



## **AN ANALYSIS OF COHESIVE DEVICES IN HIRATA'S "THE RAINBOW TROOPS" NOVEL**

**Nabila Khoirunnisa<sup>1</sup>, Jufrizal<sup>2</sup>, Leni Marlina<sup>3</sup>**

English Department

Faculty of Languages and Arts

Universitas Negeri Padang

email: [nabilakhoirunnisa@yahoo.com](mailto:nabilakhoirunnisa@yahoo.com)

### **ABSTRACT**

Novel is a kind of literacy work that contains of sentences. Every sentences has grammatical and lexical devices in sentences or text that is called cohesive devices. This study aims at to know the types of cohesive devices in novel written by an Indonesian popular writer, Andrea Hirata. The title of the novelis *Laskar Pelangi*, that novel has been translated into English entitled "The Rainbow Troops". This Study analyze English version of this novel. The method to analyze is descriptive qualitativee. The data of this study are all sentences that contain of cohesive devices in chapter 30 of this novel. The result of this study show that, all types of grammatical and lexical devices exist in chapter 30. Where, grammatical devices is the mostly used in this chapter. Reference devices are the mostly used than the two grammatical, substitution and conjunction. Personal reference is a type of reference devices. It can be proved base on discussion of this research, give the fact that reference device is a criteria of child literature, in this case is Andrea Hirata's *The Rainbow Troops* novel talk about children and their childhood. From the previous study also concluded that, children writing also have reference devices as the most frequently used in their writing about literature.

**Keywords:** Cohesive devices, grammatical devices, lexical devices

### **A. INTRODUCTION**

Language is a main tool of human in doing communication. Language use by people everywhere in the world. Language can be defined as means of communication that is used daily by people to communicate each other. There are two types of language as a means of communication, spoken and written

<sup>1</sup> English ELLSP of English Department of FBS Universitas Negeri Padang graduated on March 2018

Lecturer of English Department of FBS Universitas Negeri Padang

<sup>2</sup> Lecturer of English Department of FBS Universitas Negeri Padang

<sup>3</sup> Lecturer of English Department of FBS Universitas Negeri Padang



language. Spoken language can be in the form of conversation, dialogue and speech. Written language is reflected in forms of short story, magazine, newspaper, novel, etc.

Novel is a kind of literary work contains of compact sentences. Every sentence contains of related words. Every author has different way to create novel by use their own words. Novel is a long story relates one part to other part. A word relates with other words and they became sentences by using cohesive devices. In creating sentences to become text, a writer needs term to use cohesive devices to make their writing cohesively written. A term for one occurrence of cohesive relation items call a "tie". It means that, relation between the first word to other word which refers to the first word. The concept of tie makes the possibility to analyze a text in terms of its cohesive properties, and give systematic account of its pattern of texture. Cohesive devices are grammatical and lexical devices which contains in sentences or text.

Cohesion is a unit that exists in text and relates the meaning of words. Text said in cohesively written if the sentences consist of cohesive devices. Halliday and Hasan (1976) classified five types of cohesive devices, they are substitution, ellipsis, reference, conjunction and lexical cohesion. Every writer has the different ways in conduct cohesive devices in text. It's depend on author's knowledge and experience. The ability to conducting cohesive devices in sentence is the important element to create a novel. There is no grammatical and lexical cohesion without cohesive devices. Cohesion occurs where the interpretation of some element in discourse depends on another.

In this study, writer analyzed a novel from Andrea Hirata that has been translated to English language, with title is "*The Rainbow troops (2009)*". The use of cohesive devices in English and Indonesian version is different. Indonesian version contains a few of cohesive devices rather than English version. There is so many cohesive devices found in English. This fact can be seen through the preliminary study has been done by writer. Cohesive devices not only found in nominal group of word and also found in verbal, clausal and other group of words. The sentences in novel contain of grammatical and lexical devices. This novel is a controversial novel from Andrea Hirata, because of topic that instead in novel described the condition of education in Belitung Island. This novel has sold more than 5 million copies. However, that number was one of the greatest and has broken the book selling record. It is significantly surprising, a pop literature so called "*The Rainbow Troops*" has read by million people in Indonesia.

Based on the previous studies about "*The Rainbow Troops*" novel, there are some topics has been discussed. Such as Hanna (2015) studied about "*Mimicry and Ambivalence in Andrea Hirata's The Rainbow Troops*". Kusyono (2016) has done a study entitled "Declarative sentence pattern in "Laskar pelangi" and "The Rainbow Troops" : A Translation Study of Indonesian To English. The next study from TELL-US Journal, this study is from Wieka Barathayomi (2002). This study talk about "*The Translation of Similes in Andrea Hirata's The Rainbow troops*". So many linguists conducted study by

choose "*The Rainbow troops*" novel as a source of data to analyze. But, from the previous study analyzed all types of cohesive devices in novel "*The Rainbow Troops*" is less. So many writers studied about *The Rainbow Troops* novel with analyze outside element of this novel. From all of previous study about *The Rainbow Troops* above analyze the topic that outside of cohesive devices, maybe several study about cohesive devices from several types. In this study, writer analyze all types of cohesive devices in this study.

This is one example of using cohesive device element in *The Rainbows Troops* ' novel: **They (page 1 Paragraph 1 Chapter 1)**

There was an old man with a patient face, **Bapak K.A Harfan Efendy Noor**, or Pak Harfan the school principal- and **a young woman wearing a *jilbab***, or headscarf, Ibu N.A. Muslimah Hafsari, or Bu Mus for short. Like my father, **they** also were smiling (Line 5).

In paragraph above, the word *they* ties with word noun *Bapak K.A Harfan Efendy Noor* and *Ibu N.A. Muslimah Hafsari* in the sentences. The form of the word *they* refers backward to the noun *Bapak K.A Harfan Efendy Noor* and *Ibu N.A. Muslimah Hafsari*, so this is called an anaphoric reference relationship. The word *they* has closed meaning to the noun *Bapak K.A Harfan Efendy Noor* and *Ibu N.A. Muslimah Hafsari* and the word *they* is mentioned after the noun *Bapak K.A Harfan Efendy Noor* and *Ibu N.A. Muslimah Hafsari*.

This study can be seen from some fields of study, such as from pragmatics, semantics and discourse analysis. The writer limited the study in discourse analysis with topic is cohesion in text by analyzing cohesive devices because cohesion makes conclusion whereas novel use the best relationship of sentences and meaning of one word to others. Bachman and Palmer (1996:13) suggest that "a good text should be cohesive". The paragraph in novel should be tied together. They link one word to others closely by using cohesive devices. Cohesive devices are an important aspect to create texts and to make the sentences relate together. The purpose of this study is to analyze what types of cohesive devices element in the sentences used in chapter 30 of *The Rainbow Troops* novel.

Halliday and Hasan (1976:4) classified five types of cohesive devices, they are **Substitution, Ellipsis, Reference, Conjunction and Lexical Cohesion**". The types of cohesive devices above categorized into two major groups, they are grammatical and lexical. First, substitution is a relation between linguistic items, such as words or phrases. Substitution is used when the writer wants to repeat the same word by using a semantically similar word in the text. Halliday and Hasan, (1976:89) define that "substitution as connection of words or phrases which use repetition *one, ones* and *same*. There are three types of substitution, nominal, verbal and clausal substitution. The following is a list of the items that occurs as substitutes:

Nominal: *one, ones, same*  
Verbal : *do*

Clausal : *so, not*

Second, ellipsis is a deletion in the structure where something necessary is unmentioned in the structure. It could be called as “substitution by zero”. Similar with substitution “ellipsis has three types, they are nominal ellipsis, verbal ellipsis and clausal ellipsis” Halliday and Hasan (1976:142). For example of nominal ellipsis.

“Four other Oysters followed them, and yet **another four**”

Third, reference is the specific nature of the information that is signalled for retrieval. There are three types of references, personal reference, demonstrative reference, and comparative reference. Personal reference is reference by means function in the speech situation, through the category of person. The category of personal includes the three classes of personal pronouns, possessive determiner and possessive pronoun. Demonstrative reference is essentially a form of verbal pointing. Fourth is conjunction based on Halliday and Hasan (1976:226) “Conjunction is rather different in nature from the other cohesive relations, between reference, lexical cohesion, substitutions and ellipsis”. Causality conjunction use the function of connector word is to add some informations or to know the cause or effect of the sentence or from the information from text. Fifth, lexical cohesion does not deal with grammatical and semantic connections but connections based on the words used. There are two types of lexical cohesion: reiteration and collocation. Reiteration includes not only repetition but also synonymy.

The study in analyzing cohesive devices in written discourse have been done by some writers. Firstly, Widiane Pande (2016) carried out a study entitled “Substitution and Ellipsis in Novel *Sweet Frannie* By Susan Sallis”. This study investigate the types of substitution and ellipsis found in that novel, and types of cohesive devices most frequently used in that novel. Secondly, Asri (2012) held a study “Reference and its translation in the novel *Harry Potter and the chamber of secrets* by J.K Rowling”. Thirdly, “*Lexical Cohesion Used in Indonesian and English Versions of Laskar Pelangi, A Novel*” by Luluk (2014). From all of relevant studies before, the previous writer only analyze some parts of cohesive devices. In this study, but in this study writer wants to analyze all kinds of cohesive devices that contain in “*The Rainbow troops*” novel by Andrea Hirata. Because the text called cohesion if consist of all cohesive devices and bind together in a good arrangement.

## B. RESEARCH METHOD

In this study, the writer analyzed one chapter as the data to analyze. This study employed descriptive qualitative in form of content analysis and library study because the writer analyzed type of cohesive devices in *The Rainbow Troops* novel. As Nunan (1993: 4-6) states that “Qualitative study is a kind of study in which the method of data collection is non-experiment and the type of data is qualitative and the way to analyze the data is interpretive”. Qualitative

approachuse to unfold the typesof cohesive devices in Andrea Hirata's novel. The ways to collect the data are: first step is writer read chapter 30 as data for this study repeatedly. Second,writer marked that words with their criteria that given by the writer. Third, writer wrote the types of each cohesive device beside the sentences in novel. Fourth, put all of sentences in table or tabulate the data.Fifth, writer identifiyedthe data based on each type of cohesive devices. Sixth, identify the data and write number of each datum in tables, the writer classify of each datum based on words from the datum that have type of cohesive devices. The last step is drawing conclusion of the using of cohesive devices in chapter 30 of *The Rainbow Troops* novel.

### C. RESULT AND DISCUSSION

#### 1. Research Finding

##### Types of Cohesive devices

Based on the data analysis, the writer found all types of cohesive devices in chapter 30 of the *The Rainbow Troops* novel. The writer found two types of substitution, nominal and verbal. While clausal type do not found. The second is ellipsis, the type found is nominal ellipsis, while for verbal and clausal do not found. The third is the reference, the three reference types found in this novel in chapter 30. The types are personal, demonstrative and comparative reference, with the most number of occurrences found in personal reference. Fourth is the conjunction. In this type found all types, namely causality and temporality conjunction. With the most types are found in the type of causality. The fifth is, lexical cohesion, with the type found only reiteration, while the collocation type is do not found in this novel. More explanation will be explains below.

##### Substitution

The substitution devices found in chapter 30 of *the Rainbow Troops* novel appeared in 4 sentences as nominal and verbal substitution.

Table 1. Types of Substitution

Types of Substitution			Total occurrences	Percentage of occurrences
Nominal	Verbal	Clausal	4	0,33 %
3	1	-		

##### Nominal Substitution

Nominal substitution appeared in datum 6, 247 and 254. To substitute the nominal group words appeared in the same sentences which is the word that is substituted. The next finding reminds that, the nominal substitution *one* also functioned as the head in nominal group of word. All of the nominal substitution words used the modifying element which functioned as the defining in the particular sentence, such as the word *the one* and *a soft one* that found in sentence. For example,

Datum (6) “The *risk* here was higher than the *one* we faced in the carnival”.

The word *one* in this sentence is used to substituted the word risk. Where as, the word *risk* is a form of noun. In this case, the word *one* known as the substitute of the word *risk* because the substitute *one* appeared after the author used conjunction *than*, to make the sentences easier to understand by the readers and known to the readers through the using of conjunction.

**Verbal Substitution**

Verbal substitution occurred in datum 220. Which is marked with the word *didn't*, the sentence below shows the example of verbal substitution,

Datum (220) “Hopefully, Lintang would have an argument, if he didn't, we were through here”.

From the sentence above show the verbal substitution that contained the form of negative word that is the word *didn't*. In English, the substitute *do* is parallel to the nominal substitution *one*. The word *didn't* appear in the last sentence that is to substitute the verbal group in this sentence that is the word *would have*.

**Clausal Substitution**

From the data, there were no clausal substitutions in this chapter. It is supported the theory of Halliday and Hasan about the using of substitution is used more in speech and conversation. This fact also supported the types of this novel was not a short story that consist of much conversation in it.

**Ellipsis**

Ellipsis also has three types that are nominal, verbal and clausal. Where, nominal ellipsis is the omission of the nominal group of word. Verbal ellipsis is omission of verbal group word and the last is clausal ellipsis, which is to omit the clausal in sentence.

Table 2. Types of Ellipsis

Types of Ellipsis			Total occurrences	Percentage of occurrences
Nominal	Verbal	Clausal	10	0.82 %
10	-	-		

**Nominal Ellipsis**

There are 10 sentences that contains of nominal ellipsis in chapter 30 of this novel. The sentence shows in the following.

Datum (27) “The PN School’s academic challenge team *members* were the best of the best”. (“members” omitted in the second sentence)

from datum 27 above, the omitted word “members” used to avoid readers from any repeated word. From datum above, the omitted as a nominal group in this sentences in the final position of sentence. In the other example,

Datum (45) "I saw all the *schoolgirls* whispering, giggling and constantly looking over at Trapani". ("Schoolgirls" omitted in the second clause)

Datum 45 contained the omitted of the nominal group that is the word "schoolgirls". This case is different from datum 27 above, the omitted of nominal group found in the second phrase after the use of conjunction "and". In the first phrase of datum 45, the nominal group "schoolgirls" used before verb "constantly looking". In the second sentence contains only a word verb, complement and there was omitted the noun, that presupposed item is *schoolgirls*, but in this sentence substituted by zero.

### Verbal Ellipsis

The sentences of chapter 30 in this novel that contains of 323 sentences, but there is no verbal ellipsis. It means that no omitted of the verbal group in sentences. There were no repetition of verbal group and there were no omitting necessary items

### Clausal Ellipsis

There were no clausal ellipsis appear from sentences of chapter 30.

### Reference

Types of reference use in this novel are personal reference with total occurrences are 421, demonstrative reference total occurrences are 356 and comparative reference total occurrences are 50. Reference appeared in 35 sentences from 323 sentences. Personal reference appeared as existential and possessive semantic category as head or modifier in grammatical function and also as noun, pronoun and determiner in the class of word.

Table 3. Types of Reference

Types of Reference	Frequency	Total Appearances	Percentage of occurrences
Personal	421	827	83,47%
Demonstrative	356		
Comparative	50		

### Personal Reference

Personal reference is reference by means function in speech situation, through the category of person. The sentence below shows the type of personal reference that found in chapter 30 of *the Rainbow Troops* novel.

Datum (1) "There *we* were, in a rowdy oval room in an art deco style building". ("we" as personal reference)

from datum above, the used of "we" refer to the second person and also as a subject in the nominal group. The word "we" also shows that the speaker is more than one people or the addressee is more than one. The word "we" appears as the first personal reference and also in the first sentence of this chapter 30 in *The Rainbow Troops* novel. The word "we" of sentence above refers to *the members*

of the rainbow troops. The personal reference “we” appeared in 29 sentences in novel.

The next personal pronoun appeared in chapter 30 of this novel is the word *I*. Personal reference appears in 42 sentences in chapter 30 of “*The Rainbow Troops*” novel.

Datum (19) “*I* struggled to imagine myself sitting in meditation on a green meadow in the calmest place in my imagination: Edensor, usually that calmed me down”. (“*I*” as personal pronoun)

the word “*I*” used by speaker only as a noun. The word “*I*” also functioned as subject of this sentence. The word “*I*” refers to “*Ikal*” who was the speaker in that novel and also one of members of *The Rainbow Troops*. After analyze the word *I* in this chapter, the word *I* referred to Speaker of the novel it was *Ikal*, one of members *The Rainbow Troops*.

Datum (52) “And so, for the sake of *our* team, Trapani, with an open heart, gave sahara the chance to compete”. (“*our*” as personal reference)

in that sentence, the word *our* refers to Muhammdiyah’ students.

### Demonstrative Reference

Demonstrative reference is essentially a form of verbal pointing. The speaker identifies the referent by locating it on a scale of proximity. For singular “near” is *this*, and “far” *that*, for plural “near” *these*, and for “far” *those*. Near Place “*here*” and far place “*there*”. Near time “*now*” and far time “*then*”.

Demonstrative reference in this sentence found 7 types, there are *there*, *the*, *this*, *those*, *here*, *that* and *these*.

Datum (25) “*There* were hundred soft he mind they wore special shirts with loud writing on *the* back: *Veni, Vidi, Vici*— She sat restlessly, her face giving off *the* impression *that* at *that* moment, her mind was somewhere else altogether *came*, *I saw*, *I conquered*, *the* ambitious words of Julius Caesar”. (“*there*” as a demonstrative reference)

in datum 25 contained the word *There*. The meaning of *there* is anaphoric and locative. The used of *there* closely parallel with *this* and *that*. The used of *there* is a circumstance of place, the used of *there* is to point of the far place.

Datum (11) “*This* was the main issue for *those* from marginalized environment straying to compete”.

In datum 11, the word *this* and *those* referred to the location of something, typically some entity – person or object – that is participating in the process: they therefore occur as elements within the nominal group. *This* and *those* belonged to the class of determiners. *This* referred to the *near* location it was same with *these*, *those* referred to the *far* location of something it is same with the used of *that*.



### Comparative Reference

The comparative reference that appears in this sentence appeared of three words, there were *like, as heavy as, and similarly, more, as, looked like, in other words, like that*. The sentence show in the following datum,

Datum (29) "This year, they were prepared **more** thoroughly and scientifically than normal by a young teacher famous for his intelligence". ("more" as comparative reference)

Datum29 compares about the preparing about something, that is mean compare about the quality of process before doing something by use word "more".

Datum (48) "His eyes were **like** un ripened walnuts: calm, cool and deep". ("like" as comparative reference)

Datum 48 above was a type of general comparison that used similarity of noun word. The sentence stated that "His eyes were *like* unripened walnuts: calm,cool and deep", it means that, there were a similarity between the eyes of subject of the sentence with un ripened walnuts. This expressed by a certain class of adjective that was identical of two nouns.

### Conjunction

Conjunction is a relationship which indicates how the sentence or clause should be linked to the preceding or the following part of sentence. There were two kindsof conjunction, causality and temporality. The finding of this study shows the causality conjunction much more than temporality conjunction.

Table 4. Types of Conjunction

Types of Conjunction	Occurences	Total of occurences	Percentage of occurences
Additive	147	291	32,23 %
Adversative	51		
Causal	38		
Temporality	44		

### Causality Conjunction

There were 325 words of causality conjunction appeared in sentences of chapter 30 of "The Rainbow troops"novel. The words used as clausal conjunction were, *and, as if, but, for, from, because, with, so, no, which, without, even if, however, and even though*.

Datum 2 consisted of conjunction *and*show below,

Datum (2) "We were backed into a corner: Sahara, Lintang **and** I". ("and "as causality conjunction)

Conjunction"*and*"used to link a word to another word or sentence. The word "*and*"relation has to be included among the semantic relation entering into the general category of conjunction.

Datum (7) “The Academic Challenge was an open arena to demonstrate intelligence **or, if** you were unlucky, an unthinkable amount of stupidity”. (“or, if” as causality conjunction)

the used word “*or*” in datum 7 that used to add alternative word of the first sentence.

Datum (275) “In other words, the question was erroneous *because* the other contestant expected a different answer!” (“Because” as a causality conjunction)

the used word “*because*” is named by reversed clausal, that kind of simple causal. It used when the sentences consist of closely related when the causal expression.

### Temporal Conjunction

Temporal conjunction is relation between two successive sentences that is their relation in external term. It marked with *then, and then, next, afterwards, after that, subsequently*, and a number of other expression.

Datum (4)

“Our spirits were low *after* seeing the state school and PN kid scarrying textbooks we’d never laid eyes on”. (“After” as temporality conjunction)

the used word “*after*” in datum 4 that was a type of sequential temporal relation. That is used to explain the relation of sequence events in one time.

Datum (35) “***This year***, he was chosen as our province’s model teacher, he taught physics, and Drs. Zulfikar was his name”. (“this year” is the temporality conjunction)

Datum (65) “***Since*** dawn, ***when*** we boarded an open-bed truck *after* *subuh* prayer to bring us to the capital of our regency, Lintang had been mute”. (“since, when” as temporal conjunction)

Datum (289) “He ***then*** stared at his puzzled mother in the corner”. (“then” as the temporal conjunction” (“then” as temporal conjunction)

The used of phrase “*this year*” in datum 35 was kind of terminal complex temporal relation and also called as external temporal conjunction. That used word “*after*” to explain what the event after the used of that temporal conjunction. The used of “*then*” also called as sequential temporal relation used for sequence event of the same time.

### Lexical Cohesion

Lexical cohesion does not deal with grammatical and semantic connections but with connections based on the words used. There are two types of lexical cohesion: reiteration and collocation. There were just a few occurrences of lexical cohesion in this chapter 30 of novel “*The Rainbow Troops*”.

The sentences that consisted of lexical cohesion occurs in 28 sentences that consisted of reiteration. Synonym was the one that always used as a type of reiteration of lexical cohesion. Which means one lexical refers back to another

lexical. The used of synonym in the sentence means that, one word was refers to another. From 323 sentences of chapter 30, there were 28 of sentences that used synonym in the sentence as one criteria of lexical cohesion.

Table 5. Types of Lexical Cohesion

Types of Lexical Cohesion	Occurences	Percentage	Total occurences
Reiteration	41	5,40%	54
Collocation	13	13%	
Total Percentage			6,52%

Table 6. Table summary the using of cohesive devices in chapter 30 of novel *The Rainbow Troops*

Cohesive devices	Occurences (words)	Total Occurences	Percentage Occurences
Substitution		4	0,33 %
- Nominal	- 3		
- Verbal	- 1		
- Clausal	- 0		
Ellipsis		10	0,82 %
- Nominal	- 10		
- Verbal	- 0		
- Clausal	- 0		
Reference		799	83,47%
- Personal	- 421		
- Demonstrative	- 328		
- Comparative reference	- 50		
Conjunction		291	32,23 %
- Additive	- 147		
- Adversative	- 51		
- Causality	- 38		
- Temporality	- 44		
-			
Lexical Cohesion		54	6,52 %
- Reiteration	- 41		
- Collocation	- 13		

From table summary occurences of cohesive devices above, the researcher make the percentages of each cohesive device. They will be show in the tables below,

a. Substitution devices used in chapter 30

Substitution Types	Nominal	Verbal	Clausal	Total occurrences
Occurrences	3	1	0	4
Percentage (%)	0.2%	0.1%	-	0.33%

b. Ellipsis devices used in chapter 30

Ellipsis Types	Nominal	Verbal	Clausal	Total occurrences
Frequency	10	0	0	10
Percentage (%)	0.82%	-	-	0.82%

c. Reference devices used in chapter 30

Reference Types	Personal	Demonstrative	Comparative	Total Occurrences
Frequency	421	328	50	799
Percentage (%)	47%	27%	9,47%	83,47%

d. Conjunction devices used in chapter 30

Conjunction Types	Add	Adv	Causal	Temporal	Total Occurrences
Frequency	147	51	38	44	291
Percentage (%)	12,68%	9,48%	3,28%	6,8%	32,23 %

e. Lexical Cohesion devices used in chapter 30

Lexical Types	Reiteration	Collocation	Total Occurrences
Frequency	41	13	54
Percentage (%)	5,40%	1,12%	6,52 %

So, cohesive devices used of chapter 30 of this novel are substitution with nominal substitution appeared in 3 words with total percentage from that contained around 4.815 words, with nominal substitution is 0.2%, verbal substitution is 0.1% and do not found types for clausal. The second type of

devices is ellipsis with percentage of occurrence is 0.82% of nominal ellipsis found in 10 words. Clausal ellipsis have no criteria of that words in chapter 30. The third type of devices is reference, with the highest frequency used in this chapter with total number of each types are, personal reference is 47% and demonstrative reference is 27%, it is the second most frequently used of devices ties, third types of reference is comparative reference with percentage of occurrences is 9,47%.

The using of cohesive devices also depends on the theme that the author used. In this novel, told serious issues, such as the right to education and corporate exploitation, while framing them within the tale of a beautiful childhood journey and friend ship. The central theme of this novel is education (from any angle: the way people value their existence, in the community, among each other) all contribute to making this book a universally touching experience.

## 2. Discussion

There are some findings necessary to discuss in this study. Cohesion is a part of language systems. Some texts in English also have so many cohesive items as a tie to make easier to understand by the reader. Novel as a literary work that full of sentences. Novel contains of language literacy and it must be easier for the reader to understand the sentences. Firstly, reference device is the most frequently used in "The Rainbow Troops" novel by Andrea Hirata. Reference device appeared about 799 times in sentences. This type is the highest frequency used of devices. This finding also prove by previous study of Rauf in his study entitled " Use of Cohesive Devices in Children and Regular Literature: Conjunction and Lexical Cohesion" found that, reference devices are 44,51% as the highest frequency used of devices. This previous studies also found that lexical cohesion as the second mostly used of devices in his study with total is 33,21% and the next mostly used is conjunction with total percentage occurrence is 22,28%.

The next previous study is from Afnan entitled "Cohesive devices in written discourse: a discourse analysis of a student's essay writing". Finding of this study revealed that 71.08% of grammatical devices used in the essay is reference. Afnan realized that the writer has little knowledge background of using reference in their essays. The remaining percentage 28.92% applied in lexical devices. In afnan's study stated that no evidence for substitution. As the addition, the students used of the lexical devices reiteration but never tend to use collocation. It can be noted that repetition is used very frequently. This finding of Afnan's study also prove the finding of this study that is grammatical devices is mostly used than lexical devices which type is reference devices.

Furthermore, from all of previous studies above show the evidence that is the most frequently used of cohesive devices is reference. Reference also used to avoid the repetition in writing. But, in the different genre of novel also show that ellipsis used to create the thrill and suspense of that novel.

#### **D. CONCLUSION AND SUGGESTION**

Some conclusions can be drawn from this study. Firstly, all types of grammatical and lexical devices exist in chapter 30 “His Second Promise” in novel “The Rainbow Troops” by Andrea Hirata. Second, not all types of substitution, ellipsis and lexical cohesion found in this chapter 30. Each types of grammatical and lexical devices found in different frequency use. First, substitution with percentage occurrences are 0.33% this types as the least frequency of devices. Second, ellipsis appeared about 0.82% percentage occurrences. Third, reference appeared about 83,47% percentage occurrences from 1210 data or words that contained of cohesive devices. Fourth, conjunction is appeared about 30,49 % percentage occurrences. The last is lexical cohesion appeared about 2,31 % whereas this types as the third most frequently used of devices after reference and conjunction.

So, from the percentages that given before reference is the most frequently used in chapter 30 of “The Rainbow Troops”. So, it can be said that the grammatical devices as a types of cohesive devices that dominated in chapter 30. It can be proved base on discussion of this study, give the fact that reference devices is a criteria of children literature, in this case is Andrea Hirata’s “The Rainbow Troops” novel talk about children and their childhood. From the previous study also concluded that children writing also have the reference devices as the most frequently used in their writing about literature.

Cohesive devices are the most important in writing. Since there is no relation between one sentenceto another sentence there is no idea from text or sentence itself. A word may have relation with another word to become a sentence. The sentence may have relation with the the other to become a text. If there was no cohesive devices as ties to relate words to words, words become to become sentence there was no cohesion and text may become nothing. There must be something less in some parts of this study, which can be found by readers while reading this article. However, the writer hopes this article will make a students study more about cohesive devices, because it was the important thing in writing. Students have to understand the using of cohesive devices types in order to make their witing cohesively written.

For the next writer may prove this study by doing another study in this novel. For example, analyze some types of cohesive devices in all chapters of this novel, such just on grammatical devices,it can be proved this study to make finding clearly. For the next writer also may do study just in chapter 30 in Indonesian and English version to see the grammatical and lexical devices that exist in that chapter. All suggestions above may be used to prove the findings and conclusions of this study and to create the other study in the field of discourse analysis. But, not only the writer that must be understand about the function of grammatical and lexical devices, but reader also tend to understand about grammatical and lexical devices to make them easier to understand the text. Besides, the writer expects that this study will be useful as the reference for the next writer who interest in analyz of cohesive devices.

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