

Grammatical Cohesion in Three Children Short Stories by Aesop

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KEYWORDS

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ABSTRACT

The aim of this study is to analyze the grammatical cohesion used in the three famous children short story entitled 'The Ant and The Grasshopper', 'The Lion and The Mouse' and 'The Tortoise and The Hare', by Aesop. This study used descriptive qualitative method to describe the grammatical cohesion found in the stories. The unit analysis of this study is every clause using cohesive devices found in the short stories. The data in the form of children short stories were taken from the website of <https://americanliterature.com>. The framework proposed by Halliday and Hasan (1994) was used to analyze the data. The steps to analyze the data are reading the whole texts, identifying and categorizing the grammatical cohesive devices used in them, then analyzing the finding to show what grammatical cohesive devices are mostly used and also to show whether the texts are cohesive or not. The results showed that the most dominant cohesive devices used in the three children short stories by Aesop are reference then followed by conjunction. Most references and conjunctions used in the short stories are used correctly to make the texts cohesive.

INTRODUCTION

Children's literature holds a significant place in the development of young minds, shaping their understanding of the world and providing moral and ethical guidance through engaging narratives and characters. According to Heri (2019) in Rahayu et al (2021) a short story or short story is a piece of writing that describes human life in a certain location and time period. Short stories are stories that focus on the smallest aspect of fiction. The existence of short stories is not only because of their shorter length than novels, but also because of the very limited scope of the problem. According to Hidayati (in Arianti, 2020) short story is a form of prose essay which has relatively little capacity, can be read in a short time, which means it doesn't take long to read it. Overall, a short story can be explained as a story or narrative that is relatively short in its nature and imagination, and the unity of the story can be seen from the elements that make it up. A short story is a part of the discourse of narrative that involves a person as an actor, time and place as the story background, and another thing to create a story so that it does not seem less attractive to the reader (Kusumastuti, 2020). The storyline of a short story such as the words, phrases, sentences, and the plot is has a purpose and a message from the writer to convey to readers, it means that a good reading text unity is needed as an important element. Therefore, it is essential for a short story or a text to have cohesion especially in children's short story as it have to be easy to understand.

The selection of children's literature for this analysis is not incidental; this story is carefully crafted to appeal to young readers. This study holds educational implications, providing educators and parents with a deeper comprehension of the linguistic tools used in children's literature. Such insights can enhance the way stories are taught and discussed, fostering critical thinking and language awareness among young readers. This

paper employs discourse analysis to explore the use of grammatical cohesion in the three famous children short story entitled 'The Ant and The Grasshopper', 'The Lion and The Mouse' and 'The Tortoise and The Hare' by Aesop. Aesop was a Greek fabulist credited with a collection of stories known as Aesop's Fables. We feature them in our Favorite Fairy Tales. Fables feature an important moral or "life lesson" that is usually wrapped up in a clever final pronouncement delivered with proverbial flair; "There's a time for work and a time for play", "Slow and steady wins the race", "Familiarity breeds contempt", and "A kindness is never wasted". Though Aesop's own story is a result of myth and legend, it is widely believed that he was a slave from Phrygia, around 600 BC. Aesop lived at the court of King Croesus, after having served many masters as a slave. He shared his wisdom and clever wit by telling humorous tales, while serving on several missions at the pleasure of the King. Cohesion, as defined by Halliday and Hasan (1976), refers to the linguistic features that bind a text together, creating a sense of unity and coherence. Grammatical cohesion, in particular, employs grammatical elements to establish relationships between sentences and paragraphs. Grammatical cohesion, which encompasses the cohesive ties and devices that bind text together, plays a crucial role in shaping the coherence and meaning of narratives. Through a detailed analysis of the story, this study aims to uncover how Aesop employs grammatical cohesion to enhance the thematic character development, narrative structure, and emotional impact of the three famous children short story entitled 'The Ant and The Grasshopper', 'The Lion and The Mouse' and 'The Tortoise and The Hare' by Aesop.

Some previous studies have been conducted by some scholar such as Sari Indah (2022) who conducted a study on "Grammatical Cohesive Devices in "Beauty and the Beast" Short Story". She discovered that there are types of grammatical cohesive devices in the Beauty and the Beast short story namely reference, substitution and conjunction, reference is the most dominant type in that short story. Ardi and Yanti (2023) also conducted a study entitled 'An Analysis Of Grammatical Cohesion In The Little Mermaid Short Story By Hans Christian Andersen' who discovered that based on the analysis, the writer got 55 of data and divided it into four types, where the reference has 26 examples (21 personal references, 5 demonstrative references), substitution 7 examples (5 nominal and 2 verbal), ellipsis 3, conjunction 19 examples (6 additives, 7 adversatives, 3 causal, 3 temporal). So the dominance of references that are often used in the story is presented by nominal references and demonstrative references in this short story. This research is different from the previous research. First, this research uses different data. Second, this research focus is not only one but three of Aesop's work entitled 'The Ant and The Grasshopper', 'The Lion and The Mouse' and 'The Tortoise and The Hare'. This research is also analyze only children's short stories which make the aim of this article isn't only for knowing the grammatical cohesion used but what kind of text structure is used in portraying a motivational and meaningful story according to children.

METHOD

The short stories was taken from the website <https://americanliterature.com> with a short story entitled 'The Ant and The Grasshopper' (<https://americanliterature.com/author/aesop/short-story/the-ant-and-the-grasshopper/>), 'The Lion and the Mouse' (<https://americanliterature.com/author/aesop/short-story/the-lion-and-the-mouse/>), and 'The Tortoise and The Hare' (<https://americanliterature.com/author/aesop/short-story/the-tortoise-and-the-hare/>). In order to obtain the data source, the writer examined the children short stories in the website <https://americanliterature.com>, choosing the short stories that would be analyzed, and downloaded the texts for analytical purposes. Following that, the author will do a structured method which are; 1). Reading the theory of cohesive devices, 2). Reading the short stories to understand the story, 3). Reading the whole stories and finding the cohesive devices, 4). Coding the cohesive devices found in the short stories. After the data have been collected, the researcher turns to the task of analyzing. The analysis of data requires a number of closely related operations such as establishment of categories, the application of these categories to raw data through coding (Kothari. 2004: 18). The researcher used a technique of data coding in order to make the analysis simpler and easier. The classifications of cohesive devices are: Reference (R),

Substitution (S), Ellipsis (E) and Conjunction (C). In this paper, qualitative research is the research method used. Qualitative research is to explore and understand the meaning of individuals or groups to describe a social or human problem (Creswell, 2007). The goal of qualitative research is to comprehend and investigate how people or groups interpret social or human issues (Creswell, 2007). By using descriptive qualitative method, then, this researcher explains and describes about cohesion which occurs in the short story. Due to the use of qualitative research, the data are texts in which sample is chosen based on certain criteria related to research problems. Therefore, the technique of sampling in this research is purposive sampling. According Sutopo (2006), qualitative research does not choose sample randomly, indeed it tends to choose the sample which have related data with the problem being investigated.

RESULTS AND DISCUSSION

Result

According to Halliday and Hasan (1994), coherence makes it possible for semantic relationships between language elements to be systematic. This implies that cohesion is a semantic structure as well, meaning that cohesion is the result of the linguistic associations present in a discourse-forming utterance. Moreover, lexically and grammatically cohesive meanings must be cohesive within a single text, according to Halliday and Hasan's division of meaning coherence into two categories. Richards states, in agreement with Halliday and Hasan, that coherence is a lexical and grammatical relationship between various elements in a single text; this relationship may take the shape of relationships between several phrases inside a single sentence. Four categories of grammatical cohesive devices—reference, substitution, ellipsis, and conjunction—were established by Halliday & Hasan in 1976. It found that there were two types of grammatical cohesive device in short stories such as reference and conjunction. Moreover, the most dominant type was reference, anaphoric (41%). Followed by conjunction, temporal conjunction. (23%). The description of the finding can be seen as the following table:

Table 1 Cohesion findings in the three short stories

Cohesion		Σ	%
Reference	Anaphoric	27	41%
	Cataphoric	5	8%
Conjunction	Temporal Conjunction	15	23%
	Causal Conjunction	5	8%
	Additive Conjunction	10	15%
	Adversative Conjunction	4	6%
		66	100%

1. Reference

In a news item, book, or story, there are participants who are connected to one another. In this case, we can have a cohesive relationship that provides meaning because the reference used to identify the participants through text can also be used to track or recall the participants. Reference, according to Halliday and Hasan (1976:31), is the particular degree of accuracy of the data that is indicated for recall. In addition, the relationship between words and extralinguistic reality is the focus of reference. A reference is when two words are used to refer to each other. The references can be divided into two categories: anaphoric and cataphoric. Furthermore, reference is defined as the meaning relationship that connects the pro-form/substitute to which a given thing or condition is fully expressed lexically. Pointing forward or backward is done with pronouns and certain phrases. By making connections between elements, reference creates

coherence. A reference system is one that uses text to introduce participants while also keeping track of their identities (Gerot and Wignell 1994: 170). Therefore, reference materials can generally be both anaphoric and cataphoric.

a. Anaphoric

Anaphoric reference signifies a word or a phrase that refers to another word or phrase used earlier in the text.

Excerpt 1

The Ants shrugged their shoulders in disgust. (The Ant and The Grasshopper)

The word 'their' is categorized as anaphoric because it refers back to a previously mentioned noun or group of nouns. Specifically, 'their' refers back to 'Ants,' which is mentioned earlier in the text. Anaphoric reference helps maintain coherence and clarity in the text by connecting pronouns to their antecedents, thereby avoiding repetition and enhancing readability. In this case, 'their' directly links the action of shrugging shoulders to the group of Ants described in the story, reinforcing the collective action and emotion attributed to them.

b. Cataphoric

Cataphoric reference describes the use of a word or phrase that refers to another word or phrase which is used later in the text. Cataphoric reference is less common in speech but can be used for dramatic effect in writing. It occurs when the reader is introduced to someone as an abstract, before later learning his or her name.

Excerpt 2

Roused from his nap, the Lion laid his huge paw angrily on the tiny creature to kill her. (The Lion and The Mouse)

The word 'his' in the phrase 'rouse from his nap' is categorized as cataphoric because the word refers to another word which is used later after the word 'his'. In this case, the word 'his' refers to 'the lion'.

2. Substitution

According to Halliday and Hasan (1976), substitution is the process of changing one lexical item for another in order to prevent repetition. Furthermore, Renkema (2004:101) defines substitution as the act of substituting a "dummy" term for a word (group) or sentence segment. Here, "dummy word" refers to a different term with the same meaning. This indicates that nothing is left out of the text; instead, the author replaces any omitted words with ones that are related to the original. Three categories of substitution are distinguished by Halliday and Hasan (1976) according to their innate characteristics. There are nominal substitution, verbal substitution, and clausal substitution.

3. Ellipsis

Ellipsis occurs when a word or part of a sentence is left out. Halliday and Hasan (1976) define an ellipsis as something that is left unsaid, referring to the elimination of a word or phrase from a text. Even so, the reader can still understand it because it has already been said or expressed. It demonstrates how the words in a text are related. Furthermore, according to Paul and Goione (1973), ellipsis is employed to substitute words that

are removed from the midst of a quoted sentence. This indicates that omitted words are substituted with new ones that are still related to the original topic. Additionally, to prevent repetition, there is an ellipsis. Furthermore, there are three different forms of ellipses: clausal, verbal, and nominal.

4. Conjunction

A sentence has relation with another sentence. Halliday and Hasan (1976) mention that there are a number of possible ways in which the systems allow for the parts of a text to be connected to one another in meaning. Conjunction is the marker that used in order to describe the relation between clauses and demonstrate a meaningful relationship between them. Conjunction differs greatly from the previously discussed cohesive devices in that it adds not only meanings of their own but also creates ties between entire segments of text of various lengths. Halliday and Hasan (1976) identify four types of conjunction in English: additive, adversative, causal, and temporal.

a. Additive conjunction

Additive conjunction simply connects two statements together. The examples are and, or, nor, additionally, moreover, additionally, besides that, add to this, additionally, and another thing; alternatively, incidentally, by the way, likewise, similarly, in the same way, in this way, on the other hand, by contrast, conversely, that is, that is, to put it another way, for example, and thus (Halliday and Hasan 1976).

Excerpt 3

A timid little Mouse came upon him unexpectedly, and in her fright and haste to get away, ran across the Lion's nose. (The Lion and the Mouse)

The word 'and' in the phrase is categorized as additive conjunction because it joins two similar or related ideas together. In this context, 'and' connects two states or conditions of the Mouse: her fright and her haste to get away. It indicates that these two actions or emotions occurred simultaneously or in close succession. Therefore, 'and' serves to link the Mouse's emotions and actions, showing how they are closely related in the narrative.

b. Adversative conjunction

An adversative conjunction contrasts or expresses opposition to a sentence. According to Halliday and Hasan (1976), adversative conjunctions are nonetheless, but, however, nevertheless, yet, in spite of this, despite this, all the same, at the same time, in reality, as a matter of fact, actually, in point of fact, instead, rather, on the contrary, at least, rather, I mean.

Excerpt 4

The Hare was much amused at the idea of running a race with the Tortoise, but for the fun of the thing he agreed. (The Tortoise and the Hare)

The word 'but' in the phrase is categorized as adversative conjunction because it introduces a contrast or opposition between the Hare being amused and his subsequent agreement to run the race. 'but' express the change in the Hare's attitude from amusement to agreement, showing a shift in his perspective or intention.

c. Causal conjunctions

Words and phrases that introduce a cause, explanation, or reasons for a certain action within a sentence are known as causal conjunctions. The following are examples of causal conjunctions: because, so, thus, hence, therefore, consequently, accordingly, because of this, on account of this, it follows, based on, as a result, in consequence, arising out of this, for this purpose, with this in mind/intention, to this end, then, in that case, that being the case, in such an event, under the circumstances, otherwise, apart from this (Halliday and Hasan in Paltridge 2012).

Excerpt 5

His fiddle under his arm, came up and humbly begged for a bite to eat. (The Ant and The Grasshopper)

The word 'for' in the phrase is categorized as causal conjunction because it is used to show the reason why the grasshopper's fiddle under his arm came up.

d. Temporal conjunctions

As the writer mentioned on the previous page, temporal conjunctions are used to link or unite one sentence to another with a specific transition signal. According to Halliday and Hasan in Paltridge (2012), these are the temporal conjunction items then, next, afterwards, after that, subsequently, at the same time, before that, previously, at once, thereupon, presently, later, after a time, sometimes earlier, next time, this time, the last time, etc.

Excerpt 6

The Tortoise meanwhile kept going slowly but steadily, (The Tortoise and The Hare)

The word 'meanwhile' in the phrase is categorized as temporal conjunction because it indicates a temporal relationship between two events or actions. Specifically, 'meanwhile' is used here to denote that while one action (the Tortoise continuing to move slowly but steadily) is ongoing, another event or action is occurring concurrently or shortly thereafter. It implies a temporal sequence or simultaneity of actions. 'Meanwhile' here is crucial in showing that while the Tortoise is advancing steadily, something else might be happening concurrently or immediately after, setting up anticipation or contrast in the narrative.

Discussion

The types of cohesive devices used in the research of grammatical cohesion in three Aesop's short stories provide fascinating novel understandings into how these devices support the narratives' overall coherence. In line with Halliday and Hasan's (1994) argument, coherence guarantees the semantic connections among discourse sections, thus enhancing the linguistic structure of the discourse. The present study is consistent with their framework in that it examines the grammatical components of cohesiveness in the chosen texts. The four categories of cohesive devices—reference, substitution, ellipsis, and conjunction—classified by Halliday and Hasan (1976) offer a systematic approach for finding and analyzing these devices in the short stories. The two main categories identified in the texts analyzed were conjunction and reference. Anaphoric reference, which accounted for 41% of the coherent instances found, was the most common type of reference. Anaphoric reference is the practice of bringing up a subject or idea that has already been discussed in the text. By connecting recent material to previous discourse, this method plays a role in coherence and makes it easier for the reader to understand a story. Temporal conjunctions accounted for 23% of the cohesive devices found, making them the second most common cohesive device. Within the narrative chronology, temporal conjunctions define the temporal links between events or acts. They contribute in the story's overall structure, function as a framework for the sequence of events, and provide

temporal context.

CONCLUSION

The results highlight how important grammatical coherence is to improve the coherence and comprehension of narratives. The coherent methods used in Aesop's short stories, like temporal conjunctions and references, enable readers comprehend what happens. Comprehending the sequence and varieties of cohesive strategies employed in these stories has consequences for both literary study and education. Cohesive analysis offers understandings of character development, narrative structure, and thematic coherence in literary analysis. From an educational standpoint, identifying and instructing cohesive devices can assist students in understanding and crafting coherent stories. Future research should examine lexical cohesion and how it interacts with grammatical aspects in Aesop's narratives, while this study concentrated on grammatical coherence. Furthermore, expanding the scope of the research by including a greater collection of Aesop's tales or contrasting them with stories by other writers may offer more comprehensive understandings of coherent techniques in various literary contexts. In summary, the discourse analytic approach to grammatical cohesion in Aesop's short fables offers understanding of the ways in which linguistic devices support the coherence and narrative flow of these timeless tales, therefore enhancing our comprehension of them.

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