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EXPLORING REFERENTIAL COHESION IN NOVEL ENTITLED “THE FAULT IN OUR STARS” BY JOHN GREEN

A THESIS

Submitted to English Language Teaching Department,
Tarbiyah and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon
In Partial Fulfillment of The Requirements of Undergraduate Degree



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ABSTRACT

Siti Nurhikmah. 14121310358. Exploring Referential Cohesion in Novel Entitled
The Fault In Our Stars By John Green

This study is intended to: 1) to identify the reference is often appears in the novel *The Fault in Our Stars*, 2) to clarify the function of reference in the novel. In this study, the writer focuses on Referential Cohesion in Novel Entitled *the Fault in Our Stars* by John Green. The novel will be analyzed classified in terms of the types of reference, to find out whether they belong to personal, demonstrative or comparative reference in order to figure out what is the function based on the theory of cohesion proposed by Halliday and Hasan in their book entitled *Cohesion in English* (1976).

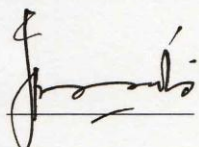

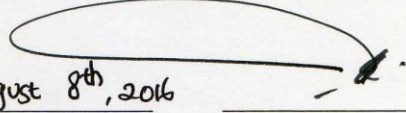



This research uses qualitative method and content analysis as an approach. The result shows that there are all types of referential cohesion in the novel, are: Personal reference, Demonstrative reference, and Comparative reference. It has two function whether Anaphoric or Cataphoric reference. The total of referential cohesion appears in the novel is 3305 times, it divided into several types of reference as cohesive devices, such as: Personal anaphoric is 63%, Personal cataphoric is 2%, Demonstrative anaphoric is 15%, Demonstrative cataphoric is 10%, Comparative anaphoric is 2%, and Comparative cataphoric is 8%.

Keywords: Referential Cohesion, Personal reference, Demonstrative reference, Comparative reference



RATIFICATION

This thesis which entitled “**EXPLORING REFERENTIAL COHESION IN NOVEL ENTITLED *THE FAULT IN OUR STARS* BY JOHN GREEN**” written by Siti Nurhikmah student number 14121310358 has been examined on July 28th, 2016. It has been accepted by the board examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* state Islamic Institute Cirebon.

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CHAPTER 1 INTRODUCTION

This chapter consists of several subtopics such as researcher's background to do the research, focus of the study which concern about Referential Cohesion in Novel Entitled *The Fault in Our Stars* by John Green, the aims of the research, significance of research both theoretically and practically, previous studies, theoretical foundation, research method and research system.

1.1 Research Background

Writing is the interesting area because that is one of the three skills that must be mastered by the student in addition to the abilities of listening, speaking and reading. The fourth skills include the ability receptive and productive. And writing is a productive, because with this ability student can produce a product in text whether sentences, paragraphs, which even contain our ideas. The aim for it is enabling students who have literacy in writing. *Literacy* can define as the ability of students to convey a message (Paltridge, 2001:4). There is some significance why writing is one of skills that should possessed by the student. First, students can explore their ideas. Second, to convey a message on text, because writing is a scientific assertion that must be mastered by students.

Writing is very closely connected with a text. A text can be one or more sentences are combined in meaning. According to Halliday and Hassan (1976), each text has a texture, "a text derives this texture from the fact that functions as unity with respect to environment". it means that, without the texture a text will only collection of isolated sentences that have no relation to each other because each line has own meaning and different context. In certain text, sentences follow each other in a form of progression; they put it all together, not random because related each other. From it helps to *create context of meaning*. "There is certain linguistic feature to contribute textual unity". So, according Halliday and Hassan (1976), *texture* is made in text depend on coherence and cohesion.

An overview is coherence as a semantic property, which is very important in writing. It is interpretation of the whole section of a text. This “*interpretation*” helps the reader or listener to infer a general overview about the message that the writer or speaker want. Coherence divided into different types: the first type is “*situational coherence*” where the *identification field, tenor and mode* in certain group of clause. The second type is “*generic coherence*” representing a particular genre for the text property. Thus, what the reader or listener has in mind is the assumption of coherence, it's mean that what is said or written will give meaning in terms of their daily interactions. In reading activities sometimes we are difficult to understand meaning. Here, through cohesion reader more easily to understand it. Cohesion has an important role to make a good coherence in a text to find out the information.

Cohesion is a lexical network, grammatical, and other relationship between some parts of text. So, make it related to each other. According to Tarigan (1987:96), the implied meaning of cohesion is about integrity and refers to formal language aspect. So, cohesion is an organization, it is right container and sentence to produce speech. Furthermore, cohesion is relationship between sentences in discourse.

According to Halliday and Hasan (1976: p.293), Cohesion is the most important element in writing. Cohesion refers to formation within the meaning of text. Cohesion also includes the accuracy of words in a text. A text realized in various sentences, and this is how the relationship can be the greatest sentence of text to be interpreted. There are five cohesive devices in English introduced by Halliday and Hasan (1976), are: *reference, substitution, ellipsis, conjunction, and lexical cohesion*.

There is some concern of cohesion. The first concern is about A survey of the cohesive ties - reference and lexical cohesion- in history books of the second and third grades in guidance school in Iran (Korani, Akram: 2012), Halliday and Hassan (1976) have been define every text is engaged with cohesive ties. Halliday and Hassan (1976) concept of textual cohesion involves how the text hang together. A text is not just a collection of sentences, cohesion means of



creating a *text*. Text is defined as “any part, oral or written, of any length, it forms an integrated whole” (1976: 1). Habwe, John H (2012) studied about Reference Cohesion within the Complex Sentence in The Kiswahili of Nairobi. Firooz and Heydari (2012), Cohesion Analysis of L2 Writing: The Case of Iranian Undergraduate EFL Learners. Mantasiah (2009) studied about Cohesion in Discourses of Kontakte Deutsch Book: a Study of Discourse Analysis. So, cohesion is important aspect in writing because it's work together in whole of the text. They work together by cohesive devices. It's makes easy to the reader to follow information in a text. So, it can't make the reader get lost or confused.

According to Baryadi (2002: 5) to create unity part of discourse must be interconnected. Consistent with the view that language consists of form and meaning, relations in discourse distinguished into two types namely *relationships form cohesion and the relationship of meaning* or semantic difference relations called coherence. One form of relationship in a discourse can be done by using referential markers. Referential relationship marks cohesive relations through reference. Reference is one type of grammatical cohesion certain lingual unit that refers to other units lingual that precede or follow it.

In a text contained various elements such as the perpetrator of any act, deed, complementary sufferer deeds, acts committed by the perpetrator, and the place of deeds (Alwi 1998:40). That must be repeated often to refer back or to clarify meaning. Therefore, word choice and its placement to be precise so that not only cohesive but also coherent. In other words, reference should be clear. Reference in language concerned given name used as a new topic to introduce or to assert that the topic is still same. The obvious topic is usually omitted or replaced. On long sentences, usually appears some predicate with the same subject and the subject of a topic as well. The subject is only mentioned once at the beginning of the sentence, and then replaced with the same reference.

Example

Nina likes Cat, she always protect her cat.



In the example the word ‘Nina’ is a topic that is placed in front of the paragraph. In the next sentence the topic which is still same repeated re-use referential markers persona “She”. The existence of reference marker to create cohesion in sentence. When this marker is omitted meaning the topic information is less important as element of unity are complementary. When referential markers used in the meaning of the sentence would be made into one. The functions of reference as a coupling sentence each other, between paragraphs to another form connection. Mark of language is commonly called referential cohesion.

Cohesion relationships between two or more meanings in a text, and this relationship referred as “*cohesive relationships*”, cohesive ties occur “between certain meanings, realized as a marker of the surface as a noun or noun phrase, and another example meaning of linguistic units, embody as usual with pronouns and definite noun phrases” (Botley and McEnery, 1996:5). Cohesion achieved through the use of cohesive bonds, which can be found inside in the sentence. According to Halliday and Hasan (1976) classifies the cohesive relations or cohesive devices into five main categories: reference, ellipsis, substitution, lexical cohesion, and their relationship. Halliday (1994), cohesive bonds have been reclassified into four types, with ellipsis being subcategories of substitution.

The researcher’s choose this novel entitled *the Fault in Our Stars* by John Green because this novel takes us with the world the characters, whose are able to face the difficulties with humor and intelligence. Besides, all of that there are musings on how precious life and how we should pass it. And also, Novel is one of the written text and it function to entertain and to convey a message to the reader. For that function, novel should written relate and combined to achieve a good understanding. From the phenomenon which exists in the background above the researcher raised the title “Exploring Referential Cohesion in Novel Entitled *the Fault in Our Stars* by John Green”.



1.2 Focus of Study

There is phenomenon found on cohesive devices of learners in writing. The importance things to the students are comprehend knowledge in the context of cohesion, which make the students easier to understanding what they have written. In this study, the writer focuses on Referential Cohesion in Novel Entitled *the Fault in Our Stars* by John Green in chapter one to ten.

The novel will be analyzed the reference items found were classified in terms of the types of the reference, to find out whether they belong to personal, demonstrative or comparative reference in order to figure out what is the function based on the theory of cohesion proposed by Halliday and Hasan in their book entitled *Cohesion in English* (1976).

Therefore, this paper focused on how to analyze the reference items presented in John Green's novel "The Fault in Our Stars" in chapter one until ten. The main reason of this writing is to apply the theories proposed by Halliday's book, which are used as the concept of analyzing the reference items presented in the novel.

To represent the novel, it also contains information relating to reference cohesion interesting to be analyzed. But, the focus of this paper is mainly on endophoric or textual cohesive reference, this exophoric reference will not be discussed in this research, because it makes no contribution to the cohesiveness of a text. Reference has an important role in communication and language learning. In that novel, reference is required to enable the reader to understand the relationships between sentences and provide all the missing pieces between the different parts of the sentence. In this study, the researcher's are interested choosing this novel to be analyzed.



1.3 Research Question

Related to the background of the problem, the researcher will find the “Referential Cohesion” in Novel Entitled the Fault in Our Stars by John Green.

- 1) What types of reference are often appears in the novel *The Fault in Our Stars* by John Green.
- 2) What is the function reference in the novel?

1.4 Aims of the Research

According to the statement of the problem, the writer wants to describe the objective of the study as follows:

- 1) To identify the reference is often appears in the novel *the Fault in Our Stars* by John Green..
- 2) To clarify the function of reference in the novel.

1.5 Significance of the Research

In this part the researcher talk about the significant of the research that is relate to this study such as significance of the research both theoretically and practically.

1.5.1 Theoretically:

- 1) The result of this resarch is expected to make people understand referential cohesion.
- 2) Gives an insight into the students of language use in the novel *the Fault in Our Stars* by John Green which is related to Reference.
- 3) The result of this research can be used as a reference for further research which relates to referential cohesion

1.5.2 Practically

The researcher believes that this research can be useful and provide some contributions. The results of this research can be used as a reference for teachers in the learning process in order to know the ability of students



during the teaching and learning process. In addition, for the students, this research can be a motivation to learn English by understanding a text and arrange a good text. In addition, this research can develop knowledge researcher about the meaning of the importance of studying the cohesive devices to help students in writing well and true.

1.6 Previous Study

To support this research, there are some reviews of previous studies conducted in cohesive devices. First, Korani, Akram (2012), studied about the cohesive ties - reference and lexical cohesion- in history books of the second and third grades in guidance school in Iran. The purpose of the present study was to investigate whether using cohesive ties in history books of the grades 2 and 3 in guidance school in Iran-Tehran make it easier to understand or not. The corpus of the study was about 10000 words from the second and third grade in guidance school. The results of the study revealed that the lexical cohesion of the second grade had more cohesive ties than history book of the third grade and this change was meaningful.

Second, Habwe, John H (2012) studied about Reference Cohesion within the Complex Sentence in The Kiswahili Of Nairobi. It is focused on reference cohesion within a complex sentence in the day-to-day Kiswahili of Nairobi. Through such cohesive devices, reference cohesion is created or reinforced within the sentence, as the information structure is revealed more clearly while at the same time being expressed in an economical way.

Third, Firooz and Heydari (2012), studied about investigating the most frequent cohesive errors committed by Iranian undergraduate EFL learners at different levels of proficiency as well as the sources of cohesive errors, analyzed through appropriate procedures using quantitative methods. Besides, the findings showed that errors in references were the most common, followed by errors in lexical, and conjunction cohesion in the mid-level learners' narrative compositions and, finally, the high-level learners' most frequent errors were involved in lexical cohesion, references, conjunction cohesion, and substitution.



Fourth, Mantasiah (2009) studied about Cohesion in Discourses of Kontakte Deutsch Book: a Study of Discourse Analysis. The data were obtained through library study. The source of data is the German text books (Kontakte Deutsch). The population consists of eighty discourses which ten of them were selected as samples by stratified random sampling. The data were analyzed by using a discourse analysis by using the following steps: (1) observation, (2) understanding of data, (3) formulation, and (4) verification.

Based on the previous research on the cohesion, the study of cohesion has been carried out in the context of cohesive devices (Korani, Akram: 2012, Habwe, John H: 2012, Firooz and Heydari: 2012, Mantasiah, 2009)). Here the researcher's only focus on the Referential Cohesion in Novel Entitled *the Fault in Our Stars* by John Green. So, from the research, the researcher tried to explore the reference in novel entitled *the Fault in Our Stars* by John Green. This research should give new insight and knowledge that are important for students.

1.7 Theoretical Foundation

In this part the researcher talk about the theoretical foundation that is relate to this study such as defining Cohesion, grammatical Cohesion, and lexical Cohesion.

1.7.1 Defining Cohesion

Cohesion is the level of semantic, which refers to relations of meaning that exist within the text, and that define it as a text (Halliday and Hasan, 1976). Cohesion occurs when the interpretation of some element in the discourse is dependent on that of another. The one presupposes the other, it means that it cannot decompiled effectively. When this happens, relation of cohesion is set up, presupposed elements means at least potential integrated into text.

For example:

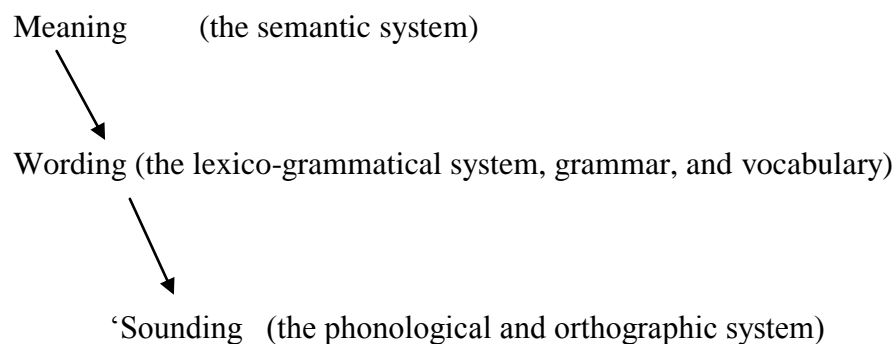
“Wash and core six cooking apples. Put them into a fireproof dish.”



To understand “*them*” in the second clause refers to the previous noun “apples”. This ties is called Anaphoric, and it gives cohesion between the two sentences, so that we interpret them as a whole, the two sentences together consitute a text. (Halliday & Hasan, 1976)

Like all the components of the semantic system, cohesion is realised through grammar and vocabulary (Tanskanen, 2006). Cohesion divided into grammatical and lexical cohesion. Grammatical cohesion includes devices such as reference, substitution, ellipsis and conjunction, while lexical cohesion is divided into reiteration (repetition, synonymy etc.) and collocation (co-occurrence of lexical items).

Cohesion is expressed through the strata organization of language. Language can be explained as a multiple coding system containing three levels of coding, or ‘strata’ the semantic (meaning), the lexico-grammatical (forms) and the phonological and orthographic (expression). The scheme of cohesion can be described in the following line.



The term ‘wording’ refers to lexico-grammatical form, the choice of words and grammatical structures. Within this stratum, the guiding principle in language is that the more general meanings are expressed through the grammar, and the more specific meanings through the vocabulary. Cohesion is expressed partly through the grammar and partly through the vocabulary. By knowing the explanation above, generally cohesion is divided into two, grammatical cohesion and lexical cohesion.

The concept of coherence and cohesion are closely related, they are also distinctive. Both cohesion and coherence provides connectivity in text. In



other words, cohesion is textual flow related to the structure of surface, but coherence involves connectedness in content.

According Halliday and Hasan (1976), the idea put together in text with various ways, and the structure which means the author creates in a sentence connected or sayings that are called “cohesion”. However, cohesion related to semantic relations, it does not deal with content. Halliday and Hasan (1976), argues that “cohesion does not concern what the text means, it also concern how text built the building semantics”. This means that, although cohesion plays an important role in connecting ideas among the sentences in a paragraph, it's do not always contribute to the global flow of text.

Cohesion is different from coherence. Coherence and cohesion are different in how they are contribute to memory store (de Beaugrande and Dressler, 1981). While the long-term memory reader with regard to coherence, short term memory is related to the bonds of cohesiveness, textual cues act as in the structure of the surface text. So, cohesion related to link in order of sentence, coherence maintains to control the whole idea of text. To achieve coherence in writing, writers need make cohesive in paragraphs, a stepping to coherent in text.

1.7.2 Grammatical Cohesion

Grammatical cohesion is constructed by the grammatical structures each component tie each other. Halliday and Hassan (1976) classify grammatical cohesion into four, namely: *Reference*, *Substitution*, *Ellipsis*, and *Conjunction*.

1.7.2.1 Reference

Referencing cohesion *functions* to retrieve presupposed information in text and must be identifiable for it to be considered as cohesive (Halliday and Hasan: 1976). In written text, referencing indicates how the writer introduces participants and keeps track of them throughout the text. There



are two general types of reference: exophoric referencing, which refers to information from the immediate context of situation, and endophoric referencing, which refers to information that can be “retrieved” from within the text. This endophoric referencing which is the focus of cohesion theory.

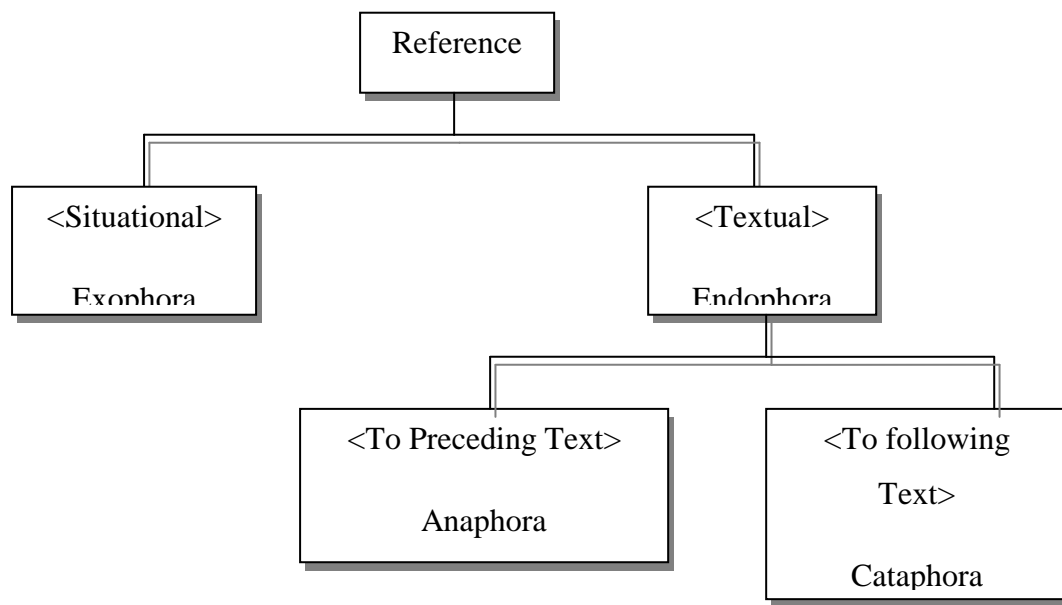


Fig. 1: Types of Reference (Halliday and Hassan: 1994: 33)

Halliday and Hasan (1976: 31) divide the references into two, exophoric reference and endophoric reference. Exophoric reference is a reference that is contained outside the text. The endophoric reference is found in the text (language), endophoric reference can be divided into two types: anaphoric, and cataphoric. Anaphoric refers to any reference that “points backwards” to previously mentioned information in text, when information needed for the interpretation is in the preceding portion of the text.

For example:

Mr. Toni, my driver was his home away.



Pointing back at “*his*” refers back to the Mr Toni who have been called before. It reference is called anaphoric reference .

Cataphoric refers to any reference that “points forward” to information that will be presented later in the text, when the information needed for the interpretation is to be found in the part of the text that follows.

For example:

He’s a superstar, he’s the best in his era. Let’s welcome.. Justin Bieber!

In this sentence, ‘*he*’ is cataphoric to the presupposed subject ‘Justin Bieber’. We need to look forward to the following sentence to reveal what ‘he’ refers to.

For cohesion purposes, anaphoric referencing is the most relevant as it “provides a link with a preceding portion of the text” (Halliday and Hassan 1976: pg. 51).

There are three main types of referential cohesion: personal, demonstrative, and comparative. *Personal reference* keeps track of *function* through the speech situation using noun pronouns like “*he, him, she, her*”, *etc.* and possessive determiners like “*mine, yours, his, hers*”, *etc.* Demonstrative reference keeps track of information through location using proximity references *like “this, these, that, those, here, there, then, and the”*. Comparative reference keeps track of identity and similarity through indirect references using adjectives like “*same, equal, similar, different, else, better, more*”, *etc.* and adverbs like “*so, such, similarly, otherwise, so, more*”, *etc.*

1.7.2.1.1 Personal reference

Personal reference refer to their referents by specifying their *function* in the speech situation, recognizing speaker ‘first



person', addressee 'second person' and other participant 'third person'. Halliday and Hasan confirm that the first and second person forms in written language are anaphoric when they occur in quoted direct speech. Conversely, a third person form, while typically anaphoric, may refer exophorically to some person or thing that is present in the context of situation. Halliday and Hasan point out the generalized exophoric use of the personal pronouns (one, we, you, they, and it) in which the referent is treated as being as it were immanent in all contexts of situation.

1.7.2.1.2 Demonstratives Reference

Demonstratives, unlike the personal reference items that refer to their referents by specifying their *function* in the speech situation, are those items that refer to their referents by specifying their location on a scale of proximity. This proximity may sometimes be metaphorical (i.e. it relates to an abstract object rather than a physical object.) (Halliday and Hasan recognize two types of demonstratives: the adverbial demonstratives and the selective nominal demonstratives. The adverbial demonstratives 'here', 'there', 'now', and 'then', according to Halliday and Hasan, refer to the location of a process in space or time. They normally do so directly regardless of the location of person or object that is participating in the process. *Adverbial demonstratives* usually *function* as adjuncts in the clause. They never act as elements within the nominal group. They have a secondary function as qualifier (e.g. 'that man there')

The selective nominal demonstratives 'this', 'these', 'that', and 'those' along with the definite article 'the', on the other



hand, refer to the location of a person or an object participating in the process.

1.7.2.1.3 Comparative Reference

Halliday and Hasan recognize two types of comparative reference, are: general comparison and particular comparison. General comparison according to Halliday (1976) defines the comparison in terms of likeness' and 'unlikeness' where two things may be the 'same/similar' or 'different'. This type of comparison is expressed by a certain class of adjectives and adverbs.

The adjectives function in the nominal group either as deictic or epithet. The adverbs function in the clause as adjunct. Halliday and Hasan believe that the likeness between things which is expressed by the general comparison may take one of the following three forms: identity, where 'two things' are the same thing, as in: It's the same cat as the one we saw yesterday. Similarity, where 'two things' are like each other, as in: It's a similar cat to the one we saw yesterday. Difference (non-likeness), which is a combination of the two previous forms, as in: It's a different cat from the one we saw yesterday.

Halliday and Hasan (1976: pg. 78) argue that since likeness is a referential property...(and) a thing cannot just be 'like'; it must be 'like something'. Hence comparison is a form of reference". As always the case with references, the referent of the comparison may be in the situation (exophoric) or in the text (endophoric). If it is endophoric, the reference may be backwards (anaphoric) or forwards (cataphoric), and it may be structural or nonstructural (cohesive). In comparison, it is possible for the



comparison to be internal, namely the likeness is expressed as a mutual likeness without a referent appearing as a distinct entity.

Particular comparison unlike the preceding type ‘general comparison’ that expresses likeness between things, particular comparison means “comparison that is in respect of quantity and quality”(Halliday and Hasan, 1976: 77). It is also expressed by means of ordinary adjectives or adverbs. The adjectives function in the nominal group either as numerative (e.g. ‘more’ as in ‘more cards’) or as epithet (e.g. ‘better’ as in ‘better cards’). The adverbs function in either of two ways: either as adjunct in the clause (e.g. ‘better’ as in ‘the others performed better’) or as sub-modifier, in which case they occur within an epithet (e.g. ‘such’ as in ‘such good cards’) or a numerative (e.g. ‘so’ as in ‘so many words’), or within an adjunct (e.g. ‘equally’ as in ‘the others performed equally badly’). Particular comparison, like general comparison, is also referential.

According to Halliday and Hasan in particular comparison there must be a standard of reference by which one thing is said to be ‘superior’, ‘equal’, or ‘inferior’ in quality or quantity. The reference is either exophoric or endophoric. If it is endophoric, the reference is either cataphoric or anaphoric.

1.7.2.2 Substitution

Substitution and ellipsis is almost similar. Substitution is replacement of one item by another, and ellipsis is the omission of an item. “Essentially the two are the same process; as that form of substitution in which the item is replaced by nothing. But the mechanisms involved in the two are rather different, and also, at least in the case of ellipsis, fairly complex.” (Halliday and Hasan, 1976). Differs from the reference, substitution is more on the wording while the reference is more on the meaning.



1.7.2.2.1 Kinds of substitution

- 1) Nominal substitution : one, ones, same
- 2) Verbal substitution : do, did
- 3) Clausal substitution : so, not

Nominal substitution is a process of replacement of Nouns with ‘one’, ‘ones’ or ‘same’. Verbal substitution is a replacement process of Verbs with ‘do’ , ‘did’ or other auxiliary verbs. Clausal substitution is replacement process of clause, by ‘so’ or ‘not’. These substitution is aimed at avoiding the similar words to be repeated exactly at the next sentences or clauses. The examples of each type of substitution is presented below.

1.7.2.3 Ellipsis

Ellipsis is process which one item within a text or discourse is omitted or replaced by nothing. Ellipsis occurs when something that is structurally necessary is left unsaid, as it has been understood already. “Where there is ellipsis, there is a presupposition, in the structure that something is to be supplied. or ‘understood’. This is not quite the same thing as saying that we can tell from the structure of an item whether it is elliptical or not. For practical purposes we often can; but it is not in fact the structure which makes it elliptical. An item is elliptical if its structure does not express all the features that have gone into its make up all the meaningful choices that are embodied in it.” (Halliday and Hasan, 1976).

For example:

Have you been swimming?- Yes, I have (*been swimming*).
They do not like it, yet (*they*) said nothing.



1.7.2.4 Conjunction

Conjunction refers to a specification of the way in which what is to follow is systematically connected to what has gone before. Conjunctions is usually structure a text/discourse in a precise way and bring the presented elements into a logical order . Halliday and Hasan (in Brown and Yule11, 1983) mentions four types of conjunctions, namely additive, adversative, causal, and temporal.

- 1) Additive : and, or, furthermore, similarly, in addition
- 2) Adversative : but, however, on the other hand, nevertheless
- 3) Causal : so, consequently, for this reason, it follows from this
- 4) Temporal : then, after that, an hour later, finally, at least.

1.7.3 Lexical Cohesion

Lexical cohesion deals with the by the selection of vocabulary lexical items relate to each other and to other cohesive devices so that textual continuity created. Lexical cohesion concerns two distinct but related as collocation.

1.7.3.1 Reiteration

Reiteration is “the repetition of a lexical item, or the occurrence of a synonym of some kind, in the context of reference that is where the two occurances have the same referent” (Halliday and Hasan: 1976). Reiteration could be in the form of repetition, synonym, All these devices have the function of reiterating the previous item, either in an identical or somewhat modified form, and this is the basis for the creation of a cohesive tie between the items. Often the tie is strengthened by the fact that the items are co-referential (Tanskanen: 2006).



1.7.3.2 Collocation

Collocation is the use of “a word that is in some way associated with another word in the preceding text, because it is a direct repetition of it, or is in some sense synonymous with it, or tends to occur in the same lexical environment” (Halliday & Hasan, 1976). Collocation is probably the hardest lexical cohesion to analyze.

1.8 Research Method

The data of this study were taken from *The Fault in Our Stars* by John Green which was published in 2012. And in this part will tell the objective of research, and research design which will be used by researcher, which involve in this research.

1.8.1 The objective of Research

The objective research to explore *referential cohesion in novel entitled the Fault in Our Stars* by John Green. The data of this study were taken from John Green “The Fault in Our Stars” which was published in 2012. It is used as data source in this study because it consists of a set of sentences in which cohesive relations, including references, could be found.

The novel will be analyzed per sentence and the reference items found were classified in terms of the types of the reference, to find out whether they belong to personal, demonstrative or comparative reference in order to figure out how the reference items presented based on the theory of cohesion proposed by Halliday and Hasan in their book entitled *Cohesion in English* (1976).

Therefore, this paper focused on how to analyze the reference items presented in novel from John Green “*The Fault in Our Stars*”. The main reason of this writing is to apply some theories by some linguists, which are used as the concept of analyzing the reference items presented in the novel.



1.8.2 Research Design

The researchers used a qualitative method and content analysis as an approach. Researchers interested in researching or reading in this novel. Through this activity we can improve our writing better and your readers interested. Content analysis is a technique that allows researchers to study human behavior indirectly, through the analysis of their communication (Frankle, et., al. 2010: p. 477). The researchers chose to answer the questions of content analysis research “What kind of reference is often appears in the novel *The Fault in Our Stars* by John Green” and also “How the reference presented in the novel”. Qualitative methods try to understand a phenomenon by focusing on the total picture than to break it down into a variable (Ary, et al. 2010: pg. 29). The qualitative study used gain in-depth understanding reference in the novel *The Fault in Our Stars* by John Green. In qualitative research, the design is flexible and can change appropriate. Qualitative research design is often described as an “emerging” (Ary, et.al.2010: pg. 32).

1.9 Research Systems

In this part the researcher will tell about the steps of research, technique and instrument of collecting data which will be used by researcher, and data analysis.

1.9.1 Steps of the Research

This study used qualitative methods. Five basic steps followed by researcher who use qualitative research adopted from Fraenkle, et. al (2010: pg. 429)

1.9.1.1 Identification of the phenomenon to be studied.

The researcher identified typically topics based on experience, observation in the research settings, and readings on the topics. The researcher will identify the interest phenomenon in the investigation. The researcher is guided by research question particularly known as



foreshadowed questions. In particular question is chosen to represent the result.

1.9.1.2 Defining the participant.

In this step aims to classify the participants in accordance with phenomenon happened. Researcher decide to what degree she will become involved with the participants. In general, because of the nature of qualitative research, the researcher has close contact with the participants.

1.9.1.3 Data collection.

After writing foreshadowed questions the researcher moves on to collecting data. Data collection in qualitative research generally includes content analysis use review, observations, interviews, and document analyses.

1.9.1.4 Data analysis

In this step researcher will analyze through the readin and review of data. Qualitative research essentially engages analyzing, synthesizing, and reducing the information the researcher obtains from various sources into a coherent description of what she has observed.

1.9.1.5 Interpreting and representing

The researcher summarizes and explains the data that have been collected. Interpretations are made continuously throughout the course of a study and that involved discussion of how the findings fro this study relate to finding from past studies in his are.

1.9.2 Technique and Instrument of Collecting Data

The researcher used a qualitative method and content analysis as an approach. Researchers interested in researching or reading in this novel.



Through this activity we can improve our writing better and your readers interested. Content analysis is a technique that allows researchers to study human behavior indirectly, through the analysis of their communication (Frankle, et., al. 2010: p. 477).

1.9.3 Data Analysis

Data analysis in qualitative research is often done concurrently or simultaneously with the collection of data through a process of iterative, recursive, and dynamic. Maxwell (2005, pg. 95) cited in Ary, et al. (2010) describes the process as follows:

There are three stages to analyze the data according to Ary, et al. (2010: 481):

1.9.3.1 Familiarizing and organizing

Researcher should be familiar with the data through reading and re-reading the notes and transcripts, view and review the video tapes, and listened repeatedly to audio cassette. In addition, the main task of arranging a large body of information begins after socializing and started by making a complete list of the data source.

1.9.3.2 Coding and reducing

Coding is about the development of the concept of raw data. Wiersma (2000: 203) cited in Ary, et al. (2010: 483) shows that the encoding is analogous to getting ready for a rummage sale. Meanwhile, the decrease was the selection process relevant information observed from the participants. Steps of coding are and the coding tables can be seen in Appendices.

For example:

C1	: Chapter one
C2	: Chapter two
C1/1/1	: Chapter one/ first paragraph/ first sentence.
Nom. Demonstrative	: Nominal Demonstrative
Adverb. Demonstrative	: Adverbial Demonstrative



1.9.3.3 Interpreting and representing

The final step is interpretation, it about to bring out meanings, storytelling, provide an explanation, and develop a reasonable explanation. In qualitative data analysis is the actual writing of the research report, including the researcher's interpretations of what the data mean. Most qualitative research is reported in a novel, which often makes it more enjoyable to read than quantitative.

Below an example of analyzing data in this research:

No of Data	Sen tenc e	Personal Reference			Demonstrative Reference			Comparative Reference		
		Reference item		Presu ppose ditem	Rereference item		Presu ppose d item	Reference item		Presu ppose d item
		Anap horic	Catap horic		Anaphori c	Catap horic		Anap horic	Catap horic	
C1/1	1	He	-	Isac	-	The	Winte r	-	Same	Book
		She	-	Hazel	-	-	-	-	-	-



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