

**GRAMMATICAL COHESIVE DEVICES USED IN
GRETA THUNBERG'S SPEECH AT UNITED NATION
CLIMATE ACTION SUMMIT: A DISCOURSE ANALYSIS**



A THESIS

*Submitted to the Faculty of Cultural Sciences Hasanuddin University in
Partial Fulfilment for The Requirement to Obtain Bachelor's Degree
in English Department*

WRITTEN BY

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**ENGLISH LITERATURE STUDY PROGRAM
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LEGITIMATION

THESIS

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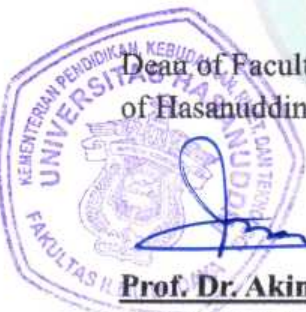
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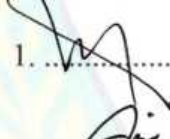





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AGREEMENT

On 8 March 2024, the Board of Thesis Examination has kindly approved a thesis by Ghaniyya Tri Alami (F041201086) entitled *Grammatical Cohesive Devices Used in Greta Thunberg's Speech at United Nation Climate Action Summit: A Discourse Analysis* submitted in fulfillment of one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, 8 March 2024

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Hereby, the writer declares that this thesis is written by herself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except quotations and references.

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Ghaniyya Tri Alami



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APPROVAL FORM

With reference to the letter of the Dean of Cultural Sciences No.1347/UN4.9.1/KEP/2022 regarding supervision, we hereby confirm to approve the thesis draft by **Ghaniyya Tri Alami (F041201086)** to be examined at the English Department, Faculty of Cultural Sciences.

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Makassar, March 2024

Best Regards,

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ABSTRACT

Ghaniyya Tri Alami. *Grammatical Cohesive Devices Used in Greta Thunberg's Speech at United Nation Climate Action Summit: A Discourse Analysis* (supervised by Ayub Khan and Ainun Fatimah)

The main goal of this study is to conduct a thorough analysis of the various types and functions of grammatical cohesive devices utilized in Greta Thunberg's speech at the United Nations Climate Action Summit 2019. Furthermore, this research aims to explore the rationale behind Thunberg's deliberate use of cohesive devices in her speech. In this research, the author uses qualitative descriptive methodology. The data is sourced from Greta Thunberg's speech video for the UN Climate Action Summit on September 23, 2019, from the YouTube platform. The data was collected by watching Thunberg's speech video and identifying the grammatical cohesive devices she used. The collected data were then analyzed using Halliday and Hasan's theoretical framework on grammatical cohesion, which includes four main categories, namely reference, conjunction, substitution, and ellipsis. The results revealed that Thunberg employed a total of 115 cohesive devices throughout her speech. Among the cohesive devices, references accounted for 86 instances, conjunctions for 28, and 1 instance of ellipsis. In her speech, Thunberg used reference to make it easier to refer to the object's names and avoid repetition, used conjunction to connect equivalent words and express causal relationships, and used Ellipsis to prevent a repetition of the same word in the same sentence.

Key words: Grammatical cohesive devices; speech



ABSTRAK

Ghaniyya Tri Alami. *Grammatical Cohesive Devices Used in Greta Thunberg's Speech at United Nation Climate Action Summit: A Discourse Analysis* (dibimbing oleh Ayub Khan dan Ainun Fatimah)

Penelitian ini bertujuan untuk melakukan analisis menyeluruh terhadap berbagai jenis dan fungsi perangkat kohesif gramatikal yang digunakan dalam pidato Greta Thunberg di Konferensi Tingkat Tinggi Aksi Iklim PBB 2019. Selain itu, penelitian ini juga bertujuan untuk mengeksplorasi alasan di balik penggunaan perangkat kohesif yang digunakan oleh Thunberg dalam pidatonya. Penulis menggunakan metodologi deskriptif kualitatif dalam penelitian ini. Data penelitian ini bersumber dari video pidato Greta Thunberg pada Konferensi Tingkat Tinggi Aksi Iklim PBB pada tanggal 23 September 2019 dari platform YouTube. Data dikumpulkan dengan menonton video pidato Thunberg dan mengidentifikasi perangkat kohesif gramatikal yang digunakannya. Data yang terkumpul kemudian dianalisis dengan menggunakan kerangka teori Halliday dan Hasan mengenai kohesi gramatikal, yang meliputi empat kategori utama, yaitu referensi, konjungsi, substitusi, dan elipsis. Hasil penelitian menunjukkan bahwa Thunberg menggunakan total 115 perangkat kohesif gramatikal di pidatonya. Di antara perangkat kohesif tersebut, terdapat 86 perangkat referensi, 28 perangkat konjungsi, dan 1 perangkat elipsis. Dalam pidatonya, Thunberg menggunakan referensi untuk mempermudah merujuk nama objek dan menghindari pengulangan, menggunakan konjungsi untuk menghubungkan kata-kata yang setara dan mengekspresikan hubungan sebab akibat, dan menggunakan elipsis untuk mencegah pengulangan kata yang sama dalam kalimat yang sama.

Kata kunci: Perangkat kohesif gramatikal; pidato



CHAPTER I

INTRODUCTION

A. Background

A good paragraph or discourse should have unity, cohesion, and coherence. The presence of cohesion and coherence might create unity in writing. Coherence and cohesion in writing are necessary for writing to be considered good or scientific. Cohesion can be attained when the ideas that need to be communicated are linked together to produce a coherent whole with a flow that the receiver or reader can follow. Coherence can be attained when phrases or paragraphs that are already cohesive or related have a meaning that makes sense.

In spoken or written discourse, cohesiveness can be accomplished by adopting a suitable grammatical cohesive device. Reference, conjunction, substitution, and ellipses are cohesion devices employed in/between sentences and paragraphs. They must be placed correctly to prevent the receiver or reader from becoming distracted or lost in the writing's flow. Therefore, the speaker or writer must first be familiar with grammatical cohesiveness in order to select or employ the appropriate cohesive devices.

Before focusing on unity, cohesion, and coherence, writing processes must be understood first. According to Harmer (2004, as cited in Siregar, 2014, p. 70), the writing process is divided into four stages: planning, drafting, editing, and the final version. At the editing stage, the writer pays close attention to the writing to

coherence and cohesion. To avoid confusing the receiver or reader, the must ensure proper flow or relation between words, sentences, and



paragraphs. These are components of cohesiveness, which can eventually lead to coherence.

Speech as a form of spoken discourse, primarily prepared in advance, is where a speaker conveys their purpose to a large audience. In writing their script, the speaker must ensure that what is conveyed is cohesive so the listeners can understand the content of the speech. However, sometimes the audience needs to be made aware of the cohesion devices used in the speech they are listening to, but they can conclude whether the speech is cohesive or not based on what they understand.

The inability of the listeners to identify the cohesion devices used by the speakers is proven by the small test conducted by the writer. The writer took a student population to do a test where they listened to the audio speech. They were asked to mark the word cohesion devices they heard and categorize them into reference, conjunction, substitution, and ellipsis. As a result, only one in five managed to mark and categorize half of the existing cohesive devices, and the remaining only a quarter of the current cohesive devices. This small test shows that it is difficult for listeners to identify and categorize cohesive devices from speech.

As previously explained, knowledge about cohesive devices is quite important so that the audience understands the meaning of the speech being delivered. However, in reality, some audiences are unable to categorize it and do not fully understand the content of the speech. Seeing how the audience of the

cannot categorize the cohesive devices used by the speaker, the writer raises them as a discussion in this study.



In this study, the writer chose Greta Thunberg's speech at the United Nations Climate Action Summit on September 23, 2019, which was broadcast on the YouTube platform as the object of research. The writer chose this video as the research object by considering several things. First, Greta Thunberg, the speaker of this speech, a 16-year-old teenager (in 2019) from Sweden, is an environmental activist working to campaign for global warming and world climate change issues. Second, as a teenager who does not use English as her first language, Greta Thunberg had the opportunity to speak at the United Nations Climate Action Summit, an international event to raise ambition to tackle climate change. These two considerations interested the writer in researching how Greta Thunberg uses Grammatical Cohesive Devices in her English speech at the Summit.

B. Identification of The Problems

Based on the background above, the writer sums up these problem as follows:

1. It is difficult for listener to differentiate the types of grammatical cohesive devices in speech.
2. Due to the lack of understanding the function of cohesive devices, audience has a hard time comprehend the speech.
3. There is a possibility that the speaker or writer can have trouble to select the best or proper cohesive devices.
4. Misinterpretation can occur when cohesive devices are used in an ambiguous or confusing way.



5. Excessive or inconsistent use of cohesive devices can disrupt the flow of the speech.

C. Scope of the Problems

Based on the identification of problems above, the writer limits the problem of the research to grammatical cohesive devices, more specifically their types and functions. Furthermore, the writer seeks to uncover the reason of using the grammatical cohesive devices. The writer focuses on the grammatical cohesion of Greta Thunberg's Speech at the United Nation Climate Action Summit on September 23rd, 2019.

D. Research Questions

According to the scope of the problem, the writer formulated the following problems that need to be resolved.

1. What are the types of grammatical cohesive devices were used in Greta Thunberg's speech at the United Nations Climate Action Summit?
2. What are the functions of grammatical cohesive device in Greta Thunberg's United Nation Climate Action Summit speech?
3. Why did Greta Thunberg use the grammatical cohesive device in her speech?

E. Objective of the Study

The objectives of the study are summarized as follows:

1. To find out the types of grammatical cohesive devices used in Greta Thunberg's Speech at the United Nations Climate Action Summit.



2. To reveal the functions of grammatical cohesive device in Greta Thunberg's United Nation Climate Action Summit speech.
3. To explain the reason why Greta Thunberg used the Grammatical Cohesive Devices in her speech.

F. Significance of the Research

The following is a summary of the study's significance:

1. It is anticipated that this study will advance discourse analysis, particularly in the area of grammatical cohesion. Additionally, it is anticipated to deepen comprehension and knowledge of Halliday and Hasan's current theory of grammatical cohesions, which outlines how to create coherence in spoken discourse and speech. The study aims to improve our theoretical understanding of language use and communication dynamics by providing new insights into the function of cohesive devices in forming speech structure and flow through careful analysis and interpretation.
2. This study holds practical significance as it can equip readers with the necessary knowledge and tools to facilitate effective communication. By incorporating these insights into their everyday lives and situations, readers help foster a more connected and cohesive global community. Readers can utilize the cohesion principles explained in this research to effectively communicate their ideas when drafting a persuasive argument, making a captivating presentation, or participating in meaningful dialogue.



CHAPTER II

LITERATURE REVIEW

A. Previous Study

In this section, the writer presents findings from three previous studies that have discussed cohesive devices in discourse.

The first one was by Indah in 2022 entitled “Grammatical Cohesive Devices in “Beauty and the Beast” Short Story”. In the review of literature, the author included cohesion, grammatical cohesion devices, short stories, and types of short stories. This study is only limited to focusing on the “Beauty and the Beast” short story’s most dominant cohesive device. According to the data, reference is the most dominant one with 77.3%, followed by conjunction at 20.4% and substitution with only 2.3%. After presenting the findings, the author provided a brief explanation of the three different sorts of references: personal, demonstrative, and comparative.

The next related study was “An Analysis of Grammatical Cohesive Device of the Short Story the Little Match Girl by Hans Christian Andersen” by Agus in 2016. The author provided a thorough description of each grammatical cohesive device, along with an explanation and example of each category. This study employed non-statistical analysis to identify reference of the grammatical cohesive devices employed in the short tale. Eighty-seven references made up the most-used reference. The author then separated his findings into two categories: anaphoric and cataphoric. This section contained a number of brief explanations of references and

ons of what each reference relates to. In conclusion, in the short story "The



Little Match Girl", there are a total of eighty-seven references. Eighty-one of them are anaphoric, while the remaining ones are cataphoric allusions.

The third was by Zia (2014) with the title of "An Analysis of Cohesion Devices in Political News of The Jakarta Post: A Discourse Analysis Approach". This research examined the cohesion devices employed in the *Jakarta Post* article. The author looked for grammatical and lexical cohesion devices in each sentence from the article of a political news story. The study's conclusions showed that the political news story from the *Jakarta Post's* online publication was cohesive. Due to the fact that the essay used the proper cohesive devices to link phrases, sentences, and paragraphs. As a result, the reader could easily comprehend the article.

The previous studies above are of course different from the study conducted by the writer. Although the three previous studies above and also the writer's study all discuss cohesive devices using Halliday and Hasan's theory regarding grammatical cohesive devices (1976), in this study, the writer focuses on grammatical cohesive devices in a speech. Whereas the previous study examined written texts. In addition, the writer also conducted this research to discover the most dominant grammatical cohesive devices used and why were they the dominant ones used.

B. Theoretical Background

Discourse analysis is a key area in linguistics that is devoted to understanding language in ways that go beyond its constituent parts. Its

ital goal is to investigate how linguistic components interact to create and cohesive discourse. Grammatical cohesive device analysis becomes a



focus point in this vast field because it provides insights into the structural mechanisms that give utterances meaning and coherence.

1. Discourse Analysis

Discourse analysis is a method for determining the meaning of words used in written or spoken communication that incorporates context, background knowledge, and knowledge sharing in the form of dialogue, argument, or even monologue. Every type of text, whether spoken or written, can be the subject of discourse analysis. In discourse analysis, the word "text" refers to any section of written or spoken language. Beyond the words, clauses, phrases, and sentences required for effective communication, discourse analysis extends knowledge about language to other linguistic constructs.

Zellig Harris first introduced the term discourse analysis in his 1952 paper entitled "Discourse Analysis." Harris defined the technique as a way to analyze cohesive speech or writing and to extend descriptive linguistics beyond the boundaries of individual sentences (1952, as cited in Kamalu and Tamunobelem, 2015, p. 169). Harris's definition of discourse analysis emphasizes the importance of studying cohesive speech or writing, highlighting the role of cohesion in establishing the coherence and meaning of discourse. It also highlights the relatedness of linguistic elements within larger communicative units.

Discourse analysis is not limited to examining the formal structures of language. It also endeavors to understand the functions of language in various social contexts. As such, this field of study analyzes the interplay between



written and spoken language, including conversational and institutionalized forms of communication and the broader contexts in which they are utilized.

2. Cohesion

The formal relationships that take place within and between clauses and sentences are referred to as cohesion. Cohesion, a fundamental aspect of discourse structure, denotes the intricate network of formal relationships established within and between clauses and sentences, serving to unify and streamline the flow of information within a text. Effective employment of cohesion enhances readability and comprehension, enabling readers and hearers to navigate complex texts or speech with greater ease while promoting the cohesive unity essential for conveying meaning effectively.

According to Baker (1992), cohesion is the network of lexical, grammatical, and other relations that create connections between different textual equivalencies (as cited in Dewi, 2016, p. 118). Through the identification of the intricate relationships among diverse textual elements, Baker's framework explains the fundamental mechanisms that foster coherence in communication. These many viewpoints stimulate deeper explorations into the broader linguistic landscape of texts by pushing scholars and researchers to investigate cohesion beyond cursory lexical and grammatical analysis.

Furthermore, Renkema (1993, as cited in Jambak and Gurning, 2014, p. 61) describe cohesion as the relationships formed when one literary element's

tion depends on another textual piece. This suggests that each section of should relate to the other sections, which can be made easier by using



cohesive devices. Through the skillful use of cohesive devices, writers can enhance the clarity and effectiveness of their writing, inviting readers to delve deeper into the interconnected web of ideas and meanings within the text.

Cohesive devices are useful tools that, when used wisely and skillfully, allow writers to create significant connections between individual sentences and segments of text, claim Fakeuade and Sharndama (2012, as cited in Dewi, 2016, p 118). Through the skillful use of cohesive devices, writers and speakers can lead readers and listeners through ideas in a logical order, aiding comprehension, and improving the overall understanding of their discussion. Fakeuade and Sharndama's perspective emphasizes how important it is to understand cohesive devices and use them to create coherent and captivating texts that engage readers.

According to Halliday and Hasan (1976, as cited in Flowerdew, 2013, p. 33), cohesion occurs when two or more parts of a discourse are dependent on one another, meaning that a discourse can only be successful when its constituent parts are interdependent. Moreover, they clarify that cohesiveness is achieved in part through vocabulary and in part through grammar; for this reason, they separated cohesion into two categories: grammatical cohesion and lexical cohesion.

a. Grammatical Cohesion

According to Halliday and Hasan (1976, as cited in Jayanti and Hidayat, 2021, p. 3), grammatical cohesion is defined as how grammatical features are linked across sentence boundaries. The four types of grammatical cohesiveness identified



lay and Hasan (1976, as cited in Flowerdew, 2013, p. 34) are reference, on, ellipsis, and conjunction. These devices are crucial while writing a

discourse to connect sentences with one another. Every one of these categories contributes in a unique way to the way that discourse is organized and moves along, helping the reader understand what is being discussed and making the ideas flow naturally.

b. Lexical Cohesion

The process of selecting vocabulary considering the connections between words and sentences is known as lexical cohesiveness. Reiteration and collocation are the two subcategories of lexical cohesiveness identified by Halliday and Hasan (1976, as cited in Flowerdew, 2013, p. 40). Reiteration is repeating something, usually to emphasize a point or make it clear using synonyms or superordinate words. Writers and speakers can increase the impact of their messages by intentionally using repetition in discourse. This allows them to more clearly and coherently lead the listener or reader through ideas in a logical order.

While synonyms are used in reiteration, hyponymy, and antonymy are used regularly together in collocation. Collocation is the study of the innate connections and relationships that exist between words as seen in natural language usage patterns. This could include cases of antonymy, in which words have opposing meanings or oppositional relationships, and hyponymy, in which words are hierarchically related as more specific or broader terms within a semantic field.

1. Grammatical Cohesion Devices

a. Reference



Reference words or phrases include things like personal and possessive pronouns, demonstrative adjectives, comparative reference, and definite articles

that may be recognized by looking at other sections in the text or the context. When a word refers to another word, it is called a reference. These linguistic strategies facilitate understanding and coherence by acting as signposts that direct readers to connect present material with previously mentioned or upcoming themes. By utilizing references, speaker is able to construct a coherent structure in which all of the parts work together in harmony, promoting a smooth transition of ideas and improving the communication's overall clarity.

Referencing serves both exophoric and endophoric purposes. Exophoric references move the reader away from the text and toward a presumed shared universe (McCarty, 1991, as cited in Augie, 2019, p. 19). It also aids in producing texts by connecting language to situational context. Thus, they make it possible to see the unity that is there in the circumstance but is not apparent in the text. For correct interpretation, an exophoric reference mostly depends on the surrounding contextual information, because of this dependence on context, it is frequently necessary to have a better comprehension of the situational elements, cultural understanding, or mutual knowledge amongst interlocutors in order to appropriately interpret the intended meaning.

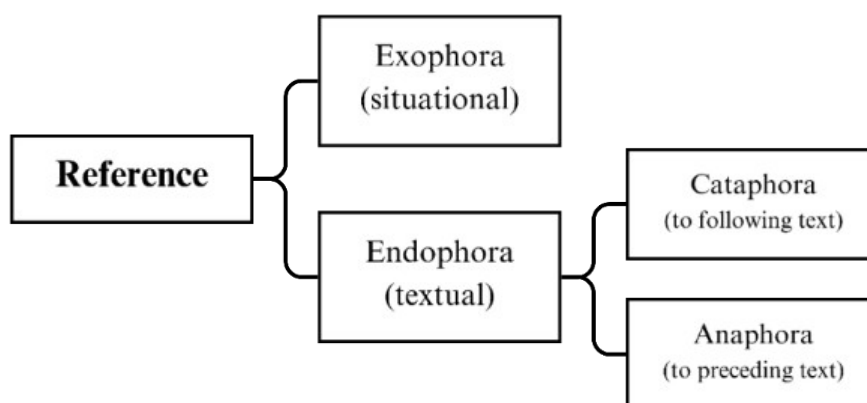
When the meaning of a reference is restricted to the text, this is known as endophoric. There are two types of endophoric allusions: anaphoric references and cataphoric references. Anaphoric actions require searching the text for the referent in the past, whereas cataphoric activities require searching the text in the present.



g to Gundel (2005, as cited in Sabaniyah et al., 2023, p. 639), anaphoric references are critical elements that substantially affect how a reader

organizes a text. Anaphoric references refer to the utilization of a term or phrase in a later sentence or clause that refers back to a previous mention in the text. Cataphoric references are not commonly employed, which refer to a subject that appears later in the text. This is because they suggest that the speaker or writer intends to introduce the subject later rather than immediately identifying it (Awwad, 2017 as cited in Sabaniyah et al., 2023, p. 639).

Figure 1. The system of reference



There are three sorts of reference as a cohesive tool: personal reference, demonstrative reference, and comparative reference (Halliday and Hasan, 1979, as cited in Satria and Handayani, 2018, p. 146).

1) Personal Reference

Personal references are crucial in giving individuals in discourse an identity and a purpose in both written and spoken communication contexts. Personal pronouns, possessive adjectives, and possessive pronouns are the three different categories into which personal references are categorized in this intricate process.



Category adds to the complex representation of an individual's function and tip within the storyline.

Table 1. Specification of reference

Specification	Example
Speaker only	I, me, mine, my
Speaker and other person	we, us, our, ours, they, their, them
Addressee	you, your, yours
Other person, male	he, him, his
Other person, female	she, her, hers
Object	it, its
Generalized person	one, one's

2) Demonstrative Reference

Demonstrative reference involves a verbal pointing gesture that directs attention to a specific location along a scale of closeness or spatial relationship. This intricate linguistic phenomenon allows speakers to indicate and emphasize the proximity of an object, person, or idea in relation to themselves or the listener. One of the defining features of the demonstrative reference is its capacity to refer to temporal distance, which can be referred to as temporal or situational reference, according to the terminology established by Quirk (1985, as cited in Novaković, 2019, p. 394). It consists of selected demonstratives separated into proximity far and closeness near categories and neutral demonstratives, which are represented by



Table 2. Specification of demonstrative reference

Specification	Example
Proximity near	this, these, here, now
Proximity far	that, those, there, then
Neutral	the

3) Comparative Reference

Comparative reference implies by definition the placing of two or more objects or ideas side by side in a discourse, allowing readers or listeners to analyze and determine what parallels, divergences, or degrees of similarity exist between them. This work has two main categories of references: general and specific. The comparison that considers similarities and dissimilarities is a general comparison. On the other hand, comparisons that are specific to quantity or quality are referred to as particular comparisons.

Table 3. Specification of comparative reference

Specification	Example
Identity	same identical, equal identically
Similarity	similar additional, similarly likewise so
Difference	other different else, differently otherwise
Quality	better, worse



Quantity	more, less
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b. Conjunction

Conjunction links phrases together and occasionally helps them become more concise. Language scholars hold varying opinions regarding the types of conjunctions. Baskervill and Sewell, Arthur, Lester, and Eckhard-Black classify conjunctions into two types: coordinating and subordinating (as cited in Unubi, 2016, p. 203). In contrast, the traditional classification comprises three types of conjunctions: coordinating, subordinating, and correlative. Meanwhile, Halliday and Hasan propose four types of conjunctions that help establish coherence in English: additive conjunctions, adversative conjunctions, causal conjunctions, and temporal conjunctions.

1) Additive

The purpose of an additive conjunction is to provide more information without altering the information in the preceding sentence of the expression. Additive conjunctions serve to structurally coordinate or link ideas by adding to the proposed item. These conjunctions are typically signaled by words such as "and," "also," "furthermore," and "in addition." Conversely, additive conjunctions may also serve to negate the proposed item, signaled by words such as "nor," "and...no," and "neither."



Table 4. Specification of additive conjunction

Specification	Example
Simple	and, and also, and too, nor: and..., no, neither
Complex	further (more), moreover, additionally, besides that, in addition, another thing, alternatively
Comparative	likewise, similarly, in the same way, in this way, on the other hand, in contrast, conversely, while that is, this is
Appositive	I mean, in other words, thus for instance, for example

2) Adversative

Adversative meaning opposes anticipation since expectation may be generated from the communication process, the speaker-hearer context, or the substance of what is being stated. Adversative conjunctions are utilized to express a comparison or contrast between sentences. Examples of such conjunctions include

... on the other hand," "however," "yet," "though," and "only."



Table 5. Specification of adversative conjunction

Specification	Example
Adversative relation	yet, though, only, however, nevertheless, despite, all the same
Contrastive relation	but, and, however, on the other hand, at the same time, as against that
Corrective relation	instead, rather than, on the contrary

3) Causal

The causal conjunction indicated the outcome, motivation, and goal. Often, this conjunction appears in the first phrase or sentence. Causal conjunctions serve to clarify the reason or cause behind a statement. Examples of such connectors include "then," "so," "hence," and "therefore."

Table 6. Specification of causal conjunction

Specification	Example
External	So, then, hence, therefore, consequently, because of this, for this reason, as a



	result, in consequence, with this in mind
Internal	For, because, it follows, on this basis, arising out of this, to this end, in that case, that being so, under the circumstances, otherwise, in this regard

4) Temporal

Temporal conjunctions are a type of conjunction that connect two clauses or sentences by indicating a temporal relationship between the events or actions described. These conjunctions link actions or events in time, indicating when something happened, will happen, or is happening in relation to another action or event. Temporal conjunctions convey the sequence of events between clauses. Examples of such conjunctions include "next," "secondly," "then," and "in the end." Temporal conjunctions are essential for creating coherence and clarity in writing, as they help to organize ideas chronologically and establish a clear timeline for the events or actions being described.

Table 7. Specification of temporal conjunction

Specification	Example
Simple	Then, next, after that, just then, at the same time,



	before, previously, finally, at last, first, second, in the end
Complex	At once, thereupon, soon, next time, an hour later, until then, at this moment, secondly, up to now, at this point, from now on

c. Substitution

The act of substituting one thing for another allows a writer to avoid using the same word again (Halliday and Hasan, 1976, as cited in Sari, 2021, p. 3372). Substitution refers to the process of replacing a word or phrase with another word or phrase that has a similar function or meaning within a sentence or discourse. This replacement maintains the syntactic structure and semantic coherence of the sentence while providing variation or emphasis. A word or phrase is substituted for another when it is either nominal, verbal or at the level of the entire clause. Based on their basic characteristics, Halliday and Hasan (1976, as cited in Sari, 2021, p. 3372) categorize substitution into three types: nominal substitution, verbal substitution, and clausal substitution.

1) Nominal



Nominal substitution, also known as pronominal substitution, is a non where a noun phrase is replaced by a pronoun within a sentence or

discourse. This substitution maintains the coherence and flow of the text while avoiding unnecessary repetition of the same noun phrase.

Table 8. Specification of nominal substitution

Specification	Example
Noun head	one, one's
Nominal Complement	the same

2) Verbal

Verbal substitution is particularly useful for avoiding repetition, emphasizing certain actions, or achieving stylistic variation in language. While it may not be as common as nominal substitution or other types of linguistic substitutions, it nonetheless plays a valuable role in enhancing the flow and clarity of discourse.

Table 9. Specification of verbal substitution

Specification	Example
For verb	do, do so, can, can do, does, did, done

3) Clausal

Clausal substitution refers to a form of substitution where the contrasting element is given outside the clause and the one that is presupposed is not an element within the clause but rather the entire clause. Clausal substitution replacing a whole

denoted by "not" in a negative environment and "so" in a positive
ent.



Table 10. Specification of clausal substitution

Specification	Example
Positive	so
Negative	not

d. Ellipsis

Ellipsis is the removal of a word or phrase from a structure that must be added in order for it to be grammatically correct but which may still be understood since it has previously been declared or communicated. It is a typical component of written and spoken language that serves to keep the discourse flowing, simplify expression, and prevent repetition. This is especially common when the words left out are unnecessary or can be deduced from the context.

Table 11. Specification of ellipsis

Specification	Example
Nominal	other, another
Verbal	have, has
Causal	had at



C. Conceptual Framework

Figure 2. Conceptual framework

