# GRAMMATICAL COHESION IN BUILDING THE COHERENCE BETWEEN THE UTTERANCE FOUND IN THE TIM FERRISS PODCAST: STUDY OF SPOKEN DISCOURSE

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## ABSTRACT

This research aimed to identify the grammatical cohesion in the "Tim Ferriss" podcast. The researchers adhered to the theory of Halliday and Hassan regarding grammatical cohesion. There are four types of grammatical cohesion introduced by Halliday and Hassan (1976). The research design was qualitative. The observational method and note-taking technique were employed to collect the research data. There were several steps in collected data, the researchers watched the entire interviewing podcast, then the researchers took notes and transcribed the spoken discourse. Next, the researchers highlighted the data base on the theory. In analyzing the data, this research used referential identity method and a coding process in the analysis of data. There several steps in analyzing data, the researchers read carefully the highlighted data. Next, the researchers coded data by marking and give number to data based on the research questions. Then researchers reduced the extensive data by selecting the main data. Finally, the researchers analyzed and identify the selected main data base on the research theory. The results of this research were clarified and displayed informally in the form of words to sentences. The results revealed the reference was the frequently utilized in the podcast due to the speaker and the hearer commonly refer to persons, things, proximity and describe comparisons between instances or elements in the discourse.

**Keywords**: cohesion, grammatical cohesion, qualitative

## 1. Introduction

Communication is the broader process of exchanging information, and meaning often relies on coherent discourse, allowing for clear and meaningful exchanges of information.

According to Halliday & Hasan (1976) discourse refers to the ways in which sentences and utterances are connected and organized to form meaningful texts or spoken/written communication. It focuses on the larger

units of language beyond individual sentences, considering how language functions in context to convey meaning effectively. Further, Halliday & Hasan (1976) introduced the concept of cohesion, which refers to the linguistic devices that tie a text together, making it coherent and cohesive. As Paltridge (2012) emphasized, cohesion is the use of words or phrases to link various elements of a text and make it flow smoothly.

Besides, cohesive devices are to create coherence and maintain the logical flow within a text or communication. In other words, if the different parts of the text are well-connected and logically linked together, the reader will be able to understand the entire text as a single cohesive unit. As defined by Halliday & Hasan (1976) cohesion in a text is achieved when the meaning of a particular word or lexical item depends on the understanding of another word or lexical item that appeared earlier in the text. In other words, the interpretation of one word relies on the context provided by previous words. This phenomenon can occur in any conversation, for instance, in the YouTube video of The David Rubenstein show entitled "Bill Gates on The David Rubenstein Show" which was published on June 24, 2019. In the beginning of the show, David asked the opinion of Bill Gates about being the second wealthiest man in the world after giving away so much money recently.

| David Rubenstein | : | For about 20 years or so **you**'ve been the wealthiest man in the world but because you've given away so much money recently |

Jeff Bezos became wealthier do you think if you had stayed in college and gotten **your** college degree. I mean you don't feel inadequate now because being only the second wealthiest man in the world, is that right?

In the utterance above, the speaker used personal reference such as, "You and Your" In the utterance there is personal reference "You". The personal reference "You" in the sentence refers to the addressee. "You" categories as second person pronouns. The second-person pronoun is employed to address the person or persons being addressed both in the singular and plural. Therefore, "You" is determined as a personal reference that refers to the one who speaks to the speaker. In this case the second person in the phrase is Bill Gates. Aligned with Halliday & Hasan (1976) the second person in English is a grammatical person that designates the person or people being addressed.

The second phenomenon that identified as personal reference is "Your". The word "your" is a possessive adjective that denotes possession or a sense of belonging. It implies that the object being addressed is a part of or related to the individual or group of individuals being addressed. In the utterance, "your" refers to the belonging of the person who speaks to the speaker, in other words it refers to possession of the second person in the conversation. in this situation, the speaker focused on talking about

another person in the conversation proven by using addressing "you" were identified as second person pronoun. Thus, it related to "your" aimed to point to the belonging of the addressee. Congruent with Halliday & Hasan (1976) in order to denote possession or identification with the person or individuals being addressed, the possessive pronoun "your" can be used in the second person, singular or plural.

In order to support this research, the researchers correlated some previous studies. The first research done by Prasetyaningrum et al. (2022). The purpose of this study was to examine the most common and least common grammatical coherence devices revealed in ten theses from the eighth semester of Hamzanwadi University's English education study program. This study applied the theory of Halliday & Hasan (1976). The findings of this study showed, the most common form of cohesive grammatical device was reference, which appeared 6149 times or 65.29% of the time, followed by conjunction, which appeared 3107 times or 32.99% of the time. Meanwhile, substitution (1, 53%) and ellipsis (0, 16%) are present.

Another previous study was investigated by Nehe & Ambalegin (2024). The goal of this study was to identify several types of grammatical cohesion, specifically reference, generated by children aged two to nine in New York City using Halliday & Hasan (1976) theory. The Recess Therapy YouTube channel served as the investigation's primary data source. The study used the observational approach for data collecting, following the qualitative research method given by Creswell (2013) During the data

analysis, the researchers used both the identification method and the identity methodology. The results of this research revealed 364 data points classified into three groups. Among these, 180 data points indicated personal references, 97 as demonstrative references, and the remaining 87 as comparative references.

Following a review of the previous studies, it was found in the research in term of similarity, the previous research and the present research were used the same theory, Halliday & Hasan (1976) and supported by the theory of Paltridge (2012). Whereas the difference would be in the data source or the subject that were used. The previous research investigated cohesive devices in written discourse. Whereas, the present research done in spoken discourse in the Tim Ferriss podcast. Additionally, the Tim Ferriss podcast has never been investigated. These two reasons create a gap in the current body of research, proving the research's uniqueness. Therefore, this research entitled "Grammatical Cohesion Analysis in Building the Coherence Between Utterances Found in the "Tim Ferriss" Podcast: Study of Spoken Discourse".

## 2. Literature Review

Grammatical cohesion is the cohesive association that connects sentences through their grammatical structure. As defined by Halliday & Hasan (1976) that grammatical cohesion is produced by applying multiple processes that extend across phrases. they classified grammatical cohesion into four categories:

reference, substitution, ellipsis, and conjunction.

## 2.1. Reference

Reference is a method of connecting several sections of a discourse, text, or conversation. It entails employing words, phrases, or other linguistic features to refer to something that has previously been stated, is currently being discussed, or will be discussed in the future. Halliday & Hasan (1976) divided reference into endophoric and exophoric. Endophoric means concerning items contained inside the same discourse or text. It can contain both anaphoric (which refers to something said before) and cataphoric (pointing to something that will be discussed later). Meanwhile, exophoric indicates components that are not part of the present conversation or text. It can refer to actual objects or shared knowledge between the speaker and listener. Furthermore, Halliday & Hasan (1976) classified reference as personal reference, demonstrative reference, and comparative reference.

Personal reference tends to indicate persons, things, or items that are identified elsewhere in the text Halliday & Hasan (1976). Personal reference consists of three classes, Personal pronouns, possessive determiners and possessive pronouns.

**Example1:**

Suddenly a knocking was heard at **the city gate**, and the old king went to open **it** (Afriliani & Cahyati, 2022).

**Example2:**

**I** started **my** business borrowing 2000 US dollars from **my** relatives and friends (Andre et al., 2022).

According to Halliday & Hasan (1976) Demonstratives are words or phrases that express proximity or distance. Expressions "This" for single near, "that" for single far, and plural near is "these" and plural far is "those". Near Place "here" and Far Place "there", "Now" indicates near time, while "then" indicates distant time.

**Example:**

'It's not easy to find work **these days** when all

you have is a secondary school certificate.'

'What can she do **then**?' (Warid et al., 2021).

Comparative refence is connected to how language is used to describe comparisons between instances or elements. In the theory of Halliday & Hasan (1976) comparative reference is classified into two types: general comparative and particular comparative ("Numerative: Equally, quantifier e.g.: so many, as many. Comparative adjective/adverb e.g.: Better, so...as, more, less, equally." "epithet: Comparative adjective/adverb e.g. Equally good.")

**Example:**

"**This year**, they were prepared **more** thoroughly and scientifically than normal by a young teacher famous for his intelligence" (Khoirunnisa et al., 2018)

## 2.2. Substitution

According Satria & Handayani (2018) when one element of a text replaces a previously used word or phrase, it is known as substitution. It is concerned with the relationships that are formed by the use of language. This element generally to reduce repetition or to provide diversity to the text. Moreover, Halliday & Hasan (1976) classify the substitution into three types which are nominal, verbal, and clausal substitution.

Nominal substitution is the process of substituting a noun or noun phrase with another word or phrase that refers to the same object in which the word is substituted by one' or ones'. The purpose is to avoid using the same term over and over again and to provide variation to the text.

**Example:**

**Job applicant** who masters English is more favorable than **ones** who don't (Al Khairi & Wahyuni, 2020)

Verbal substitution is the process of replacing a particular verb with one another. The verb element that is used to substitute objects of this type is "do". This serves as the head of a verbal group, replacing the lexical verb, and its position is always the last in the group of words.

**Example:**

I do not know the meaning of **half those long words**, and, what is more, I do not believe you **do** either! (Sirait et all., 2024).

Clausal substitution indicates the capacity of one cohesive element in a text to be substituted by another cohesive element while keeping the overall causal link between the items being connected. The words used as substitutes are so and not (Halliday & Hasan, 1976)

**Example:**

If you've seen them so often, of course you know **what they're like**'. 'I believe **so**,' Alice replied throughfully (Halliday & Hasan, 1976).

### 2.3. Ellipsis

Ellipsis and substitution have many similarities, yet they differ in how they express information. In the case of ellipsis, a word or phrase is purposefully omitted, producing the impression of something left unsaid. Halliday & Hasan

(1976) categorized the ellipsis into three terms: nominal ellipsis, verbal ellipsis, and clausal ellipsis.

Nominal ellipsis is if a noun phrase has already been addressed and its identity is apparent, it can be deleted from following sentences while preserving consistency and clarity (Halliday & Hasan, 1976)

**Example:**

Teachers can enhance students' curiosity by having **closed emotional** to the students. By **those**, students are really inspired by their others active friends to learn English language (Akbar et al., 2022)

**Example:**

Lennie told her that he loves petting soft things, and she offered him to feel **her hair**. When he grabbed ø too tightly, she cried out (Aqmarina, 2020).

Verbal ellipsis refers to the absence of a verb phrase (VP) or a predicate in a sentence when the meaning may be deduced from the context. It's especially prevalent when two or more sentences share or have similar predicates (Halliday & Hasan, 1976).

**Example:**

He's always being **teased** about it. I don't think he likes being ø (Lingga et al., 2021)

Clausal ellipsis, also known as "ellipsis of a clause" is the removal of a whole clause or a portion of a clause in a phrase while keeping the intended meaning. When the missed item may be inferred from the context or a preceding or subsequent sentence, this omission happens (Halliday & Hasan, 1976).

**Example:**

How did **they break in**? I'll show you how ø (Lingga et al., 2021).

**Example:**
A: **Who was going to plant a row of poplars in the park**?
B: The Duke was ∅ (Halliday & Hasan, 1976).

### 2.4. Conjunction

Conjunctions in text are used to create understandable connections between words, phrases, sentences, and paragraphs Ambalegin & Arianto (2019). In line with Halliday & Hasan (1976) Conjunctions are utilized to highlight links between various linguistic components, and they help to organize and flow a text. Ambalegin & Arianto (2019) then added that conjunctive relations refer to the links that exist between sentences in writing. These connections illustrate several forms of interconnections seen in text.

Additive conjunctions represent that the information being added is of a similar kind or reinforces the same general idea. These assist to emphasize that the information supplied is supportive or addition rather than competing or conflicting (Halliday & Hasan, 1976).

**Example:**
English becomes lingua franca in international business communication between local **and** foreign professionals within a company (Muttaqin et al., 2021).

An adversative conjunction is a sort of conjunction that indicates a contrast or opposition between two or more parts in a phrase or discourse. Adversative conjunctions demonstrate the link between opposing concepts by demonstrating how they are opposed or contradictory to one another (Halliday & Hasan, 1976).

**Example:**

He then concluded that Daisy is in fact a disreputable woman and would not bother about her anymore. **However**, he is still concerned for her health and urges Giovanelli to take her home (Aqmarina, 2020).

A causal conjunction is a kind of conjunction that expresses a cause-and-effect link between two or more items in a phrase or discourse. They aid in the demonstration of cause-and-effect linkages between various elements of a document, making the information more cohesive and intelligible (Halliday & Hasan, 1976).

**Example:**
Tecnalia says that developing robot's intelligence is to adapt it to industry, **so** that it can carry out different actions (Nurwahidah et al., 2022).

A temporal conjunction is a form of conjunction that indicates a time link between distinct parts in a phrase or discourse. Temporal conjunctions are used to indicate when something occurred, is now occurring, or will occur in connection to other events, activities, or circumstances. They let readers or listeners follow the evolution of the narrative or argument and contribute to the overall coherence of the discourse by presenting a clear timetable (Halliday & Hasan, 1976).

**Example:**
**Then,** the presenters have an obligation to give respond to the audience in target language too (Nurwahidah et al., 2022).

## 3. Research Method

This research used descriptive research and investigated a case adopting a qualitative approach, then performed descriptive research to explain items linked to the research. As in Creswell & Creswell (2018), explained that the qualitative

method entails the investigation of social and personal concerns. The objective of this research was to analyze identify the types of grammatical cohesion based on the theory of Halliday & Hasan (1976). The object of this research was an interview video in the Tim Ferriss Podcast. The data obtained from spoken utterances. In collecting data, this research used an observational method as defined by Sudaryanto (2015) this method demonstrates the researchers to collect the data by observing the data source. Meanwhile, to collect the data, the researchers applied a note-taking technique. According to Merriam & Tisdell (2016) note-taking is capturing detailed description by noting and highlighting the data that connect to the research as a source of data for analysis. In analyzing data, the researchers utilized a referential identity method by Sudaryanto (2015). The referential identity method of analysis goes into the data, examining significant components that are defined by context-related factors other than language Sudaryanto (2015). Furthermore, the researchers employed a coding process in the analysis of qualitative data. Coding involves assigning marks or symbols to selected data, facilitating the classification and grouping of data based on these identifiers. According to Miles et al. (2014). This research employed the informal method in presenting the result. As stated by (Sudaryanto, 2015) the informal method is a method that presents the result using words. It was chosen due to the researchers utilized words and sentences to express the research findings a descriptive manner.

# 4. Result and Discussion
## 4.1 Result

The researchers found 2826 pieces of data related to the research theory. The researchers addressed these concerns in a systematic manner utilizing certain elements of the data. However, not all data was properly analyzed because repeats were found in the data source. As a result, data reduction was done in the research to avoid an excessive volume of data and repetitive analysis. As stated by Sugiyono (2013) that when the data gathered in the data source is extensive then the data must be analyzed as soon as possible through data reduction. Therefore, the researchers selected 25 of them for analysis. The data of analysis are represented bellow.

**Table 1**. Grammatical cohesion

| No. | grammatical cohesion | Frequency |
|-----|---------------------|-----------|
| 1. | Reference | 15 |
| 2. | Substitution | 3 |
| 3. | Ellipsis | 2 |
| 4. | Conjunction | 5 |
| | **Total** | **25** |

## 4.2 Discussion
**Data 1, 2, & 3**

Tim Ferriss : And I[1] have been looking forward to this because I know how organized and systematic you are. And for people who didn't see what came before this, I asked you as I asked many of **my**[2] guests what would make this a home run or time well spent. And you said, well, I know that is one of the questions you like to ask based on my research. So, let **me**[3] open **my** notebook and you add answers. And one of them that we can mention is an ambitious goal, but I think it's an achievable goal, which is to make this one of the most comprehensive tactical guides to delegation. And within that, there'll be a lot of process and I have a lot to learn. But let's begin at the beginning. When did you start taking delegation seriously?

The sentence fragments above are taken from the Tim Ferriss podcast. The utterance derived from the episode "Ultimate Guide to Virtual Assistants, 10x Delegation" in minute 0:21/3:00:19. In the utterance above it can be found that the speaker used grammatical references such as, "I, My, and Me". These phenomena are categorized as personal reference. Personal reference is an element of grammatical cohesion used to refer to an individual, entities and things within the discourse.

The first element of personal reference in the sentences above is "I". There are several "I" mentioned by the speaker. These personal references "I" represent the speaker. "I" is the first-person pronoun used to refer to the one who is speaking or the speaker in the conversation. Meanwhile, in the sentences Tim Ferris is an individual who is speaking in other words, that was indicated as the first person. Proven by the addressing of "I" aimed to refer to the speaker itself. As in c stated that personal reference "I" is a person who holds speech roles as the first pronoun in addition it is referred to the speaker only.

The second phenomenon classified as personal reference is "My." Personal reference "My" is a possessive adjective. It indicates who possesses or owns the word. It came before by describing it. In this circumstance "My" is used to refer to the speaker who is referring to the possession of the first person. Further, the speaker utilized "My" to describe a thing that belongs to the first person, in which the first person is Tim Ferriss. The speaker indicated his ownership of the guests. Thus, "My" in this utterance is categorized as a personal reference regarding its connection with first person pronouns. In agreement with Halliday & Hasan (1976) possessive adjective employed to indicate the relationship that denotes ownership or possession between the possessor and the word that they modify.

Finally, the phenomenon of personal reference can be found in the utterance "Me." The personal reference was uttered by the speaker in this case Tim Ferriss. "Me" is a first-person singular pronoun, it refers to the speaker. "So let me…" in this expression the personal reference "me" directly was referred to the speaker, due to the one who is speaking in this utterance only the first person. The same case with "I," It was referred to the speaker in case "I" is the first person. Then, "My" is the possession of the first person. Meanwhile, "Me" is the opposite of "I" in terms of position. In line with Halliday & Hasan (1976) the system of reference is known as person, where person is used in the special sense of role, to identify something by its role in the discourse.

**Data 4 & 5**

| Sam Corcos | : | I just knew from reading your book that this is a skill that I need to develop. I ended up hiring **Lori**, who's been working with me now for 10 years. |
|---|---|---|
| Tim Ferriss | : | Incredible. |
| Sam Corcos | : | Yeah. And **she** showed up and I thought, okay, what do we do now? What now? And I made it my mission to find things that I was doing that I could hand off to **her**. And some of the most common things that **Lori** does for me now are probably the most helpful one is during the course of the year when I see something that makes for a really good Christmas present for somebody, I'll just send **her** a note and say, "Hey, get this for my brother for Christmas." And then November comes around and there's the scramble to think like, oh, man, what do I get for Christmas? And **she** says, |

"Well, you already purchased these 11 things for all these people." It's like, oh, cool.

The preceding conversation was taken from the Tim Ferriss podcast. The conversation fragment derived from the episode "Ultimate Guide to Virtual Assistants, 10x Delegation." In the conversation it can be seen that several phenomena of grammatical cohesion occurred. The cases of grammatical cohesion in the conversation such as, "She and Her." These types of grammatical cohesion are categorized as personal reference. The personal reference is an element of grammatical cohesion used to refer to an individual, entities and things within the discourse.

The first personal reference that occurred in the conversation is "She." The personal reference "She" is a third person singular pronoun. It is used to refer to a female person or an entity that previously mentioned. In the discourse, it is employed when discussing someone who is neither the speaker nor the listener. Thus, the speaker utilized "she" to refer to the female person who is not in the conversation. However, the speaker had mentioned it in his preceding utterance where it could be understood by the listener in the discourse. Therefore, the speaker utilized "She" to refer to Lory who has been working with him for 10 years. As mentioned by Halliday & Hasan (1976) in their book that personal reference "She" is a third-person singular pronoun that can occasionally be used to refer to personified things or phenomena as well as females. It supports text coherence by bringing up someone or something that was previously discussed, which helps to preserve discourse cohesiveness.

The second phenomenon of personal reference that can be found in the conversation is "Her." The personal reference "Her" in the discourse is employed as an object. It is the pronoun's feminine singular form, which is employed to refer to females or, on occasion, to nouns that are feminine. "Her" refers to a person or item that has already been named. Therefore, "Her" in the conversation that was mentioned by the speaker is still referring to a female person that is not in the conversation. Like "She", if "She" is a third person singular pronoun that is categorized as subject then "Her" is the opposite of "She" in terms of position. Therefore, the speaker used "Her" to refer to "Lory" as the object in the speaker's utterance. This is matched with Halliday & Hasan (1976) that said that "Her" is another role in the conversation to specify the third person singular pronoun in terms of female.

**Data 6, 7, & 8**

| Sam Corcos | : | Yeah, the gist of it is that the intent of recording is that it is way easier to just get first-person information. Let's say, me and an engineer have a call and we're working through a problem and somebody else also needs context on it. Your options are okay, every person who could conceivably need this information needs to be in this meeting in real time right now. |
|---|---|---|
| Tim Ferriss | : | Or you translate in some clumsy fashion and things get lost, or "Here's the recording." |
| Sam Corcos | : | Or "Here's the recording." **This[1]** is literally what we said at the time that we said it. There's no misinterpretation, there's no anything. It's just it is what was said at the time it was said. And there have been many, many times where that has been a useful resource. We've actually taken **this[2],** a step further recently where we now default share all meetings |

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including one-on-ones. That doesn't mean that you're required to, if something comes up, if you say something you didn't mean to say, **this³** is not meant to be like a gotcha thing. If you say something and you say, "Hey, I don't want to share." Then you don't have to share it. There's a process for auto sharing that you can just stop one of these recordings from being shared. It's totally fine.

The conversation above came from the Tim Ferriss Podcast in the episode "Ultimate Guide to Virtual Assistants, 10x Delegation". In these utterances, there is a phenomenon of grammatical cohesion. This phenomenon was mentioned by the speaker. The element of grammatical cohesion in these utterances is "This." It is categorized as demonstrative reference. The term "demonstrative reference" describes the usage of words or phrases to highlight or reference certain elements within the immediate context or seeks to make clear how close or remote something is to the speaker or the topic under discussion. In this conversation there are several "this." This element is used differently in referring to things and items in the conversation.

The first "This" mentioned by the speaker is a demonstrative reference to refer to the concept. It refers to the concept that has been said before. In this case, the speaker points about the occurrence. **""Here's the recording." This is literally what we said…"** in this expression, "This" underlined the action or words of the speaker, he himself did. This type of demonstrative reference implies proximity to the speaker. Furthermore, this element shows the position of the concept in other words this reference indicates how far the concept is referred. Therefore, "This" is classified as a demonstrative reference. As

mentioned by Halliday & Hasan (1976) in their book, "This" is a singular verbal pointing aimed to refer to something that is near the one who is speaking.

The second "This'' stated by the speaker refers to an idea that has been said by the speaker to the addressee. "This'' in this expression correlates to the speaker's intention of an action that has been done. It also connects to the roles of the speaker as the first person. Where "this' ' is used to indicate a sort of association with the speaker. It refers to the idea of recording. This demonstrative reference demonstrates the distance between the idea being addressed and the speaker in other ways this demonstrative can be said by the speaker only. Since, "This' ' only points things near the speaker. Therefore, this second demonstrative is classified as one of demonstrative references. This is matched with Halliday & Hasan, (1976) in pointing something near the speaker within the context of the situation, the speaker could use "This' ' to imply proximity to the speaker.

The last element that can be determined as demonstrative reference is "This" which refers to an action. The speaker points to an action that could happen in the future. Thus, the speaker used "this" to refer to the presupposition that something will be done by the addressee. "If you say something you didn't mean to say, **this** is not meant to be like a gotcha thing…." In this expression "this" can be seen "this" correlates to the presupposition of the speaker to the interlocutor. By saying about what would happen if the speaker's approximation occurred. Therefore, the speaker utilized "This" to refer to the presupposition action for the addressee. In line with Halliday & Hasan (1976) Another inclination is to evaluate closeness in terms of time. In this instance, "this" for a current or future.

**Data 9 & 10**

Sam        : Exactly. But I will say on the
Corcos        other side, which is the

searchability for the recording of tasks. so, this is what we use Notion databases for. So, our EAs, every process that they do for somebody on our team has its own dedicated page in Notion. And that page has a linked database to a much larger database, which is all tasks that any EA has done for us. You can connect **those[1]** together. There's something called a relation, and you can relate **those[1]** together and you can create a sub view within that. So, imagine you have a task that's a recurring task, task A. At the bottom, you can create a link to database that filters only for tasks that are related to that. And so, in each of **those[2]** entries, the EA will include a link to the Loom of the date that they did the thing. And so, if you want to see when's the last time somebody did this task, you can go to that specific task page and you can see, "Oh, they did it April 26th, they did it March 3rd.

The utterances showed some grammatical cohesion cases occurred. One of the element demonstrative references occurred in the utterances of the speaker. This grammatical cohesion was used to refer to things in the immediate context, pointing to things in the speaker's immediate physical or abstract realm. This factor helped the speaker to indicate distance or closeness. In the utterances mentioned three times demonstrative reference "Those." Demonstrative reference "Those" is used when referring to several, plural entities that are separated from the speaker and the listener.

The first and the second "Those" have similar functions. They both referred to things or recording tasks. They both are used to point things which are located apart from the speaker and the listener. In the utterances, the speaker referred to things that had been said before and then pointed it out by using "Those." Moreover, "Those" underlined many of the tasks done by the speaker's EAs that are determined not near them. Thus, "Those" is categorized as demonstrative reference, due to it helping the speaker by referring to things that have already been mentioned. So, the speaker pointed them out as "Those." Therefore, it built the cohesiveness and the flow in the discourse. Halliday & Hasan (1976) clarified that the plural form of 'those' can refer to both persons and objects. This may help us explain why saying 'they' with individuals, especially when referring to several persons, feels more natural to us.

Meanwhile, the third demonstrative "Those" in the utterances is referred to a variety of things or entries of tasks in the database. The demonstrative reference "those" refers back to a previously mentioned or understood collection of things or entities inside the continuing conversation or discourse. The discourse was focused on the structure and organization of task-related items within a database. By mentioning the phrase **"those entries"** connects the continuous debate about particular occurrences or records of a repeating job inside this database. Thus, it contributed to coherence by linking the present argument being made about the database entries to the previous context in which the tasks and their entries were introduced. Likewise, the theory of Halliday & Hasan, (1976) explained that when the demonstrative is used with a noun, the meaning is always the same as the presupposed object.

**Data 11**

Sam      :  Yeah, I've seen a lot of them.
Corcos       I think probably the finally

and simplest one is people have tried and they had a bad experience. And a lot of it comes from a lack of experience from the person who's doing the delegating, but sometimes it's just a bad match. We work with a lot of EAs at Levels, and we probably have to rematch maybe 30 percent of our EAs just because there wasn't a fit. And a specific example of that was Zach, our head of legal, we paired them with an EA, really didn't see any improvement **there**.

The word "There" is an anaphoric and locative that refers back to a preceding word or phrase. This element commonly refers to a process's location in space or time. Furthermore, "There" is used as an adjunct in the sentence, expressing the location or circumstance. The circumstantial demonstrative "there" referred to the process's location in the discourse (the pairing of an EA with the head of legal). Thus, the usage of "there" referred back to the condition or event indicated earlier in the sentence, showing a lack of improvement in the specific context of the EA pairing. In keeping with Halliday and Hassan's view, the demonstrative "there" in the discourse serves as an anaphoric and locative which refers to the process's location.

**Data 12**

Sam Corcos : The other is whenever there's a bug in the process where this happens often somebody gets a message and you're like, that's weird because why would they get that? You can look at the process and you can see, oh, because they pulled the information from **here**[1] and they didn't know that I was actually

communicating with them over **here**[2], so, they thought it was one of these kinds. And so, you can just say, "Hey, I saw that you did this, not a big deal, but next time, check both of these sources and see which one's most recent." And then they update the process and they don't have those issues as opposed to just ambiguously having it fail and not knowing why.

The first "here" is categorized as cataphoric in which one word or phrase alludes to another later in the conversation. Cataphoric expressions allude to anything that is discussed later in the text. Thus, it refers to a specific area or source in the process from which information was obtained. It is a demonstrative adverb identifying a specific moment in the process that has relevance to the discussion. In the context of the conversation, it most likely refers to a specific step or stage of the process when information was extracted. As a result, it may relate to a specific database, system, or repository from which data or information was retrieved. In line with Halliday & Hasan, (1976) A cataphoric in other words, a cataphoric element predicts and refers to a forthcoming phrase or thought. Cataphoric reference improves the flow and coherence of a text by adding items before they are directly mentioned.

Meanwhile, the second "here" was also classified as cataphora, which is when one word or phrase connects to another subsequent in the discourse. As a result, this phenomenon refers to a distinct location or context inside the communication process. It refers to the manner or channel of communication in this circumstance. It could relate to a specific platform, tool, or medium via which communication was taking place. Therefore, the usage of "here" clarifies the source of discourse and helps in

determining why a process bug happened. In line with Halliday & Hasan, (1976) A cataphoric in other words, a cataphoric element predicts and refers to a forthcoming phrase or thought. Cataphoric reference improves the flow and coherence of a text by adding items before they are directly mentioned.

**Data 13**

Tim Ferriss : Yeah, it's a great mission. Great mission. I want to talk about information inputs. This may be a good place for a sidebar on this. Avoiding slot machines, news sobriety, the term I've used, which I think is probably quite **similar** is sort of the low-information diet, but what is news sobriety and what does that mean for your day-to-day, month-to-month experience?

In the attached conversation excerpt, Tim Ferriss used the term "similar" in the context of explaining a notion linked to information inputs. The speaker was comparing "news sobriety" to another notion, the "low-information diet," implying that they have some qualities or features. The word "similar" here denotes a general likeness or similarity between "news sobriety" and the "low-information diet." It does not describe a specific attribute for comparison, but rather suggests a general resemblance in terms of the aim or purpose of these notions. In this comparison, the speaker did not emphasize any specific physical or qualitative elements. Instead, he was implying a broad connection in the aims or underlying concepts of "news sobriety" and the "low-information diet." In overall, the comparative reference "similar" is used in the given discourse in a general comparison context, expressing a general likeness or resemblance between the ideas of "news sobriety" and the "low-information diet" in terms of their overarching objective or purpose. The

grammatical and lexical resources that speakers utilize to make comparisons between various things or elements are included in the construal of comparison (Halliday & Hasan, 1976).

**Data 14**

Sam Corcos : The answer is it's purely based on feeling. I used to read a lot **more** books optimistically, of, I should read **more** about that, even though I don't really want to, I just feel like I should. And it's usually a slog, and my rate of reading is way lower when that happens. And so, I now, when I finish a book, I go through, and I'm glancing through the titles, it's like, you know what? I do actually want to read a book on complexity right now, I'm going to do that. That sounds really interesting.

The phenomena in fragments above were categorized as particular comparisons. "More" was denoting a specific comparison and was explicitly classified as a numerative comparison. It is the comparison of amounts or numbers of items. "I used to read a lot **more books** optimistically..." The speaker was connecting the amount of reading he used to do in the past ("a lot more") with a specific optimistic mindset, even when he didn't necessarily want to read certain books. The emphasis here is the rise in quantity, which indicates a shift in his reading habits. Thus, "more" in this sense refers to a specific comparison, especially the number of books that speaker used to read in the past.

**Data 15**

Sam Corcos : Yeah, it's a really good book, which really just goes over, there are so many things that are getting better1, and yet,

almost everyone thinks that those things are getting worse.

Tim Ferriss : I got it. So it's a numeracy-enhanced version of Angels of Our **better**[2] Nature.

Sam Corcos : Yeah, better Angels of Our Nature. For sure.

In the conversation, it can be found that the word "better" is mentioned three times by the speaker. The first "better" was categorized as a general comparison. It was showing an overall good tendency in the discourse without mentioning specific qualities. "Better" in this context denoted an improvement or good change in a variety of contexts. Meanwhile, the second and the third "better" can be categorized as a particular comparison epithet. In this case, "better" modifies the noun "Nature," indicating a specific characteristic in relation to the original word "Angels of Our Nature." This relates to the concept of specific comparison, in which a certain trait or link is stressed in the comparison. The grammatical and lexical resources that speakers utilize to make comparisons between various things or elements are included in the construction of comparison (Halliday & Hasan, 1976).

**Data 16**

Sam Corcos : Let's just find a different person to be your EA. A whole new process, different people, different background. And then the second time around, it was night and day difference. She understood all the terminology and his output easily doubled and his stress levels just really dropped. He was able to manage his time, had way more time for deep work, and it really just improved his satisfaction. So, I would say that's a **big one**. It's just, if you have one **bad experience**, don't assume that you can't have a good **one**.

The sentence, **"... can't have a good one,"** in the above excerpt uses intentionally. The word "one" is to stand in for an unclear but important component. The nominal replacement of "one" in the segment is crucial to maintain the discourse's structure and cohesiveness. The expression **"don't assume that you can't have a good one"** substituted a successful or happy experience for "one". The speaker maintained textual flow while communicating a contrast to a negative belief about experiences by referring to events as "one" rather than directly repeating the term "good experience." As Halliday & Hasan (1976) mentioned in their book that the function of substitution in the discourse is to avoid using the same term over and over again and to provide variation to the text.

**Data 17**

Tim Ferriss : Some people certainly then kind of bleed over into nihilism for a lot of other reasons. But my theory, that's more the observation that leads to the theory, which is there's going to be a Cambrian explosion of religions. They may not go by. They may not self-describe. The people who lead these things, even if they're distributed or self-identify, may not describe it as religion, but it's going to look a hell of a lot. It's going to look like a duck and quack like a duck, but maybe it calls itself an aquatic chicken? Okay, fine.

Sam Corcos : Yeah. Yeah. I think **so**.

In this case, the substitution is an example of clausal substitution. The word "so" is used to replace a phrase or portion of the speaker's previous remark. Instead of restating the complete notion, the listener employs "so" to refer back to and agree with the speaker's prior word or remark. Furthermore, the usage of "so" is anaphoric, pointing back to the speaker's concept but not repeating it in full. Therefore, the word "so" here conveyed agreement or affirmation with the speaker's previous statement, which was not expressly repeated but understood. According to Halliday & Hasan, (1976)'s perspective, "so" contributes to the cohesiveness of the discourse. It is an efficient way to affirm and reference the previous remark without repeating it explicitly.

**Data 18**

Sam Corcos : Yeah, the answer is you just skip the to-do list step entirely. So when I get a new task a lot of my tasks effectively come in through email. So, I'll get an email, and this is also another thing that I worked with a couple of people on, who really, really struggled with email. And the thing they struggle with is using their email as a to-do list, which is a very common thing that people do. The problem is, it creates a lot of anxiety when you have this stack of uncategorized things. It could be 15 minutes, it could be 50 hours, you have no idea until you open up each one individually to figure out how much work it is. And so, the same process of translating your to-do list into your calendar, you can **do the same** thing with email.

In the given context, the phrase "do the same" can be seen as a type of substitute. It is a sort of nominal substitution in which the noun "the same" is paired with the verb "do" to replace or recreate a previously expressed or implied process. The term is a substitute for discussing the precise actions or processes involved in the process, and it instructs the listener to use a similar approach. In this approach, it serves as a type of linguistic substitution, conveying a certain meaning in a brief manner. Moreover, the phrase "do the same" provided a sense of parallelism by emphasizing the similarities between the processes of converting items from the to-do list and email to the calendar. The parallel construction supports the concept of consistency. Thus, it helped a logical flow in the conversation. In line with (Halliday & Hasan, 1976) Substitution aims to avoid using the same term over and over again and to provide variation to the text.

**Data 19**

Sam Corcos : Yeah. And she showed up and I thought, okay, what do we do now?
What now? And I made it my mission to find things that I was doing that I could hand off to her. And some of the **most common things** that Lori does for me now are probably the most helpful **ones**. During the course of the year when I see something that makes for a really good Christmas present for somebody, I'll just send her a note and say, "Hey, get this for my brother for Christmas.

In the utterance, the speaker utilized "ones" to substitute things that previously mentioned. In the phrase **"And some of the most common things that Lori does for me now are probably the most**

**helpful ones."** The speaker applied "ones" to refer to the whole category of tasks rather than specifically naming the one that is the most beneficial. As a result, the word "one" is used to establish a link between the earlier explanation of Lori's help and the particular assignment that was most beneficial. Moreover, in the theory of Halliday & Hasan (1976) explained that the goal of substitution is to keep the discourse flowing and prevent repetition. By simplifying the way concepts are expressed, substitution improves coherence. It reduces unnecessary repetition and keeps the conversation concise.

**Data 20**

Tim Ferriss : The blinking cursor. All right. Would you mind describing, since I've teased it excessively now, but the video-editing example, and then how will you make things searchable? Because for instance, I have a very small team, but at one point I was curious as to how people were currently tracking tasks and projects because people have a good amount of flexibility and there are pros and cons to that. We have used a lot of, say, Asana in the past, but **some employees** work differently and **ø have** different approaches.

The preceding dialog taken from the Tim Ferriss podcast in the episode "Ultimate Guide to Virtual Assistants, 10x Delegation". In the statement of the speaker above can be seen a case of ellipsis occurred. Ellipsis is purposefully omitted, producing the impression of something left unsaid. The omission that is done by the speaker in passage is categorized as a nominal ellipsis. The term of nominal ellipsis is linguistic phenomena characterized by the omission of a noun phrase (NP) or a nominal structure in a sentence when its reference may be recovered from the context.

The ellipsis appeared in the given instance in the repetition of **"have different approaches,"** when the pronoun **"they"** is omitted. The speaker used ellipsis instead of restating the subject pronoun "they," presuming the listener can easily deduce the missing piece. The ellipsis is based on the context provided in the previous sentence, in which **"some employees"** is the subject of the verb phrase. In the repeated phrase it can be said that the speaker used subject-verb agreement. Since the full phrase, without the ellipsis, would be **"some employees work differently, and they have different approaches."** The ellipsis indicates that the subject **"some employees"** and the verb **"have"** are aligned in the repeating construction. Aligned with Halliday & Hasan (1976) if a noun phrase has already been addressed and its identity is apparent, it can be deleted from following sentences while preserving consistency and clarity.

**Data 21**

Sam Corcos : But a big part of it is, remember that they are working for you to help you be more productive. And where a lot of people struggle is they end up creating busy work when it's really not useful for either person to be doing work that is not adding value. So, if you find yourself in that situation, just say, "Hey, I only have 20 hours of work this week. Read these books, take a vacation." Just something that they can do. It's like, "Hey, do anything else other than create more work for me." That's really the way that the relationship needs to go in order for that to be effective

Tim : Are there **any ø**, we're going

| Ferriss | | to bounce around a lot, and we are |
| | | going to zoom out to the company level in a second, but read these books. Are there any books that you strongly recommend or require reading for two groups, people in the company, so employees and then EAs of people who work in the company or your EAs? |

The preceding dialog taken from the Tim Ferriss podcast in the episode "Ultimate Guide to Virtual Assistants, 10x Delegation". In the statement of the speaker above can be seen a case of ellipsis occurred. Ellipsis is purposefully omitted, producing the impression of something left unsaid. It can be seen that the speaker did the omission by using "any." With a purpose the listener understood without explain explicitly.

In the given context, the ellipsis such as the word "any" falls under a Nominal Ellipsis. Nominal ellipsis happens when pieces of a nominal group (such as a noun phrase) are removed yet the structure remains clear and understandable in the given context. In this instance, the ellipsis with "any" denoted the missing of a specified number or type of books. The entire sentence, without an ellipsis, could read: "Are there any specific books, a particular number of books, or certain types of books that you strongly recommend or require reading for two groups." As stated by Halliday & Hasan (1976) the omission of a noun phrase (NP) or a nominal structure in a sentence when its reference may be recovered from the context.

**Data 22**

| Sam Corcos | **:** | She wraps them **and** she sends them. So, it's pretty easy. |
| Tim Ferriss | **:** | Problem solved**.** |

In the statement "And" served as an additive relation to join two independent clauses, "she sends them" and "she wraps them." It was linked both equally significant or important phrases together, implying that both activities are connected and are a part of a series of events completed by the same individual. Here, the word "and" was denoted a continuation or addition of data. It was suggested that sending comes after wrapping, establishing a sequential link between the two activities. The addition of "and" made the grammatical connection between the two clauses more evident and shows that the same subject ("she") is doing both actions. As in the theory of Halliday & Hasan (1976) stated that this element assists to emphasize that the information supplied is supportive or addition rather than competing or conflicting.

**Data 23**

| Tim Ferriss | : | So the first is you talking about basically, and I'm putting words in your mouth, but trying to recap here, see if I get it right. Basically doing a version of repeating the task back to you. Which is reducing the ability of unwanted or unhelpful or non-actionable information to impinge on your life. So you can be proactive. **However,** you spend a lot of time in email and for a lot of people, that is the arena that you enter that is full of everyone else's agenda for your time. So you can become very reactive. |

The conjunction "however" indicates a contrast or concession between the two clauses it connects. The first phrase covers the proactive technique of decreasing undesirable information, while the second provides a counter-argument about

spending too much time on email, which leads to a reactive state. Furthermore, "however" is established as a contrast or opposition between the speaker's first statement about being proactive and the one that follows a statement about dealing with emails and potential response. In this situation, the conjunction "however" contributes to coherence by connecting the phrases in a way that acknowledges the speaker's stance's difficulties and potential differences.

Halliday & Hasan (1976) said that conjunctive elements are not primarily devices for reaching out into the preceding or following text. This means that their main function is not to physically connect or link elements but to convey a particular semantic relationship between those elements. Thus, Consider the conjunction "however" in the conversation excerpt presented. It is more than just a word that connects two clauses; it also conveys the notion of contrast or compromise. Although, the usage of "however" shows a unique relationship between the proactive approach stated before and the email issues discussed later. The cohesive function is derived from the meaning of "however" and how it implies a distinction between the two ideas.

**Data 24**

Sam Corcos : This is something that's different about remote versus in-person, is that when you're remote, remote first is a concept that I think GitLab came up with, which is whether you're in person or not, you have the same principles as you would if you were remote. And if you're remote first, everything that you do is on a computer and it is **therefore** necessarily content if you want it to be. And so, typing at your keyboard could be content, if you wanted it to.

The conjunction "therefore," in the utterance, showed a logical consequence, where the connection between ideas is formed not by the conjunction itself, but by the logical relationship it indicates. Then, the primary function of conjunctive elements in an utterance is to express specific meanings in which "therefore" expresses a cause-and-effect link Halliday & Hasan (1976). The above comment in a conversation is about the concept of working "remotely first" on a computer. The speaker then utilized the conjunction "therefore" to link this thought to the following remark, which states that everything on the computer is necessarily content. "Therefore," showed that the nature of being "remote first" leads to the conclusion that all content on the computer is content. In this case "therefore" was to inform the reader or listener that what follows is a logical consequence of what came before it.

**Data 25**

Sam Corcos : Yeah, I really only play complex strategy games, so they tend to be the Euro-style games. It tends to be games that if they come recommended from somebody who I know is a very serious board gamer, **then** I know it'll be good. I'm playing a Twilight Imperium on Sunday, which is a full day-long board game.

As the remark from Halliday & Hasan (1976) emphasized the idea that conjunctive items indirectly contribute to cohesiveness by relying on their distinct meanings and the context provided by other components in the discourse. In other words, without considering its specific connotations and the broader context, the conjunction does not inherently generate cohesiveness. "Then," in this utterance, served to express certain

meanings. In the above example, "then" denoted a series of occurrences or conditions, implying a cause-and-effect relationship or a temporal order. Where the preceding conversation is about the speaker's liking for sophisticated strategy games suggested by serious board players. When such a recommendation is accepted, the speaker used the conjunction "then" to explain the outcome or expectation. Thus, the conjunction "then" demonstrates how it provides cohesiveness by establishing a logical or temporal relationship depending on the precise meanings it carries and the context offered by other components in the discourse.

## 5. Conclusion

Based on the analysis and research findings, two key conclusions can be formed about the cohesive devices discovered in the research using the theories of Halliday & Hasan (1976) the conclusion reveals a total of 2826 instances of grammatical cohesion. In the podcasts analyzed, the most common kind of grammatical cohesion was reference, particularly personal reference, this data implies that podcast speakers commonly utilized pronouns to ensure consistency and intelligibility in their speeches.

Additionally, conjunctions, which connect clauses or sentences, were widely utilized, with additive conjunctions such as "and" being the most popular variety. This shows that speakers frequently utilized conjunctions to connect ideas and provide smooth transitions between subjects. Meanwhile, substitution and ellipsis were less widespread, but they nonetheless helped to maintain general continuity by substituting or eliminating portions in the discourse as needed.

Moreover, the research findings reveal a high level of coherence in the speaker's discourse. Through well-structured sentences and logical transitions, the speaker ensures a smooth flow of ideas, enabling listeners to follow the speech easily. The speaker effectively maintains reference cohesion, seamlessly linking concepts together throughout the discourse.

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