

CHAPTER I

INTRODUCTION

1.1 Background of the Study

As a component of linguistics, discourse analysis fundamentally examines how people use language to convey meaning in various contexts. In everyday interactions, discourse manifests as individuals communicate using appropriate language to avoid misunderstandings. According to Brian Paltridge (2012), discourse analysis studies how language is used in various texts and how it interacts with social and cultural contexts. At its core, it investigates how language functions in both textual and oral communication. Paltridge (2007) also notes that this discipline explores how language reflects different worldviews and understandings. One crucial concept in discourse analysis is cohesion, which is vital in analyzing how meaning is constructed within a text. Halliday and Hasan (1976:4) define cohesion as a semantic concept that describes the relationships between meanings that define a text. When cohesion is present, the sentences and clauses within a text relate to one another, making it easier for readers to comprehend the message. This connection between text elements leads to a deeper examination of how textual cohesion operates in real discourse.

The textual aspect of language focuses on how different elements of a text interact to create coherence and meaning, which is essential for effective communication. Halliday and Hasan (1976) describe the textual component as a system of resources that enables language to be organized into coherent texts. In

textual analysis, cohesion becomes a key factor in identifying the relationships among text elements, whether spoken or written (Que & Patty, 2023). Cook (1992) defines cohesive devices as the formal connections between sentences and clauses. It includes both grammatical and lexical cohesion. Grammatical cohesion, as outlined by Halliday and Hasan (1976), is the application of grammatical devices that logically link concepts in a text. Lexical cohesiveness, according to Paltridge (2007:133), refers to the relationships that content words in a text develop with one another. Both types of cohesion appear across various media, such as novels, newspapers, movies, and speeches. To analyze how cohesive devices operate meaningfully, it is necessary to also consider the context in which they occur.

Context plays a central role in understanding how cohesion contributes to meaning. Halliday and Hasan (1989) propose a contextual theory that frames language use within particular social and situational environments. This theory divides context into two main types: the context of situation and the context of culture. The context of situation includes the field (what is happening), the tenor (who is involved), and the mode (how the communication is delivered). Meanwhile, the context of culture covers broader social, historical, and cultural influences that shape how language is interpreted. Together, these contextual elements help explain how cohesive devices function not only at a textual level but also within their situational and cultural backgrounds. These foundations form the basis of this study's aim to explore language use in movie dialogues by combining textual cohesion and contextual interpretation.

The movie analyzed in this study was *Raya and the Last Dragon*, a 2021 animated fantasy movie. Set in the fictional kingdom of Kumandra, the movie draws inspiration from Southeast Asian cultures and landscapes. The analysis explores how textual and contextual elements in the movie's dialogues aid audience understanding of the storyline and establish connectedness between characters. For example, in the statement, "Raya, Princess of Heart, my daughter, you are now a Guardian of the Dragon Gem," the pronoun "you" serves as a personal reference, speaking directly to Raya. Here, the mode is declarative, the field involves Benja acknowledging Raya's new role, and the tenors are Raya and her father. The cultural context is conveyed through the term "guardian," which signifies a deep responsibility and protective role, often associated with safeguarding sacred items, such as the Dragon Gem. In Southeast Asian cultures, this duty is linked to the well-being of the community, highlighting a shared system of values. The example highlights the interest in analyzing this topic, as textual elements such as grammatical and lexical cohesion are important in maintaining coherence and shaping character development. Furthermore, analyzing these textual and contextual elements reveals how dialogue supports narrative clarity and cultural depth, showing how Southeast Asian values influence the characters, storyline, and overall message.

1.2 Problems of the Study

In light of the study's background, the problems that were outlined in this study were:

1. What are the textual elements found in the movie entitled Raya and the Last Dragon?
2. How are contextual elements used in the movie entitled Raya and the Last Dragon?

1.3 Objective of the study

Regarding the problem of this study, the two objectives as the aims of this study were presented below:

1. To identify the textual elements, which are grammatical and lexical cohesion, in the movie entitled Raya and the Last Dragon.
2. To analyze and investigate the contextual elements, including context of situation and context of culture, present in the movie Raya and the Last Dragon.

1.4 Limitation of the Study

Drawing from the background and problems outlined in the study, this study concentrated on analyzing the textual elements and examining the contextual elements in the utterances of all 11 characters in Raya and the Last Dragon that contained cohesive devices. Textual analysis consisted of two components: cohesion and coherence. However, this study specifically focused on cohesive elements within the textual analysis. The theory of Halliday and Hasan (1976) was used in this study to determine the various types of lexical and grammatical

cohesion. Furthermore, to examine the context of situation and the context of culture, this study utilized Halliday and Hasan's (1989) framework.

1.5 Significances of the Study

This study is expected to be beneficial to anyone who is interested in linguistics, particularly textual and contextual discourse analysis. This study holds two distinct significances: theoretical and practical. Theoretical significance highlights a study's contribution to the existing knowledge or theory in a specific field. Practical significance pertains to the application or impact of a study's results in real-world scenarios.

1.5.1 Theoretical Significance

Theoretically, this study is supposed to provide knowledge about textual and contextual analysis, in particular the grammatical and lexical cohesion for the textual elements and context of situation and context of culture for the contextual elements applied in the movie. It aims to deepen our understanding of narrative coherence within cinematic discourse. In addition, the outcome of this study is also anticipated to serve as a reference or guide for those who want to make further studies.

1.5.2 Practical Significance

Practically, this study can help readers who want to know and gain a deeper understanding of textual and contextual analysis. It provides valuable insights

into language comprehension and analysis. Furthermore, this study is expected to improve the skills in English, especially discourse analysis, for the readers.



CHAPTER II

REVIEW OF RELATED LITERATURE, CONCEPTS, AND THEORIES

This chapter is separated into three sections: there are a review of related literature, concepts, and theories. The review of related literature includes reviews of previous studies based on the theme of this study. The concepts consist of some definitions that are related to this study. Meanwhile, the theories constitute a set of theoretical frameworks that support the study.

2.1 Review of Related Literature

There were several related pieces of literature that had been reviewed depending on the topic of this study to support the analysis by comparing and identifying similarities. The first related study is by Indriani (2021), entitled "An Analysis of Cohesive Devices Used in 'The Yak' Magazine." The purpose of the previous study was to identify the types and functions of cohesive devices in The Yak magazine. That study employed Halliday and Hasan's (1976) theory to examine the types of cohesive devices, and the 1989 theory to examine their functions. A qualitative method was used to gather the data from a selected article that appeared in The Yak Magazine's March–May 2020 edition. The results of the previous study indicated the existence of two distinct types of cohesive devices. In grammatical cohesion, two kinds of devices were found: reference (including personal and demonstrative reference) and conjunction. The most frequently used type was additive conjunction, with 137 items identified. Meanwhile, in terms of lexical cohesion, only reiteration was found, which included repetition, synonym,

and superordinate. Among these, repetition was the most commonly used type, with 4 items identified.

The data source was the main difference between this study and the previous study. The data for this study came from a movie, while the previous study used articles from a magazine. In addition, this study analyzed not only textual aspects such as grammatical and lexical cohesion but also contextual aspects including situational and cultural contexts. In contrast, the previous study focused only on identifying the types and functions of cohesive devices without exploring the role of context in meaning construction. Both studies applied Halliday and Hasan's theories from 1976 and 1989 and used a qualitative approach for data analysis. The previous study found that additive conjunction was the most dominant grammatical cohesive device, while repetition was the most frequent in lexical cohesion. In comparison, this study found that personal reference appeared more frequently than other grammatical cohesive devices, and repetition was also the most common lexical device. Although both studies emphasized cohesive devices, this current study contributes more by integrating contextual analysis. This highlights a gap in the previous research, which did not examine how context, particularly cultural values and situational settings, influences the use and interpretation of cohesive devices. Therefore, this study addresses that gap by offering a more comprehensive analysis of how cohesion works together with context to build meaning.

The next study is a thesis by Pithaloka (2024) entitled "An Analysis of Cohesive Devices in the Report Texts on Cultural Values by the Sixth Semester

English Department Students.” The previous study aimed to characterize different kinds of cohesive devices and to explain how they may be used to help English Department students express cultural values in their report texts. The sixth-semester students at Mahasaraswati Denpasar University’s Faculty of Foreign Languages provided the report texts that served as the data for the study. The data were collected using a qualitative method, with the theories of Halliday and Hasan (1976) and Halliday et al. (2014) applied to analyze the data. The findings of the previous study revealed that only reference and conjunction were present in the grammatical cohesion category, with reference being the dominant type, appearing 106 times. This illustrates the students’ ability to create connections between ideas at both the discourse and sentence levels. In terms of lexical cohesion, all types of cohesion were identified, with repetition emerging as the most dominant, accounting for 81 instances. The dominance of the lexical cohesive device "repetition" reflects the students’ tendency to emphasize key ideas in their texts.

The data source is one of the main differences between this study and Pithaloka’s (2024) study. The previous study used report texts written by sixth-semester English Department students. In contrast, this study used a movie as the data. The two studies also had different research focuses. This study looked at both textual and contextual aspects, including the situation and cultural background. Meanwhile, the previous study focused on how cohesive devices were used to express cultural values in students’ writing. Another difference is the theory used. The previous study used the theory by Halliday et al. (2014). On the other hand, this study used the theory by Halliday and Hasan (1989). In terms of findings, both

studies found that reference and repetition were the most common types of cohesion. However, in the previous study, reference appeared 106 times. In this study, personal reference was found 273 times. Repetition was also the most used lexical device in both studies, but the contexts were different. The previous study focused on student writing. In contrast, this study analyzed spoken dialogue from a movie. Even though both studies discussed similar cohesion types, this study gives a wider view by also looking at the context around the language. The previous study did not explain how situation and culture affect the use of cohesive devices. This study fills that gap by showing how language in a movie connects with both meaning and cultural background.

The next study is an article by Elmilinda et al. (2022), titled "The Analysis of Cohesive Devices in the Donald Trump's Concession Speech Transcripts." This previous study aimed to analyze the types, functions, and patterns of dominant grammatical and lexical cohesion. This study employed Halliday and Hasan's (1976) theory for data analysis, using a descriptive qualitative method. The results indicated that 362 items of cohesive devices were found, with personal reference being the most commonly used type, accounting for 181 items. Additionally, in lexical cohesion, only one type was found, which was repetition.

There were differences between the data analyzed in the previous study and this study. The previous study gathered data in the form of speech transcripts, while this study used a movie for data collection. In addition to analyzing cohesive devices, the two studies had different objectives. The previous study focused on

investigating the functions and patterns of cohesive devices, while this study examined the contextual elements, including situational and cultural aspects. The similarity in both studies lay in the theory used, which was based on Halliday and Hasan (1976), and aimed to identify the various forms of cohesive devices. Both studies also employed the same descriptive qualitative method. In terms of findings, both studies found that personal reference was the most frequently used grammatical cohesive device. However, the previous study reported only one type of lexical cohesion, which was repetition. In contrast, this study found a wider range of lexical devices, including repetition, collocation, general words, and others. While both studies examined cohesive devices, the previous study did not explore how context influences their use. This study addresses that gap by analyzing how cohesive devices function within a broader social and cultural framework in the dialogue of a movie.

Another study was an article titled "Cohesion in News Articles: A Discourse Analysis of Two News Articles From BBC and TOLO News About Overturning the Courts' Decision for Ahmad Omar Sheikh," written by Nijat et al. (2022). This previous study set out to determine the kinds of cohesive devices and their applications in news articles. The study examined the data using Halliday and Hasan's (1976) theory and applied a qualitative research design. The data in this previous study consisted of two online news articles. The findings indicated that 92 cohesive devices were present. Text A, taken from the BBC website, contains all four of the main categories of grammatical cohesion as well as two types of lexical cohesion. Conversely, Text B contains 105 instances of cohesive devices. The three

categories of grammatical cohesion found were reference, conjunction, and substitution, while there were also two categories of lexical cohesion. References were the most frequently used cohesive devices in both Text A and Text B.

The previous study differed from this study, particularly in terms of the data source. A movie served as the source of data for this study, whereas the previous study used news articles. Aside from that, the second objective of both studies was also different. The previous study aimed to explain the use of cohesive devices in news reporting, while this study focused on exploring situational and cultural contexts in addition to cohesion. Both studies showed similarities in using Halliday and Hasan's (1976) theory as the main analytical framework. In terms of findings, both studies revealed that reference was the most frequently used grammatical cohesive device. However, the previous study only examined the structural use of cohesion within the texts and did not consider how context influences meaning. This study addresses that gap by showing how cohesive devices not only build connections between ideas but also reflect relationships, values, and cultural meanings within the dialogue of a movie.

The last study is an article by Hasanah et al. (2024) titled "Critical Discourse Analysis Lens: Gender Power Relations in The Movie KKN di Desa Penari." The purpose of the previous study was to explore how power dynamics are represented through gender differences in various relational contexts, such as friendships, romantic relationships, familial ties, and workplace interactions. The researchers employed a qualitative method and applied Norman Fairclough's Critical Discourse

Analysis (CDA), which consists of three levels of analysis: micro (textual), meso (discourse practice), and macro (socio-cultural context). The findings revealed that gender plays a significant role in shaping power relations in the film, particularly within the Javanese cultural context. The previous study highlighted how cultural norms, traditional authority, and gender expectations influence character behavior and social interactions.

This study differs from the previous study in terms of theoretical approach and analytical focus. While the previous study used Fairclough's CDA to examine ideological and cultural aspects of gendered power, this study applies Halliday and Hasan's theory of cohesion to investigate how cohesive devices contribute to meaning within the dialogue of a film. Both studies use film as their data source and aim to reveal deeper cultural patterns through language, but the previous study focused on power structures and social discourse without examining linguistic cohesion. In contrast, this study not only identifies types of cohesive devices but also analyzes how they function within their context to support narrative development, character relationships, and cultural representation. Moreover, the previous study was limited by its single-film focus and reliance on interpretive analysis, whereas this study offers a more systematic examination of linguistic cohesion within its contextual environment.

2.2 Concepts

This study employed three main concepts: discourse analysis, movie, and *Raya and the Last Dragon*. The aim of these concepts was to guide and help the readers comprehend the focus of this study.

2.2.1 Discourse Analysis

Discourse analysis involves studying language as it is used in various contexts, exploring how it communicates meaning, builds social relationships, and shapes identities. As noted by Paltridge (2007), discourse analysis goes beyond individual words, clauses, phrases, and sentences to focus on broader structures such as conversations, written texts, or spoken interactions. By analyzing these larger structures, discourse analysis helps to understand how speakers or writers create coherence through cohesive devices that connect ideas within a text. It also examines the role of context in shaping meaning, considering how factors such as setting, audience, and purpose influence language choices.

2.2.2 Movies

Movies, also known as films or motion pictures, communicate a style of visual storytelling through a series of dynamic images, often accompanied by accompanying sound. Movies are widely embraced means of entertainment and artistic expression, covering a broad spectrum of genres, styles, and themes. They wield considerable cultural influence and can function as mirrors reflecting societal values, platforms for societal commentary, or sources of information. In other words, movies are not only a source of entertainment but also an important platform

for cultural exchange and understanding, helping to bridge divides between communities and encouraging conversations about shared human experiences.

2.2.3 Raya and The Last Dragon

Raya and the Last Dragon, an American animated fantasy movie, was created by Walt Disney Animation Studios and released in 2021 by Walt Disney Studios Motion Pictures. Based on Walt Disney Animation Studios, this movie, which is inspired by Southeast Asian culture, narrates the story of a young warrior named Raya, who sets out on a mission to find the last dragon (Sisu) in order to save her kingdom and bring its divided populace together. Based on Mochi Magazine (2021), the movie explores themes of unity, trust, and the value of working to overcome challenges. Set in the mythical land of Kumandra, the movie follows Raya on her quest to restore peace and harmony to her world, where she encounters formidable foes and forges unusual allies.

2.3 Theories

The theory that was utilized in this study to examine the textual elements, namely grammatical and lexical cohesion, in the movie Raya and the Last Dragon was rooted in the concepts outlined by Halliday and Hasan (1976) in their work *Cohesion in English*. This theory allows for an analysis of how cohesive devices function to create coherence within the movie's dialogue. Additionally, to explore the contextual situation and culture present in the movie, the theoretical framework proposed by Halliday and Hasan (1989) in their publication *Language, Context, and Aspects of Language in Social-Semiotic Perspective* is employed. This approach

aligns with the core principles of discourse analysis, which look at how language is employed in different texts and how it engages with social and cultural contexts. At its core, discourse analysis focuses on cohesive and coherent units of spoken or written language, ensuring that language is relevant and organized. Through the integration of these frameworks, this study shows how the movie's textual and contextual elements not only construct its narrative but also illuminate deeper social dynamics and cultural themes.

2.3.1 Textual Analysis

Halliday and Hasan (1976:27) asserted that the textual component is a crucial part of the linguistic system that forms a text. It consists of the elements that enable language to produce a well-structured and meaningful text. Within this component, cohesive devices are essential, as they ensure that different sections of the text are logically connected and flow seamlessly. These devices help the text function effectively and maintain coherence both within itself and in relation to the situational context.

Cohesive devices, as outlined in Halliday and Hasan's (1976) framework, are linguistic tools employed to establish unity within a text or conversation. By linking various sections of the text, these devices enhance overall coherence. It consists of two parts of cohesion: lexical cohesion and grammatical cohesion. Grammatical cohesion refers to how sentences are formed using grammatical elements, while lexical cohesion involves the connections made between sentences through lexical

elements. Together, these cohesive devices play a vital role in the textual component, ensuring that communication is coherent and meaningful.

2.3.1.1 Grammatical Cohesion

Grammatical cohesion, outlined by Halliday and Hasan (1976), is the process of establishing logical connections between ideas by utilizing grammatical devices within the text. By facilitating the seamless movement of ideas, these devices enable readers to effortlessly navigate the text. Grammatical cohesion improves the understanding and coherence of the discourse by establishing these connections. There are several categories of grammatical cohesion:

1. Reference

Reference, as described by Halliday and Hasan (1976:31), is the relationship between a discourse element and the element that follows it, with reference to something else for their interpretation. References can enhance cohesion as the text elements themselves may serve as the basis for interpretation. It falls into three categories, as follows:

a) Personal Reference

Personal reference entails referring to individuals based on their role or function within the speech context, using the category of person. Personal references include personal pronouns, possessive pronouns, and possessive determiners. For instance: she, you, we, him, he, they, her, our, his, hers, ours, theirs, yours, mine.

For the example:

John has moved to a new house. **He** had built it last year. (Halliday and Hasan, 1976:54)

The word **he** is a personal reference in this sentence since it refers to John.

b) Demonstrative Reference

In essence, demonstrative reference works similarly to verbal pointing, in which the referent is identified by the speaker by placing it on a proximity scale. Demonstrative references include: these, there, that, those, this.

For example:

How would you like a cruise in **that** yacht? (Halliday and Hasan, 1976:58)

Here, **that** serves as a demonstrative reference because it shows the location between the object and the speaker.

c) Comparative Reference

Halliday and Hasan (1976:37) state that comparative reference occurs when something is indirectly referred to through its similarity or identity. This means implying a comparison between two entities. The comparison is conveyed through the employment of certain adjectives and adverbs.

For example:

Would you prefer **the other** seats? (Halliday and Hasan, 1976:79)

In this line, **the other** is a comparative reference because it is being interpreted as **other than those you see here**, which means that the speaker asks the listener to choose another seat.

2. Substitution

Substitution, in accordance with Halliday and Hasan (1976:88), describes a relationship within the words instead of their meaning. It deals with how linguistic components, such as words and phrases, are replaced by another. There are three elements of substitution, which are as follows:

a) Nominal Substitution

Nominal substitution is the use of "one/ones" as the head of a nominal group. It can only be used in place of another word that also serves as the head of a nominal group.

For example:

If only I could remember where it was that I saw someone putting away **the box with those candles in**, I could finish the decorations now. - You mean the little coloured one? (Halliday and Hasan, 1976:91)

In the example above, the phrase **the box with those candles in** functions as the head of the nominal group, and because of that, it is substituted with **one**.

b) Verbal Substitution

In English, the replacement for the main verb is "do." It always appears at the end of a verbal group and serves as its head, taking the position typically held by the lexical verb.

For example:

I don't **know the meaning of half those long words**, and, what's more, I don't believe you **do** either! (Halliday and Hasan, 1976:112)

The phrase **do** takes the place of **know the meaning of half those long words** in the previously mentioned line, assuming that the two sentences are related.

c) Clausal Substitution

Clausal substitution involves presupposing an entire clause instead of just one of its elements. There are two words that are substituted: "not" and "so."

For example:

Is there going to be an earthquake? - It says so. (Halliday and Hasan, 1976:130)

The entire phrase **Is there going to be an earthquake?** is presupposed by the word so in the example above.

3. Ellipsis

Ellipsis, as outlined by Halliday and Hasan (1976), refers to the omission of an element but is commonly employed to denote a concept that is already understood. Moreover, an ellipsis can be described as substituting an element with a zero element. Ellipsis can be divided in three ways, which are as follows:

a) Nominal Ellipsis

Nominal ellipsis involves omitting elements within a nominal group and replacing the missing portion with a pronoun, proper noun, or common noun.

For example:

Have another chocolate. - No thanks; I've had my fill. (Halliday and Hasan, 1976:162)

In this sentence, the word chocolate is omitted and replaced with nothing, but the listener can still understand what is omitted because of the context.

b) Verbal Ellipsis

Verbal ellipsis is the ellipsis in the verbal group, commonly leaving out auxiliary verbs, main verbs, or elements of the predicate.

For example:

Have you been swimming? - Yes, I have. (Halliday and Hasan, 1976:167)

Based on the given example, the phrase "been swimming" is omitted in the response, leaving just "Yes, I have," since the meaning is clear from the question.

c) Clausal Ellipsis

The clause in English is viewed as expressing diverse speech functions, including statements, questions, responses, and others. In causal ellipsis, clausal elements that convey modality or intended intentions are omitted. The two-part structure of clausal ellipsis consists of the modal and propositional components.

For example:

(1) What was the Duke going to do? - Plant a row of poplars in the park.

(Halliday and Hasan, 1976:197)

(2) Who was going to plant a row of poplars in the park? The Duke was.

(Halliday and Hasan, 1976:197)

Example (1) demonstrates the omission of the modal element, where **the Duke was** is not included in the response. On the other hand, Example (2) demonstrates the elimination of the propositional element by excluding the phrase **going to plant a row of poplars** from the response.

4. Conjunction

Conjunction serves to indicate the connection between the following sentence or clause and the preceding one or a part of the following sentence. Halliday and Hasan (1976:226) assert that while conjunction elements can reveal a specific meaning, they are not the primary means of accessing the preceding text. In other words, they convey specific meanings that assume the appearance of other discourse elements. There are four elements of conjunctions, as outlined below:

a) Additive Conjunction

An additive conjunction is employed to connect sentences that provide supplementary information following the preceding sentence. Additive conjunctions are presented using and, or, nor, moreover, besides, further, in addition, and for instance.

b) Adversative Conjunction

Halliday and Hasan (1976:250) suggest that an adversative conjunction occurs when something happens that is unexpected or contrasts with prior assumptions. These expectations could be a result of the communication process itself or the message's content. The words that are included in the adversative conjunction are but, yet, though, however, etc.

c) Causal Conjunction

As per Halliday and Hasan (1976), causal conjunctions are utilized to connect ideas that demonstrate the cause and effect relationships within the sentence. The category of causal relations encompasses specific types such as results, relations, and purposes. Causal conjunctions can be determined by using so, then, because, otherwise, therefore, for, etc.

d) Temporal Conjunction

Temporal conjunction involves a sequence in time, where one event follows another. This temporal relationship can become more specific by incorporating additional components in the meaning, indicating succession in time. It can be expressed by words such as next, after, afterward, when, after that, then, etc.

2.3.1.2 Lexical Cohesion

Lexical cohesion, as described by Halliday and Hasan (1976:274), refers to the cohesiveness that a text can achieve through the selection of its vocabulary. The text establishes connections between various components by employing specific

words and phrases that have similar meanings. Lexical cohesion enhances the clarity of communication and enables the audience to understand the narrative or argument by connecting ideas. Lexical cohesion falls into the following two groups: collocation and reiteration.

1. Reiteration

Reiteration, as a component of lexical cohesion, refers to the process of repeating a specific word or phrase on one of the scales. This repetition helps to strengthen the link between various textual elements, which enhances the communication's overall coherence and clarity. Reiteration can be classified into four categories, as outlined below:

a) Repetition

Repetition in cohesive devices involves the repeated use of words, phrases, or grammatical structures within a text to establish relationships between various discourse selections.

For example:

There was a large **mushroom** growing near her... She stretched herself up on tiptoe and peered over the edge of the **mushroom**... (Halliday and Hasan, 1976:278)

In the instance above, the word **mushroom** is repeated, referring back to the same term.

b) Synonym

Synonyms are used for similar words or phrases that have the same or almost the same meaning. This approach preserves consistency and adds variety to the language.

For example:

Accordingly... I took leave and turned to the **ascent** of the peak. The **climb** is perfectly easy... (Halliday and Hasan, 1976:278)

In the example, the term **climb** denotes the action of ascending, carrying the same meaning..

c) Superordinate

The superordinate relationship involves the connection of meaning between two terms, where one term is broader or more general, and the other is narrower or more specific.

For example:

Henry bought himself a new **Jaguar**. He practically lives in the **car**.
(Halliday and Hasan, 1976:278)

In the example, the word car is used to indicate a Jaguar, a specific kind of automobile. In this context, car acts as a general term that encompasses a broader category.

d) General Word

General words could include commonly used verbs such as "do" and "happen," or general nouns like "things," "stuff," "places," "people," "woman," and "men."

For example:

There's a boy climbing the old elm. That old **thing** isn't very safe.

(Halliday and Hasan, 1976:280)

The word **thing** is considered a general term because it functions as an unclear or non-specific reference that does not denote a particular item.

2. Collocation

Collocation is the phenomenon where some words naturally combine and are often found together in typical language use. Collocation, as described by Halliday and Hasan (1976), is a type of lexical cohesion that arises from the connection between lexical items that frequently appear together. Some examples of collocation are hot dog, wake up, fast food, etc.

2.3.2 Contextual Analysis

Contextual analysis refers to the wider concept of context within language and communication. It involves understanding how contextual elements affect how language is understood and interpreted. This covers all the elements that influence the understanding of a text or discourse. As per Halliday and Hasan (1989), context may be categorized into two forms, as outlined below:

2.3.2.1 Context of Situation

Context of situation, as stated by Halliday and Hasan (1989:11), represents the setting in which the text takes place and is integrated into the text itself. This encapsulation is achieved by the systematic interaction of language's functional

structure and social context. Context of situation can be categorized into three types: field, tenor, and mode.

1. Field

Halliday and Hasan (1989) stated that the field refers to what is happening. It relates to the subject matter or particular activity being communicated in a specific situational context. This covers the subject, the theme, or the area of conversation, emphasizing the current events and the type of social interaction occurring. Understanding the field is important for interpreting the purpose and nature of the communication, as it affects how participants connect with each other.

2. Tenor

Tenor is outlined by Halliday and Hasan (1989) as the participants in an interaction, encompassing their roles, statuses, and involvement. This concept involves examining the diverse types of relationships that exist among the participants, as these relationships significantly influence the communication dynamics. For instance, the tenor can affect the level of formality, the language chosen, and the overall tone of the interaction. Therefore, recognizing the tenor is crucial, as it enables a deeper understanding of how social context impacts the meaning and effectiveness of communication.

3. Mode

As stated by Halliday and Hasan (1989), the mode signifies the role that language is assuming and the participants' anticipations regarding the tasks they

expect language to fulfill in that given context. In other words, mode refers to the style or method through which communication occurs, reflecting how language functions within that context. It pertains to the symbolic structuring of the text, its position, and its purpose, encompassing the mode of communication (whether spoken, written, or a combination of both).

2.3.2.2 Context of Culture

It is imperative to describe a situation by taking into account more than just the immediate environment. Given that both the current situation and the participants' cultural backgrounds impact linguistic interactions, sufficient information must include details about both the current situation and the cultural background. The context of culture, based on Halliday and Hasan (1989), is the broader cultural framework that impacts how a text or communication is understood and produced. It encompasses the norms, values, and traditions that shape interpersonal interactions and communication within a society. Norms are the unwritten rules and expectations that shape how people behave in a certain culture. Meanwhile, values are the shared beliefs that people in a society hold about what they consider important or worthwhile. Traditions, on the other hand, encompass the rituals, practices, and historical customs passed down from one generation to the next, fostering a sense of identity and connection that shapes individuals' interpretation and engagement with various forms of discourse.

The cultural context aids in understanding the reasons behind people's actions or interactions and adds deeper significance to the situations and dialogues found

in a text or movie. In other words, it can enrich the narrative by exposing the cultural references and social dynamics that influenced the motivations and actions of the characters. Furthermore, an understanding of the context of culture can demonstrate that various audiences may interpret the same text differently due to distinct cultural backgrounds. Unique experiences, values, and perspectives within each audience can significantly shape the interpretation of the themes, characters, and messages present in the text. Ultimately, it is imperative to acknowledge the cultural context in order to give a comprehensive analysis of the meanings of texts within the context of their respective societies. This insight not only deepens the appreciation of the narrative but also encourages dialogue and empathy across different cultures among diverse audiences. Understanding the cultural background also demonstrates how the situational background and cultural influences combine to offer a more comprehensive and nuanced interpretation of the text.