poem. Thus, this research aims to investigate the grammatical cohesion on poems, where grammatical cohesion is established by the grammatical structure that each of its element connected each other (Halliday and Hasan, 1976).

Moreover, this study takes some English famous poems to uncover if there are the types of grammatical cohesion on those famous poems. If any, whether or not those types affect the beauty of poems. Based on the findings of grammatical cohesion, the following data will clarify this point based on Halliday and Hasan theory:

My Love (by William Wordsworth)

**The Moonshine**<sup>1</sup>stealing over the scene  
had blended with the Lights of Eve;  
and **she**<sup>2</sup> was there, my Hope, my Joy,  
my own dear **Genevieve!**

The data above showed one of examples of grammatical cohesion, where the words "***the moon shine***" is the example of exophora referencing, in which exophora referencing is the reference on something beyond the text. The word "***the moon shine***" refers to something not mentioned directly in the text, where exophora referencing is reference that situational. It can refer to a beautiful woman, because in literary work the idem "***the moon shine***" indicates something

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with the beautifulness, and a women. It can be also refers to something that conventional, which is we have known that the word “*moon*” is just one moon; the round object that moves round the earth and shines at night (Oxford learner’s pocket dictionary, 2008), there is no the other moon.

The second bold word is an example of personal referencing (cataphoric) in grammatical cohesion. The word *she* in that poem refers to Genevieve; is the character of woman that someone loved by the poet or the speaker. It reveals that there is cataphoric on that poem, in which cataphoric is the reference forward. On that sentence, *she* is cataphoric to the presupposed subject “*Genevieve*”. We need to look forward to the following sentence to reveal what “*she*” is referred to.

In the face of that fact, the tendency of usage of the grammatical cohesion and aspects of poem that used in poems, a number of poems should be investigated in instruction to develop our understanding and knowledge related to the grammatical cohesion on poems.

### **Research question**

Based on the previous explanation, the research question of this study is what are the types of grammatical cohesion on poems?

### **Research objective**

Regarding the problem statement, this study aims to investigate the types of grammatical cohesion on poems.

### **Research significance**

As a scientific work, this research is guaranteed a highly significant regarding the theoretical and practical points of view. Theoretically, the result of this study is expected to be conducive to some aspects. It is expected to provide more information and references in the area of grammatical cohesion, particularly for those who want to conduct research in the same area.

In terms of practical, fundamental findings of this study are to show the readers the types of grammatical cohesion in English famous poems by English famous poets in romantic era and modernist era. So that they will know, whether or not the linguistic features particularly grammar influences the aesthetics of English famous poems. Additionally, it can be utilized in English education, particularly in literature subject as a reference that linguistic especially the using of grammar plays an important role in writing literary works. Moreover, the study of literary can be a tool to study linguistics particularly on grammar, so that it can be utilized by scholars who are reviewing literature to study English as the representation of the ideas and think as a native, and also to show the grammar is on the deeps structure of the lines on poem, that they are not separated.

### **Delimitation of study**

Based on the research question and research objective, this research focuses on English famous poems from eighteenth century to twentieth century. The poems take from English famous poems in romantic era, firstly, William Wordsworth (1770-1850) with the title is Daffodils, secondly, John Keats (1795-1821) with the

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title A Thing Of Beauty (Endymion), and Percy Bysshe Shelley (1792-1822) with the title Ozymandias, and English famous poem in modernist era are T.S Elliot (1888-1965) with the title The Love Song of J. Alfred Prufrock, and As I Walked Out One Evening W. H. Auden (1907–1973). Those poems are selected because those are the most famous poems by the most famous poets on that era and those poems represent the types of grammatical cohesion.