IDEAS

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Grammatical Cohesion in Oral Narration:

An Analysis of Podcast Ur Cristiano Playlist

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Abstract

This study examines the use of grammatical cohesion elements in oral narratives on podcasts, focusing on their contribution to the cohesiveness of oral discourse. This study focuses on its contribution to the cohesion of spoken discourse. It aims to identify and analyze the distribution of cohesion elements-reference, conjunction, substitution, and ellipsis-in the *UR Cristiano*. The analysis of the data shows that reference is the most frequently used cohesion element, accounting for 59% of the total occurrences, indicating its dominant role in connecting parts of the narrative and clarifying the flow of the conversation. Conjunctions followed with a significant percentage of 21%, assisting in the logical progression of ideas. Substitution and ellipsis appear with lower frequency, at 5% and 15% respectively, but still contribute by reducing repetition and enriching text variety. The findings highlight the multiple functions of grammatical cohesion elements in constructing cohesive oral narratives. This research provides insight into the structural strategies used in podcast discourse and confirms the importance of cohesion in easing listeners' understanding.

Keywords: *grammatical cohesion, oral narration, podcasts*

Introduction

Language has an important role in society's social life. According to Lycan (2008) Language is a community property that is used to communicate with each other. Therefore, the linguistic meaning of a sentence is not determined by just the totality of the speaker's brain and body conditions, but by the usage patterns of the entire community. These patterns of usage have been studied by experts. One of the important ones is grammatical cohesion.

The phenomenon that emerges in the midst of the development of digital media today, such as in podcasts and social media, shows that grammatical cohesion is often ignored. Zakaria and Ab Rahman Muton (2022) say that this is due to the communication style that tends to be short and straightforward, and does not always follow standardized grammar rules. As a result, the message conveyed can experience ambiguity or even be misunderstood by listeners or readers who have different backgrounds.

According to Halliday and Hasan (2014) Cohesion is a tool to create coherence in a text, therefore it connects ideas that appear in sentences or even paragraphs. So, the relationship between sentence to sentence, paragraph to paragraph is coordinated by cohesion (Afrianto 2017). This was clarified further by Halliday and Hasan (2014), that cohesion occurs when the understanding of some parts of a text or conversation depends on other parts. This means that there are elements that are related to each other so that the meaning becomes clear. If one element is difficult to understand without the help of another, then a cohesion relationship is formed. In this case, the two elements (which presuppose and are presupposed) will merge or connect in one text.

This cohesion relationship helps the reader or listener understand the overall message and ensures the content of the text remains coherent. Then as conveyed by Fauzi and Harfan (2020), as a popular communication platform, especially in the oral dissemination of ideas, stories, and information to a wide audience. So in this study, podcasts are used as objects because they offer real examples of the use of grammatical cohesion in oral discourse.

Grammatical cohesion is one of the important elements in maintaining the cohesion and continuity of the text. According to Halliday and Hasan (2014), grammatical cohesion includes several main elements, namely reference, substitution, ellipsis, and conjunction, all of which play a role in creating relationships between parts of the text. Reference, for example, helps to refer back or forward elements in the sentence thus strengthening the relationship between parts of the text (Halliday and Hasan 2014). Substitution and ellipsis allow writers to avoid repeating the same words or phrases, keeping sentences short but clear. In addition, conjunctions also function as connectors between ideas or sentences, which makes it easier for readers to follow the flow of thought or narrative conveyed.

Several previous studies have also examined the use of grammatical cohesion in various communication media both oral and written. Some recent studies in the field of grammatical cohesion highlight the importance of cohesion devices in the context of academic writing and other media. One of the studies by Ajam *et al.* (2023) focuses on the use of grammatical cohesion in essay writing by students.

The results show that students tend to use grammatical cohesion devices, especially references (e.g. personal, demonstrative, and comparative references) and conjunctions (additive, adversative, causal, and temporal). However, two grammatical cohesion devices, namely substitution and ellipsis, were hardly found in their writing, which suggests that these devices are more often found in oral communication. The study by Ajam *et al.* (2023) reveals the limitations in the use of certain cohesion devices in the context of essay writing, as well as the importance of a variety of cohesion devices to achieve effective cohesion in academic texts. Other studies by Kirana and Jayanti (2020) explored the types of lexical cohesion and grammatical cohesion in student thesis abstracts.

In their analysis of 30 abstracts, it was found that reference was the most dominant grammatical cohesion device used (70.2%), followed by conjunction as the second most frequently used (29.01%). This study shows how the dominance of grammatical cohesion devices affects the clarity and connectedness of ideas in students' academic writing. Masithoh and Fadlilah (2017) examines grammatical cohesion in recount texts in the "Pathway to English" book used in Curriculum 2013. The analysis shows that most of the texts in the book use three of the four main grammatical cohesion devices, such as reference, ellipsis, and conjunction, while substitution is used less frequently. This study underscores the importance of analyzing grammatical cohesion in teaching materials to ensure students gain a deep understanding of the text.

From the three previous studies, there is a gap in grammatical cohesion research, especially in the context of oral discourse, such as podcasts, which have not been analyzed in depth. Previous studies have focused more on the context of academic writing and written teaching materials, so they have not reflected how grammatical cohesion plays a role in oral discourse which has different dynamics and structures. Therefore, this study chooses podcasts as an object to explore how grammatical cohesion is formed in oral narratives, so as to provide new insights regarding the effectiveness of cohesion in modern oral communication media.

The analysis of grammatical cohesion in podcasts creates unique challenges due to the spontaneous and unstructured nature of oral text. Podcasts often rely on immediate context such as intonation, tone of voice, and pauses to create cohesion, in contrast to written text which is more organized and depends on explicit grammatical elements. In addition, sentence structure in podcasts tends to be inconsistent, with repetition, missing phrases, and rapid topic changes, all of which complicate the systematic identification of cohesion patterns.

Podcasts also present a reliance on complex interactivity. All of this suggests that the analysis of cohesion is not as straightforward as it might be in a written text, with repetition, incomplete phrases, and rapid changes in topic, all of which make it difficult to systematically identify patterns of cohesion. All this shows that the analysis of cohesion in podcasts requires a more pragmatic approach, taking

into account non-verbal and prosodic aspects as an integral part of oral cohesion.

Based on the disparities that have been described, this study aims to answer the main question:

- How are grammatical cohesion devices used in spoken discourse in podcasts, particularly in establishing the relatedness and clarity of ideas?
- The purpose of this study is to identify and analyze the types of grammatical cohesion namely: reference, substitution, ellipsis, and conjunction that appear in podcasts.
- understand the role of such cohesion in maintaining continuity of meaning in spoken discourse.

The novelty of this study lies in its focus on grammatical cohesion in podcast media, which is different from previous studies that mostly center on the context of academic writing or teaching materials. This research is expected to contribute to the study of pragmatic linguistics, especially in understanding how grammatical cohesion functions in dynamic and real-time oral communication.

Method

This research uses a qualitative categorization method to analyze the elements of grammatical cohesion in podcasts, Grodal et al. (2021). Technically, qualitative analysis involves the process of sorting data to generate new categories that can form the basis of deeper theoretical insights. This categorization process involves grouping similar elements to build an understanding of language structures and patterns in spoken discourse. In addition, this process also aims to create sequential relationships between categories, both in the form of concepts and mechanisms, resulting in a clearer and more systematic mapping of grammatical cohesion.

This research uses podcasts on the UR Cristiano youtube channel, especially all videos that belong to the playlist entitled "UR Cristiano" as the main source of data. This playlist was chosen since it contains various elements of grammatical cohesion that can be analyzed, such as reference, substitution, ellipsis, and conjunction. Data were extracted from manual transcriptions of sections of the podcast that were relevant to ensure context and accuracy in the analysis.

Data collection in this study was conducted through several main stages. First, the podcast playlist titled "UR Cristiano" was selected as the main data source. Next, passages relevant to the elements of grammatical cohesion were identified and transcribed manually to maintain accuracy and conformity to the original context. After the transcription was completed, the data were analyzed using the qualitative categorization method to identify the elements of cohesion, such as reference, substitution, ellipsis, and conjunction, used in the oral narratives of the podcast. As

states by Krishnaiah, Narsimha, and Chandra (2014) this technique is done by analyzing and classifying the use of these cohesion elements repeatedly at key points in the conversation, to understand how language structures and patterns function in establishing interrelationships between sentences in oral narratives.

The limitation of this study lies in the selection of the research object, which only uses one playlist. Nevertheless, the object is quite representative to identify various types of grammatical cohesion that are present. For further research, it is suggested to consider more complex objects, such as analyzing several playlists or episodes from various podcast genres, in order to produce a more comprehensive analysis.

Results

To understand cohesion in spoken text, especially in the context of narration in media such as podcasts, analysis of the elements of grammatical cohesion is needed. As states by Afrianto (2017), grammatical cohesion functions as a link between parts of the text that helps readers or listeners understand the flow and context more deeply. In this study, the four main grammatical cohesion elements analyzed are reference, substitution, ellipsis, and conjunction. Each of these elements has its own role in building cohesion, either through the use of reference to point back to the previous element, word replacement through substitution, word omission through ellipsis, or the use of conjunction to connect ideas.

The findings show that the frequency and percentage of the use of each of these elements in the oral narrative texts that became the object of the study. Through the following table, a more detailed analysis of the distribution of each element of grammatical cohesion is obtained. The results of this distribution not only show the tendency of using certain elements, but also help to understand how these elements interact in building the cohesiveness of the text.

Chart of Data Analysis
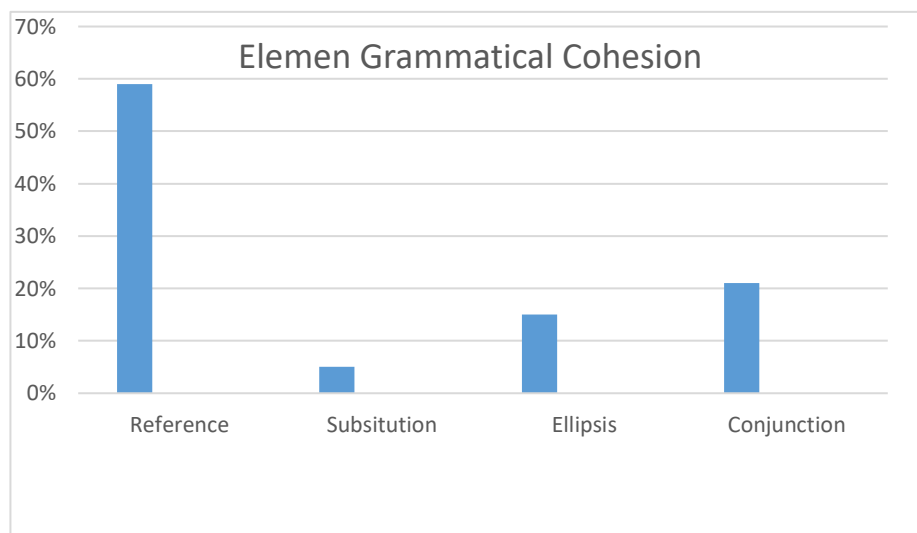
The table above shows the distribution of the use of grammatical cohesion elements in the analyzed data. The reference element occupies the largest proportion, which is 59% of the total cohesion elements found. This shows that the use of reference as a grammatical cohesion tool is very dominant in the structure of oral narratives in the analyzed podcasts. Reference plays an important role in maintaining the relationship between parts of the text, so that the flow of conversation becomes clearer and more cohesive.

Conjunction elements also have a significant contribution, with a percentage of 21%. Meanwhile, substitution 5% and ellipsis elements 15%. The existence of substitution and ellipsis in limited numbers shows that although these elements are not used very often, they still contribute to enriching cohesion and reducing repetition in the text. The description of these elements provides a clearer picture of how grammatical cohesion plays a role in building the cohesiveness of the spoken narrative in the podcast.

This section describes in more depth about the results of the analysis of grammatical cohesion elements contained in the podcasts analyzed, which include reference, substitution, ellipsis, and conjunction. Each element will be explained in accordance with its context of use to show how each aspect of grammatical cohesion functions in maintaining continuity of meaning and interrelationship between parts of the text. The discussion will relate the findings to relevant theories and previous literature, thus providing a more comprehensive understanding of the role of grammatical cohesion in the structure and understanding of a discourse.

1. Reference

Gerot and Wignell (1994) clarify that the reference referred to the system that introduced and traced the identity of the participants through the text. In this research, reference is discovered as the most dominant grammatical cohesion element in podcast oral narration, making up 59% of the total data analyzed. This dominance demonstrates the importance of reference in keeping the flow of conversation smooth and building cohesion in spontaneous oral narration. In this research, there are several types of references including:

A. It

The usage of it in podcast oral narration often functions to refer to previously referred objects, ideas, or situations, keeping the continuity of information in the conversation. This shows the economical nature of oral speech which utilizes context to the fullest.

a. Rio: "We're in this wicked **studio**. I love **it**, man."

The word "it" in this sentence is a reference to "this wicked studio" in the previous sentence. By using the pronoun "it," the speaker avoids repeating the phrase "this wicked studio" and keeps the text smooth. This reference connects the two sentences cohesively, with the word "it" as a marker that reminds us of the "studio" being talked about. This makes the reader understand that "it" refers to the place where the speaker is and that he likes.

b. Rio: They're **buzz bars**, yeah. I'll just bang **it**.

The word "it" is an anaphoric reference that refers to the "buzz bars" in the first sentence. Although "buzz bars" is plural, the speaker uses "it" as a singular reference, which may signify that the speaker sees the object as a whole or a unit. By using "it," the speaker avoids repeating the word "buzz bars," making the text more efficient and natural. "It"serves to connect the first and second sentences cohesively, directing the focus to the action ("bang") that will be performed on the 'buzz bars'.

c. Cristiano: I'm **addicted to score goals and to play in a good level**, even with my age, because I love **it**.

In this sentence, "it" refers to the two activities mentioned earlier, namely "score goals" and "play in a good level." The word "it" replaces both activities to avoid unnecessary repetition.

B. They/Them

The use of they/them is frequently used to refer to groups of people or plural entities in conversation, assisting the speaker to convey ideas concisely. Their use indicates the speaker's tendency to simplify information that is already obvious to the listener.

a. Cristiano: that **people** have snow in Saudi, yes, they have snow. **They** have everything

The word "they" in this sentence functions as a personal reference that refers directly to "people" mentioned in the same context. In other words, "they" replaces the word "people" to keep the conversation flowing and avoid repetition. The use of "they" creates cohesion by linking information from the first sentence to the second sentence. In this sentence, "they" refers to people in Saudi who are involved in snow-related activities. With this word, the speaker conveys that people in Saudi have snow, while giving the impression that they have many other things ("everything").

b. Cristiano: All the **leagues. They** are different

The word "they" here is a personal reference that refers to "the leagues" mentioned earlier. Although "All the leagues" stands alone as a statement, "they" serves to connect the second sentence with the first, replacing "the leagues" without the need to repeat it. The use of "they" creates cohesion by connecting two statements. By using "they," the speaker states that there are differences that exist between all the leagues in question, explaining more about the trait or characteristic being discussed. This helps the audience to understand that the second statement ("They are different") directly relates to the previously mentioned subject.

c. Cristiano: in my opinion it's the **people** speak more than **they** really know

The word "they" in this sentence functions as a personal reference that refers to "the people" mentioned earlier. By using "they," the speaker can refer back to those people without the need to repeat the term "the people," which makes the sentence smoother and more efficient. The use of "they" creates cohesion by connecting the first sentence expressing an opinion about "the people" with the sentence describing their behavior ("speak more than they really know"). Thus, "they" helps to show that the people are the same subject, i.e. those who speak more than they really know.

d. Cristiano: It's to show **my kids**. **They** are my inspiration. Because **they** are young, **they** see everything.

In this sentence "they" functions as a personal reference that refers to "my kids" mentioned earlier. The use of "they" in place of "my kids" avoids repetition and keeps the sentence flowing more smoothly. The use of "they" creates cohesion between the sentences. In the second sentence, "They are my inspiration," connects the idea of children with a statement about the inspiration they give to the speaker. The third sentence continues with "they" to show the characteristics of children ("young") and how it affects the way they see the world ("they see everything"). Thus, "they" functions as a connector that maintains consistency and connectedness between ideas.

e. Cristiano: But serious, **my kids**, **they** are like me

In this sentence, the word "they" functions as a personal reference that refers to "my kids" mentioned earlier. The use of "they" replaces "my kids," which makes the sentence more concise and avoids repetition. The use of "they" creates cohesion in the sentence by connecting the idea of children with a statement about the similarity between the speaker and the children. With the word "they," the speaker states that the children have traits or characters similar to himself, strengthening the connection between the subject and the statement being made.

f. Cristiano: **Real Madrid** are looking very, very good. It's the kind of team that don't rush under pressure. This is why most of the people say, ah, **they** are lucky in the Champions League.

The word "they" in the sentence "they are lucky in the Champions League" functions as a personal reference that refers to "Real Madrid" mentioned earlier. The use of "they" replaces "Real Madrid," thus making the sentence shorter and avoiding repetition. Cohesion is formed by linking the team (Real Madrid) with public opinion about their luck in the Champions League.

g. Cristiano: **Bernabeu**, these stadiums, **they** have a different aura

The word "they" in the sentence "they have a different aura" functions as a personal reference that refers to "Bernabeu" and "these stadiums" mentioned earlier. The use of "they" replaces "stadiums," thus making the sentence more concise and avoiding word repetition. Cohesion is created by linking the stadium in question with the statement about its different aura.

h. Cristiano: And when the **big teams** go there, **they** score one goal, 85 minutes, 90 minutes.

The word "they" in "they score one goal" functions as a personal reference that refers to "the big teams" mentioned earlier. The use of "they" replaces "the big teams," thus making the sentence more concise and avoiding word repetition. Cohesion is formed by linking the big teams with the action they perform, which is scoring goals.

i. Cristiano: **this new generation**, **they** have a lot of potential but I believe that you're going to do it very well

The word "they" in "they have a lot of potential" functions as a personal reference that refers to "this new generation" mentioned earlier. The use of "they" replaces "this new generation," thus making the sentence more concise and avoiding word repetition. Cohesion is created by linking the new generation with its potential.

j. Cristiano: I'm still love **Manchester United** and I wish **them** the best

The word "them" in the sentence "I wish them the best" refers to the previously mentioned "Manchester United". The use of "them" replaces "Manchester United", making the sentence more concise and avoiding repetition of the same word. Cohesion is created by linking the team in question with the best wishes conveyed to them.

k. Cristiano: **People** don't appreciate that. **They** always say, why you play, why you play?

The word "they" in the sentence "They always say, why do you play, why do you play?" refers to the "people" mentioned earlier. The use of "they" replaces "people", so the sentence becomes more concise and avoids repetition of the same word. Cohesion is created by linking the subject "people" represented by "they" with the actions performed by these people, namely the questions they often ask.

C. He/Her

He/her as a form of direct personal reference is used to refer to an individual directly, providing focus on a particular subject in the speech. Its presence in the podcast indicates the speaker's effort to keep listeners involved by emphasizing specific individuals or stories.

a. Rio: like **Becks** in America at the MLS what **he**'s doing over there and what he's done has been magic

The word "he" here functions as a personal reference that refers to "Becks." The use of "he" replaces the name "Becks" to keep the flow of the sentence smoother and avoid repetition. The use of "he" creates cohesion by connecting the activities performed by Becks in the MLS with the statement that these actions and achievements are considered "magic." By referring to "Becks" as "he," the speaker makes it clear that all the actions being discussed belong to the same individual, thus making it clearer to the audience.

b. Rio: Are you like **Ruud van Nistelrooy**? Remember when **he** didn't score? **He** was a nightmare.

In this sentence, the word "he" functions as a personal reference referring to "Ruud van Nistelrooy." The use of "he" replaces the full name "Ruud van Nistelrooy," which helps avoid repetition and makes the sentence more natural. The use of "he" creates cohesion between the initial question and the explanation of Ruud van Nistelrooy's experience of not scoring. By using "he," the speaker is able to connect back to the same subject (Ruud van Nistelrooy) when talking about a remembered situation, i.e. when "he didn't score." This makes the context clearer for the listener or reader, linking the action or event mentioned with the identity already established.

c. Rio: Do you think **Ruud**, obviously we know **Ruud**, **he**'s gone back there now.

The word "he" in the sentence "Do you think Ruud, obviously we know Ruud, he's gone back there now" functions as a personal reference that refers to "Rude" mentioned earlier. The use of "he" replaces "Rude", so that the sentence becomes more concise and avoids repetition of the same word. Cohesion is created by linking the name "Rude" with a statement about his action of going back somewhere.

d. Cristiano: So, I believe that **Ruud** is going to help because he was inside the club. He knows the club. **He** knows the fans.

The word "he" in the sentence "He knows the club. He knows the fans." functions as a personal reference that refers to 'Ruud' mentioned earlier. The use of "he" replaces "Ruud", making the sentence more concise and avoiding repetition of the same word. Cohesion is created by linking the name "Ruud" with the statement about his knowledge of the club and the fans, strengthening the connection between the subject and the action performed.

D. This and That

This/that is used to refer to a specific object or idea that is directly related to the context of the speech. The use of this element highlights the role of reference in directing listeners' attention to important points without a long explanation.

a. Cristiano: I was **the pioneer of the country in football** so I'm glad for **that**

In this sentence, the word "that" functions as a demonstrative pronoun that refers back to the previous statement, which is about being "the pioneer of the country in football." The use of "that" replaces the repetition of the statement, making the sentence more concise. The use of "that" creates cohesion by connecting two parts of the sentence: the claim about being a pioneer in football and the speaker's feelings about the achievement ("I'm glad for that"). By using "that," the speaker shows the gratitude or pride he feels for the previously mentioned achievement, thus emphasizing the connection between his identity as a pioneer and the positive feelings he has towards it.

b. Cristiano: **Why are you crying?** For example, I spoke last night about **that.**

In this sentence, the word "that" functions as a demonstrative pronoun that refers back to a topic or subject that has been discussed earlier in the conversation. Although not explicitly mentioned in the previous sentence, "that" indicates that there is something specific that has come to the speaker's attention and may relate to the reason why the person is crying. The use of "that" creates cohesion by linking sentences that answer questions about crying. By using "that," the speaker indicates that the conversation that took place earlier (which she mentions, "I spoke last night") is relevant to the current situation, i.e. the emotions being experienced by the listener. This emphasizes the connection between the previous experience and the current state, so that the audience can understand the context better.

c. Cristiano: I **make pressure** to me. But I love **that**. I know how to deal with **that**.

In this sentence, the word "that" functions as a demonstrative pronoun that refers to the previously mentioned situation or concept, namely "pressure." Although "pressure" is not repeated explicitly in the second and third sentences, the use of "that" replaces the mention of "pressure" and shows that the speaker is talking about a positive feeling or reaction to the pressure she is experiencing. The use of "that" creates cohesion between the sentences. In the second sentence, "I

love that" shows that the speaker has a positive relationship towards the pressure she has created for herself. The third sentence, "I know how to deal with that," shows the speaker's ability to manage or handle the pressure. By using "that," the speaker emphasizes that all the statements are directly related to her experience of pressure.

d. Cristiano: because you have more to show you understand life continue you **cannot live in the past**, I'm really good on **that**

In this sentence, the word "that" functions as a demonstrative pronoun that refers back to the context discussed earlier, namely the ability to understand life and demonstrate that understanding. "That" indicates that the speaker feels confident or competent in a particular aspect related to the broader understanding of life. The use of "that" creates cohesion in the sentence by connecting the thought of the importance of understanding life and the action of "continuing." In this context, "I'm really good at that" indicates that the speaker has expertise or ability in the subject being discussed—namely understanding and living life in a positive way. This shows that the speaker not only recognizes the importance of not getting stuck in the past, but also feels able to adapt and move forward.

e. Rio: Let's talk about **finish**, let's talk about **this**.

In this sentence, the word "this" functions as a demonstrative pronoun that refers to a specific topic or concept that will be discussed. Although "finish" was mentioned earlier, the use of "this" indicates that the speaker wants to draw more attention to a particular aspect of "finish" that may not have been explained in detail. The use of "this" creates cohesion between the two parts of the sentence. By saying "let's talk about this," the speaker directs the focus to a specific subject, indicating that there is something important or interesting to discuss further regarding "finish." This helps the audience understand that the speaker wants to shift attention from general talk about "finish" to a more in-depth or detailed discussion.

f. Cristiano: And to win **four Champions Leagues there and the Golden Boot and everything**, I win **that**. So, I love that place.
The word "that" in "I won that" and "I love that place" functions as a demonstrative reference. In the first sentence, "that" refers to the specific achievements mentioned earlier, namely winning four Champions Leagues, the Golden Boot, and others.

2. *Substitution*

Substitution interconnects items in the text anaphorically and cataphorically by switching an item for another item in the same grammatical class, states Halliday and Hasan (2014). This research discovered that several elements of substitution play an essential role in conversation.

a. they **don't want to shoot penalty** because they don't feel confident. It's okay. I respect that. But Cristiano never will **do that.**

The phrase "do that" in the sentence "But Cristiano never will do that" functions as a substitution. Here, "do that" refers back to the action of "shooting a penalty" mentioned earlier. Although the full phrase could be "shoot a penalty," the word "do" is used as a substitution to avoid repetition.

b. Cristiano: I will try to **score**. If I don't **score**, next game I will try to **score**.
   Rio: **Does** that affect you though?

The word "does" here replace the word or phrase mentioned earlier in the sentence, which is "try to score" or "score". In this case, "does" serves to replace a longer action and to avoid repeating the same sentence. To be clear, the previous sentence talks about trying to score, and in this interrogative sentence, "does" serves to refer to that without repeating it explicitly.

3. *Ellipsis*

Brooks *et al*. (2004) defines ellipsis as an omission and distinguishes both textual and situational ellipsis. The first is rediscoverable elsewhere in the text (cataphoric and non-cohesive), while the second is comprehensible from the circumstantial situation.

a. Rio: Have you been there?
   Cristiano: **Yes, of course.**

In the response "Yes, of course," there is a clausal ellipsis. This response is an abbreviated form of the full phrase, which is actually "Yes, of course, I have been there." The verb "have been there" is omitted from the response, but the meaning is still clear because that information was given in the original question. Omitting the implied part of the sentence makes the dialogue shorter and more natural, avoiding unnecessary repetition. By using an ellipsis, the speaker is able to provide a quick and direct response without compromising the clarity of the meaning.

b. Rio: I saw you looking into the crowd. Was it like your mum, your kids?
   Cristiano: **Exactly.**

In the response "Exactly," there is a clausal ellipsis. This response is an abbreviation of the full phrase, which should be "Exactly, it was like my mum, my kids." The words "it was like my mum, my kids" are omitted, but the meaning is already implied by the previous question. Omitting a part of the sentence that is already understood helps create a more concise and natural response, avoiding unnecessary repetition. This ellipsis provides a quick response that still provides clarity, which is very effective in everyday conversation.

c. Rio: Is that what you're thinking about your teammates then? You're thinking about, I'm going to show you, listen, confidence, give you confidence?
   Cristiano: I'm real, I'm always going **to be like that**. I'm never going to shy away.

In the response "I'm always going to be like that," there is a clausal ellipsis. This phrase is a shortened form of the full sentence "I'm always going to be like that (confident and supportive)." The information about confidence and support is omitted, but the meaning is still understandable from the context. Ellipsis also occurs in "I'm never going to shy away," which is actually a shortened form of the full sentence "I'm never going to shy away from showing confidence to my teammates." Omitting the implied part of the question makes the answer more concise without repeating details that have already been stated. The use of ellipsis here gives the impression of a firm and direct response, showing the speaker's confident character without having to re-explain information.

d. Rio: Do you remember when Nani used to cry? He used to slap him. Do you remember?
   Cristiano: **Yes, yes.**

In the response "Yes, yes," there is a clausal ellipsis. This response is a shortened form of the full sentence "Yes, I remember when Nani used to cry and he used to slap him." The verb "remembers" and the clauses "when Nani used to cry" and "he used to slap him" are omitted, but their meaning is implied by the context of the previous question. By removing the already understood part of the context of the question, this response becomes shorter and more natural in conversation. The ellipsis in this dialogue creates a quick and concise response, which is common in everyday conversation when both parties have understood the context.

e. Cristiano: Cristiano, you are the best player in the world. In my mind, I'm always thinking **in that way**.

The phrase "in that way" refers to the previous idea that "Cristiano, you are the best player in the world." Although it is not explicitly stated that what is meant is "thinking that Cristiano is the best player," this element is omitted because it is already understood from the previous context.

f. Rio: His boss is on the pitch, though, isn't he?
Cristiano: **Yes, yes, yes.**
In the "Yes, yes, yes" part, ellipsis occurs because the words used implicitly refer to the previous clause. For example, in the response "Yes, yes, yes", the words actually replace the full statement which should read "Yes, his boss is on the pitch".

4. *Conjunction*

Conjunctions are used for creating powerful coherence by virtue of their particular meanings. By emphasizing a specific conjunction, it can relate to the text immediately before or after it which is semantically connected to what has gone before., (Gutwinski 2011).

a. Cristiano: because not only the terms of financial which is the main point, you can say. **But** as well, the culture of football.

In this datum, an adversative conjunction can be found in the word "But," which connects two contrasting aspects: the financial terms and the culture of football. The conjunction "But" emphasizes the addition of another significant point—football culture—while contrasting it slightly against the initial focus on financial terms.

b. Rio: What are the reasons behind it? **And** how do you feel now about looking back?

In this datum, an additive conjunction can be found in the word "And," which connects two related questions: one about the reasons behind an event and the other about the speaker's feelings upon reflection. The conjunction "And" serves to link the two ideas smoothly, indicating that both questions are part of a broader inquiry into the speaker's experience and perspective.

c. Cristiano: And if you speak about Cristiano, you're coming in the first page. It's normal. **Because** I'm the most followed guy in the world.

In this datum, an additive conjunction can be found in the word "And," which connects the conditional clause about speaking of Cristiano with the result of appearing on the first page. The conjunction "And" introduces an additional thought that builds on the previous statement, emphasizing the link between discussing Cristiano and achieving prominence. Additionally, the word "Because" serves as a causal conjunction that explains the reason for the statement about it being "normal," connecting the idea of being on the first page with the speaker's status as the most followed person in the world.

d. Cristiano: It's not only because of my pretty face, **but** in everything, you know.

In this datum, a correlative conjunction can be found in the phrase "not only... but also," which connects two contrasting ideas: the speaker's physical appearance and the broader implications of their qualities or abilities. The conjunction "but" introduces an additional perspective that expands the idea presented in the first part of the sentence, suggesting that the speaker's worth or appeal extends beyond just their appearance to encompass various aspects of their character or actions. This conjunction effectively emphasizes the speaker's multifaceted nature.

e. Cristiano: We always can do it better, **but** it's a lesson for the future

In this datum, an adversative conjunction can be found in the word "but," which connects two contrasting ideas: the potential for improvement and the acceptance of a lesson learned from the current experience. The conjunction "but" introduces a shift in perspective, indicating that while there is always room for better performance, the current situation should be viewed positively as a learning opportunity for future endeavors. This contrast highlights the balance between striving for excellence and recognizing the value of experience.

f. Cristiano: Even with Gio, I'm always one to win. **So**, I don't give nothing for free.

In this datum, a causal conjunction can be found in the word "So," which connects the speaker's competitive nature to their attitude toward giving. The conjunction "So" indicates that the speaker's desire to win directly influences their unwillingness to give anything away without a cost. This connection reinforces the idea that their drive for success shapes their behavior, highlighting the relationship between their competitive spirit and their approach to interactions with others.

g. Cristiano: I think Madrid will keep strong. **But** I don't know if they will be better than last year.

The word "but" functions as an additive conjunction that connects two opposing ideas: the belief that Madrid will remain strong and the uncertainty of whether they will be better than the previous year. The use of "but" gives balance to the sentence by contrasting the two ideas regarding the team's performance.

h. Cristiano: this new generation they have a lot of potential **but** I believe that you're going to do it very well

The word "but" functions as an adversative conjunction that connects two opposing clauses. The first clause states that the new generation has a lot of potential, while the second clause introduces the speaker's personal view that they will do very well. "But" creates cohesion by signaling a difference between the reality of the potential and the speaker's expectation of their achievements.

i. Cristiano: And against Georgia, I played 60 minutes, **so** I didn't play all the minutes.

The word "so" in the sentence "I played 60 minutes, so I didn't play all the minutes" functions as a conjunction. In this context, "so" connects two clauses that show a cause-and-effect relationship. The first clause ("I played 60 minutes") causes the second clause ("I didn't play all the minutes"). Thus, "so" here serves to explain the result of the action mentioned in the first clause.

Discussion

This study firstly conducted to identifying and analyzing the types of grammatical cohesion that appear in oral discourse on podcasts, as well as understanding its role in maintaining continuity of meaning in oral narratives. The results of the study show that the goal has been achieved. The reference element was found to be the most dominant element, with a percentage of 59%, followed by conjunction at 21%, while ellipsis and substitution accounted for 15% and 5% respectively. The dominance of the reference element shows its significant role in connecting ideas in the discourse, which ensures that the narrative remains structured and easily understood by the audience. In addition, conjunction makes an important contribution in creating a logical flow that supports the continuity of the narrative. Although ellipsis and substitution elements are found less frequently, they still have important functions in reducing repetition and adding textual variety, which enriches the cohesion of oral narratives. Thus, the results of this study directly fulfill the formulated research objectives, while providing insights into the importance of cohesion elements in building effective narratives.

The findings of this study have several practical implications, especially for podcast creators who want to improve cohesion and clarity in their narratives. The dominance of reference elements shows the importance of consistent use of references to keep the storyline connected and easy for listeners to follow. By using references effectively, creators can ensure that listeners understand the context and relationships between ideas in the narrative without confusion. In addition, the proper use of conjunctions can help create a stronger logical flow, allowing listeners to follow the progression of ideas or stories more easily.

Although ellipsis and substitution elements are used less frequently, they are still relevant for increasing linguistic variety and reducing unnecessary repetition, thus making the narrative sound more natural and interesting. Podcast creators can utilize these elements wisely to keep their communication dynamic and efficient. Overall, an understanding of these elements of grammatical cohesion can help creators design more cohesive and comprehensible content, which can ultimately improve the listener experience and the appeal of their podcasts.

Not only are the cohesion elements identified theoretically relevant but they also offer practical insights that can be applied to improve the quality of spoken communication. In consideration of these findings, content creators can realize the importance of cohesive language structures to capture audience attention and ascertain that messages are conveyed clearly. Additionally, this study also opens up opportunities for further exploration in examining grammatical cohesion in other digital communication media, such as vlogs or live broadcasts, which have similar communication dynamics. With this expansion, future research results can further enhance the understanding of the role of cohesion in various forms of contemporary discourse.

This study has some limitations that need to be highlighted, mainly related to the limited sample size. The analysis was only conducted on one podcast playlist, namely "UR Cristiano", so the results may not fully reflect the use of grammatical cohesion on other podcast genres or in the context of different speakers. This narrow focus limits the generalizability of the research findings to different types of spoken discourse. To overcome this limitation, future research could include analysis on various podcast genres, such as interviews, fictional narratives, or group discussions, to see if the patterns of grammatical cohesion usage are similar or different. In addition, future research could include multiple episodes from various playlists to provide a more comprehensive picture of variations in the use of cohesion elements. With a broader approach, future research can provide deeper insights into the function of grammatical cohesion in diverse contexts of spoken discourse.

Conclusions

Based on the analysis of grammatical cohesion elements in podcast narratives, it can be seen that reference elements dominate the structure with a percentage of 59% of the total cohesion elements. This finding highlights the importance of references in maintaining coherence between parts of the conversation, so that the narrative flow becomes clearer and more cohesive. Conjunction elements, with a percentage of 21%, also play a significant role in connecting ideas and supporting the logical structure of spoken texts. Although substitution elements 5% and ellipsis 15% are rarely used, both still contribute to reducing repetition and enriching text cohesion. This finding shows the diverse but mutually supportive roles of grammatical cohesion elements in building spoken narratives. However, this study still has limitations. The analysis was only conducted on one particular podcast episode, so it may not fully represent other types of spoken discourse.

Further research on grammatical cohesion in oral narratives could expand the scope to include multiple episodes, different podcast genres, or different speakers to see if these results are consistent across contexts. Additionally, examining how grammatical cohesion elements influence listener comprehension or engagement could provide deeper insights into their function in oral media. Future studies could also examine the use of cohesion elements in multilingual or multicultural contexts to deepen our understanding of their role in different narrative structures.

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