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**Cohesive Devices in Short Story of the Magic Horse  
by Idriesh Shah**

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**Abstract**

Analysis is the key to achieving cohesion in a piece of writing. Determining words is one of the obstacles, so it is difficult to be creative in determining the ideas that we will include in our writing. Creating coherent text requires cohesion, which is an important component. The short narrative is one literary form that is clear-cut and easy for readers to comprehend. A short narrative can be easily accessible in our daily lives, and reading one won't take much time. This study will discuss lexical coherence and its significance used of lexical coherent techniques in a short story. Both descriptive and qualitative methods content analysis and library research were used in this study. The author examined the many kinds of cohesive devices in Idriesh Shah's short story The Magic Horse. The result of the short story uses five different kinds of coherent devices. These are lexical coherence (4.348%), reference (43.48%), substitution (13.04%), ellipsis (4.35%), and conjunction (34.79%). Cohesive devices, according to the inquiry, make it easier to comprehend both the text's internal logic and its structural elements. Exploring coherence and how it is used in real-world situations, such as when choose the appropriate pronouns to highlight how such things vary among people; can be especially helpful for learners.

**Keywords:** Cohesive Devices; Short Story

**Introduction,**

In writing, it is impossible to master only through theory, but implemented through regular practice and practice so that produce well-composed writing. Usually apply knowledge of languages, such as grammar and vocabulary words, style, spelling, and so on. Determining words is one of the obstacles, so it is difficult to be creative in determining the ideas that we will include in our writing. Cohesive devices are one of the factors that indicate whether the writing is relate well to each other or just in the form of a combination of sentences that are not mutually exclusive related. An essential component of learning English is cohesion (Fu.C 2021). It is important to assess the text's coherence. Analysis is the key to achieving cohesion in a piece of writing. Cohesion, an essential element, is necessary to produce coherent writing. Halliday and Hasan (1985: 48) concur, arguing that cohesion makes a considerable contribution to coherence. Grammar and language both have a role in conveying

cohesion. (1976:5; Halliday and Hasan). According to Halliday and Hasan (1976: 5), lexical and grammatical cohesion are also included in cohesion. In this way, grammatical cohesion refers to syntax, while lexical cohesion examines the lexicon of text.

This study's discussion aims to put lexical coherence analysis, this puts into action the short story's literary style. The short narrative is one literary form that is clear-cut and easy for readers to comprehend. A short narrative can be easily accessible in our daily lives, and reading one won't take much time. The text's word choices and certain sounds give the reader a more dynamic way to comprehend the material. Because of the clear language used in the book, the reader could quickly understand the narrative, the story's evolution, the point of view, and its theme. According to Cook, discourses are any body of words that are considered to be significant, coherent, and purposeful (1989:156). Due to its proper construction, discourse has significance. It implies that there must be coherence in the conversation. A series of statements or utterances must be coherent in sentences that "hang together" (Nunan, 1993:21). Using cohesive devices is the best approach to keep sentences or clauses in a text together. A text's coherent strategies should be examined. Cohesion in a text will be achieved through the analysis. A text's coherence is greatly influenced by its cohesion. According to Halliday and Hasan (1985:48), an essential component of coherence originates from cohesion. Grammar and vocabulary are used in combination to express cohesion (Halliday and Hasan, 1976:5). Moreover, lexical and grammatical cohesion are included in cohesion, according to Halliday and Hasan (1976:5). As a result, grammatical cohesion refers to syntax, whereas lexical cohesion examines a text's lexicon.

Furthermore, the short story makes extensive use of cohesive grammatical and lexical techniques to develop the story's plot, with cohesive grammatical devices predominating (M. Benonguil. 2022). In their study of the cohesive devices used in 20th-century American short stories, Laksana, Martono, and Setyaningsih (2018) found that lexical cohesiveness, references, conjunctions, ellipses, and replacement appear most frequently. Additionally, Kusumanegara (2021) and short stories both exhibit lexical cohesiveness, according to Islam Radhatul (2022). However, only three forms of coherence reference, conjunction, and substitution are employed in argumentative essay writing (Ludji Itoni 2022). Additionally, Sari Indah (2022) demonstrates that the most prevalent types of grammatical cohesive devices used in short stories are conjunctions, substitutes, and references. This study's investigation of lexical cohesiveness, which focuses on the short story as a literary form is explored. The short narrative is one literary form that is clear-cut and easy for readers to comprehend. It won't take much time to read a short narrative, and it can be enjoyable. The Magic Horse, a short story by Idriesh Shah, will be examined in this study. A short narrative usually has a moral message, which makes it fascinating to study, especially the usage of lexical cohesive devices and the importance of lexical cohesiveness in the text. Lexical coherence and the application of lexical coherence strategies in a short story will be covered in this study. What lexical coherence techniques are used in a short story? This is the question that the research is being done to address.

**Research Methodology,**

One source was used as the study's sole source of data. Because the author examined the many kinds of cohesive devices in Idriesh Shah's short story *The Magic Horse*, this study employed content analysis and library research as both descriptive and qualitative methods. A qualitative study is a particular form of study, according to Nunan (1993: 4-6), in which the technique of data collection is non-experimental, the kind of data is qualitative, and the method of data analysis is interpretive. The several coherent strategies utilized in Idriesh Shah's short story are analyzed using a qualitative methodology.

Data collection techniques include the following: The first step is for the author to repeatedly read a short narrative that will serve as the study's data. Second, the writer assigned those words a grade based on the criteria that the writer provided. Third, the short story's author listed each cohesive device's category next to each phrase. Fourth, create a table or tabulate the data with all of the sentences. Fifth, the author classified the information according to the many cohesive devices. The sixth step is to identify the data and note the number of each tabulation. Based on the terms in each data tabulation that are cohesive devices, the writer categorizes each data tabulation. Drawing inferences from Idriesh Shah's use of coherent devices in the short story "The Magic Horse" is the final phase.

**Findings and Discussion,****Findings**

The researcher offers the data's interpretation in this part. On the basis of its types, the debate was presented from the short story "The Magic Horse".

**1. References**

## a. Page 1

Example: *"he encouraged new discoveries and activities because he knew they would help his people"*.

Function: the word **"he"** refers to singular masculine. In the example, *"he refers to the man who was unusually enlightened and encouraged new discoveries and activities"*.

Function the word **"his"** refers to possessive pronoun of he. In the example, *"he encouraged new discoveries and activities because he knew they would help his people"*.

## b. Page 2

Example: *"he had two sons, Tambal and Hoshyar"*

Function: the word **"he"** refers to singular masculine, in the example *"he had two sons"*.

## c. Page 3

Example: *"Let all those who have interesting and useful devices present them to place foe examination so that they may be rewarded"*.

Function: In the sentence "let all those who have interesting and useful devices present the to the place for examination," the word "them" refers to people who have interesting and useful devices, and in the sentence "who have interesting and useful devices present them to place foe examination so that they may be rewarded," the word "they" refers to people who present to the place for examination.

## d. Page 4

Example: “*when **they** heard this announcement one day, they agreed to compete for an award so that their relative merits could be decide once and for all*”.

Function the word “**they**” refer to the son of the man Tambal and Hoshyar, in the example “*he had two sons, Tambal and Hoshyar. Hoshyar was expert in using strange devices. Tambal was a dreamer who seemed interested only*”.

e. Page 5

Example: “*And **he** surrounded **his** workshop with high walls to keep **his** work secret*”

Function word **he** refers to the ironsmith, in the example “*the ironsmith worked day and night on a mighty engine with the help of many talented specialist.*”

Function **His** refers to possessive pronoun of **he**. In the example, “*And **he** surrounded **his** workshop with high walls to keep **his** work secret*”.

f. Page 6

Example: “*the woodworker took **his** simple tools and went into a forest where, after long and solitary reflection, he prepared **his** own masterpiece*”

Function the word **his** refers to the possessive pronoun of he, woodworker. In the example, *the woodworker took **his** simple tools and went into a forest where*” and “*he prepared **his** own masterpiece*”.

Function the word **he** refers to the woodworker. In the example, “***he** prepared his own masterpiece*”.

Referring to the identification in the current context is called referencing. The examples demonstrate how the use of references involves the same categories and functions being used. However, the context in which people's thoughts about something are included also affects how references are used. In actuality, a correct reference influences how these materials should be understood or, in other words, how readable they should be. As a result, references are essential to developing reading comprehension and proficiency.

## 2. Substitution

a. Page 3

Example: “*let all those who have interesting and useful devices present them to the place for examination **so** that they may be rewarded*”.

Function: the word **so** that to replaces the clausal that was previously stated. In the example, “*who have interesting and useful devices present them to the place for examination*”.

b. Page 4

Example: “*they agreed to compete for an award **so** that heir relative merits could be decided once and for all, and recognized in public by the king.*

Function: the word **so** that to replaces the clausal that was previously stated. In the example, “*when they heard this announcement, they agreed to compete for an award **so** that their relative merits could be decided once and for all, and recognized in public by the king.*”

c. Page 6

Example: “*when **both** were ready, the king received them in court.*”

Function: the word **both** to replaces the clausal that was previously stated woodworker and ironsmith. In the example, “*the woodworker took his simple tools and went into a forest. People thought that the ironsmith would easily win*”.

When something is substituted, it is done so with another thing that performs the same structural tasks. Repetition of words, phrases, clauses, or sentences can be reduced through substitution. The interpretation must be related to the earlier sections in order to

replace one item with another. Substitution is never independent; rather, it is constantly connected to the current ones and hence cohesive.

### 3. Ellipsis

#### a. Page 4

Example: “*now there were **two** men of the country*”.

Function: the word **two** its noun and mean to ironsmith and woodworker. In the example, “*now there were **two** men of the country, an ironsmith and a woodworker*”.

Ellipsis denotes a zero-based substitution. Ellipsis omits the word rather than substituting another word with the same structural purpose. To improve discourse, it is most frequently utilized. Because the item being omitted has always been presented earlier, the reader must take the preceding sentences into account when interpreting material that contains an ellipsis.

### 4. Conjunction

#### a. Page 1

Example: “*they had made all kinds of discoveries in the growing of plants, in harvesting **and** preserving fruits*”

Example: “*their rules was unusually enlightened **and** he encouraged new discoveries **and** activities because he knew they would help his people.*”

Function: The preposition "**and**" signifies in the same clause, phrase, or portion of speech together to or give extra things.

#### b. Page 2

Example: “*he had two sons, Tambal **and** Hoshyar*”.

Function: The preposition "**and**" signifies in the same clause, phrase, or portion of speech together to or give extra things.

#### c. Page 3

Example: “*let all those who have interesting **and** useful devices present the to the place for examination so that they may be rewarded*”.

Function: The preposition "**and**" signifies in the same clause, phrase, or portion of speech together to or give extra things.

#### d. Page 4

Example: “*now there were two men of that country, an ironsmith **and** a woodworker*”.

Function: The preposition "**and**" signifies in the same clause, phrase, or portion of speech together to or give extra things.

#### e. Page 5

Example: “*the ironsmith worked a day and night **and** he surrounded his workshop*”.

Function: The preposition "**and**" signifies in the same clause, phrase, or portion of speech together to or give extra things.

#### f. Page 6

Example: “*news of the rivalry spread **and** people thought that ironsmith would easily win*”.

Function: The preposition "**and**" signifies in the same clause, phrase, or portion of speech together to or give extra things.

Conjunctions are official connections that allow sentences to be stretched out and yet make sense when compared to one another. People's interpretations of the text may change depending on whether a conjunction is present or absent. When phrases are connected but lack a conjunctive expression, the reader may become perplexed. As a result, it facilitates the reader's comprehension of such complex statements in literature.

## 5. Lexical cohesion

### a. Page 1

Example: *“once upon a time not so very long ago there was a **land** in which the people were very prosperous. They had made all kinds of discoveries in the growing of **plants**”.*

The function: *“**land and plants**”* Synonym refers to similarity of meaning between *“**land and plants**”*. The selection of a lexical item that is somewhat synonymous with a preceding one leads to lexical coherence.

The employment of semantically similar words in a text is known as lexical cohesiveness. It may take the form of repeating an explicit item in a text or using certain terms that frequently appear in the same context. Both develop become the primary mode of producing oneness. The reader can more easily understand a text's content when it uses similar or related dictions. As an illustration, the title of the story can be discovered by using the phrase "in focus," such as by restating the names or attributes.

There are five classifications for cohesive devices in Halliday and Hasan's (1976) taxonomy: reference (R), substitution (S), ellipsis (E), conjunction (C), and lexical cohesion (L). These can be displayed in table.

**Table 1**

*Data of Cohesive Devices*

Number	Kind of Cohesive Devices	Data	Percentage
1	Lexical Cohesion	1	4.348%
2	Conjunction	8	34.79%
3	Ellipsis	1	4.35%
4	Substitution	3	13.04%
5	Reference	10	43.48%
	Total	23	100%

## Discussion

The researcher then discusses the conclusion and interpretation arrived at as a result of the aforementioned data analysis. The problem statement's problems are addressed in the topic's conclusion by using the same cohesive strategies used in the short story The Magic Horse. This study focuses on the short story's usage of cohesive devices. The researcher's analysis of one of the magic horse's short stories took up six pages. There are some of them in the data. There are five classifications for cohesive devices in Halliday and Hasan's (1976) taxonomy: reference (R), substitution (S), ellipsis (E), conjunction (C), and lexical cohesion (L).

The data the researcher looked at indicated that a text's portrayal of this subject should show the necessity for unity, i.e., through structure and meaning. People might understand the meaning of such propositions, but when the prepositions are precisely linked, it's crucial to figure out whether they're actually connected in any meaningful way or are just mixed up. In this situation, cohesiveness is crucial. Cohesion demonstrates how the text's elements are interconnected. Stretch of sentences can meaningfully relate to one another through coherence. The reader can tie the elements to the text's continuity for a better

understanding on their own. Consequently, it is essential to consider cohesiveness when teaching reading.

When intentionally studied to create such projects to develop in order to strengthen such language skills, given that language teaching has traditionally been centered around sentences, it can be used as teaching resources. By concentrating on tasks that are related to the usage of various cohesive devices, or the formal links found within sentences, texts can be used to teach reading skills. Students are instructed to fill in the blanks in the third short tale with the proper pronouns as an example of their assignment. By using cohesive devices, readers can better understand the substance and meaning of entire texts by organically relating phrases on a grammatical and semantic level. This improves reading comprehension.

### **Conclusion and Suggestion**

The short story titled *The Magic Horse Short Stories* uses five different kinds of coherent devices. These are lexical coherence (4.348%), reference (43.48%), substitution (13.04%), ellipsis (4.35%), and conjunction (34.79%). Lexical coherence is more prevalent in the short stories than references, conjunctions, ellipses, and replacement. Cohesive devices, according to the inquiry, make it easier to comprehend both the text's internal logic and its structural elements. According to this research, people may, for instance, employ specific references while speaking about something because of how they feel about it. They may also use alternative interrogative expressions by utilizing ellipses or substitution. It is crucial that the students understand this concept when learning how to read since it will help them relate sentences to one another, comprehend the content in a meaningful way, and correctly interpret the meaning all of which will help them read more fluently. Additionally, teachers can utilize the analysis as a teaching tool to give students a work to complete as well as an example of how to use language. It can be used to show readers how individuals purposefully employ pronouns, conjunctions, and diction, as well as how people might substitute or omit a word. Exploring coherence and how it is used in real-world situations, such as when choose the appropriate pronouns to highlight how such things vary among people; can be especially helpful for learners. For the kids, however, it is best to introduce cohesion.

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