

**GRAMMATICAL COHESION OF THE JAKARTA POST AND
NEW YORK TIMES ARTICLES IN OPINION COLUMNS**

THESIS

By:

Nafisah Dhuha Musdiawardhani

NIM 12320103



**ENGLISH LANGUAGE AND LETTERS DEPARTMENT
FACULTY OF HUMANITIES
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF
MALANG
2016**

**GRAMMATICAL COHESION OF THE JAKARTA POST AND
NEW YORK TIMES ARTICLES IN OPINION COLUMNS**

THESIS

Presented to
Maulana Malik Ibrahim State Islamic University, Malang
in Partial Fulfillment of the Requirements
for the Degree of Sarjana Sastra

By:
Nafisah Dhuha Musdiawardhani
NIM 12320103

Advisor:
Dr. Syafiyah, M.A
NIP 19660910 199103 2 002

**ENGLISH LANGUAGE AND LETTERS DEPARTMENT
FACULTY OF HUMANITIES
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF
MALANG
2016**

APPROVAL SHEET

This is to certify that Nafisah Dhuha thesis entitled "Grammatical Cohesion of The Jakarta Post and New York Times Articles in Opinion Columns" been approved by the thesis advisor. For further approval by the Board of Examiner.

Malang, August 30, 2016

Advisor,



Dr. Hj. Syafiyah, M.A.

NIP 19660910 199103 2 002

The Head of English Language and Letters
Department,



Dr. Syamsuddin, M.Hum.

NIP 19691122 200604 1 001

Approved by

The Dean of Faculty of Humanities

Maulana Malik Ibrahim State Islamic University of Malang



Dr. Hj. Istiadah, M.A.

NIP 19670313 199203 2 002

LEGITIMATION SHEET

This is to clarify that Nafisah Dhuha Musdiawardhani's thesis entitled "Grammatical Cohesion of The Jakarta Post and New York Times Articles in Opinion Columns" has been approved by the thesis advisor. For further approval by the Board of Examiner as the requirement for the degree of Sarjana Sastra (S.S) at Maulana Malik Ibrahim State Islamic University of Malang.

The Board of Examiners

Signature

Rina Sari, M.Pd.
NIP 19750610 200604 2 002

(Main Examiner) 1.

Agus Eko Cahyono, M.Pd
NIP 19820811 201101 1 008

(Chairman) 2.

Dr. Hj. Syafiyah, M.A
NIP 19660910 199103 2 002

(Advisor) 3.

Approved by
The Dean of Faculty of Humanities
Maulana Malik Ibrahim State Islamic University of Malang.


Dr. Hj. Istiadah, M.A
NIP 19670313 199203 2 002

CERTIFICATE OF THESIS AUTHORSHIP

Name : Nafisah Dhuha

NIM : 12320103

Department : English Language and Letters

declares that the thesis she wrote to fulfill the requirement for Sarjana Sastra (S.S) entitled "*Grammatical Cohesion of The Jakarta Post and New York Times Articles in Opinion Columns*" is truly her original work. It does not incorporate any materials previously written or published by another person, except those indicate quotations and bibliography. Due to the fact, she is the only person responsible for the thesis if there is any objection or claim from others.

Malang, August 30, 2016



Nafisah Dhuha

MOTTO

“Handle them carefully, for words have more power than atom bombs.”

(Pearl Strachan Hurd)



DEDICATION

A great achievement is gained from collective supportive efforts;

This thesis is especially dedicated to
my parents, my sister & brothers, my relatives, my all teachers, my great
supporter, my beloved friends, and my mentors.



ACKNOWLEDGEMENT

All praise is due to Allah, the Almighty and the Merciful who blesses me with pleasure. It is impossible that this thesis would not have been complemented without His help and mercy. Shalawat and salam are proposed to the Prophet Muhammad SAW who brings enlightenment to all moslems.

First of all, the researcher would like to express the sincere gratitude to her beloved family, especially to her beloved parents (Bapak Yulianto Heru Rustiono and Ibu Anisatul Chamidah), my older brother Muhammad Fajri, my sister Salma Mutiara and my younger brother Hilmi, thank you very much for never ending prayer, support, pure love, affection and advice.

Second, the researcher wants to thank to her great advisor Dr. Hj. Syafiyah, M.A, for her great advice and contribution of thought in finishing this thesis from beginning till the end. May Allah always bless her and her family.

Third, the researcher wants to express her gratitude to the following persons, she thanks to all teachers of Humanities Faculty of Maulana Malik Ibrahim State Islamic University Malang, especially Miftahul Huda, M.Pd. for his help, advice and motivation, and also gave the researcher chances to learn and introduce her to the amazing people and wide world which are meaningful to her journey.

Forth, the researcher wants to express her gratitude to her families and relatives in Malang and Surabaya, her families in Ponpes Al-Adzkiya Nurushshofa; Abi Imam Muslimin, Ibu Chusnul Chaidaroh and family, especially Nur Miya Zakiya, her great partners; Yuma Darulloh, Laily Mufarrochah, Dita Isnaini, Luqi Faizal, Indah Tin Umami, Hikmatul Hasanah, Miftahul Khoiroh, Siti Qomariyah, Lilis Suhaida, Anjanillah Fawaida, Siti Syarifah, Ummil Maghfiroh, Almeris Basuki, Miftahul Jannah and her friends in the same advisor which always help each other; Fidiati Mafika Sari, Alvina Zulfa, Hawa Ilmina and Fatihurrahman, then, her good friends from elementary school, junior high school and senior high

school that cannot mentioned one by one, especially Dina Alfinoor Aqila that always support the researcher.

Last but not least, the researcher gives her gratitude to her friends she cannot mention one by one who have shown her the greatest fun together and everyone that has been there in her past or in her present time helping her find a way to her future. Finally, she expects that this thesis will be useful though she realizes that this thesis is far from being perfect. Therefore, any criticisms and suggestions are welcomed and appreciated for the sake of the improvement of this thesis.

Malang, August 30th, 2016

Nafisah Dhuha

ABSTRACT

Musdiawardhani, Nafisah Dhuha. 2016. *Grammatical Cohesion of The Jakarta Post and New York Times Articles in Opinion Columns*. Thesis. English Language and Letters Department. Faculty of Humanities. Maulana Malik Ibrahim State Islamic University, Malang. Advisor: Dr. Hj. Syafiyah, M.A.

Keywords: *Cohesion, Cohesive Devices, Grammatical Cohesion, Reference, Substitution, Ellipsis, Conjunction, The Jakarta Post, New York Times.*

This research focuses on the types and the differences of cohesive devices which are used in the American and Indonesian-English newspaper article in opinion column. Cohesion is the relationship between elements to another in a text which is expressed partly through grammar and partly vocabulary. Cohesive devices include reference, substitution, ellipsis and conjunction. The reason of using those articles is the researcher wants to analyze and compare both articles to see the cohesiveness of the article since the role of newspaper is very important in this era.

This research is descriptive qualitative research with discourse analysis approach. The data sources were taken from online newspaper; The Jakarta Post and New York Times articles. The data were analyzed using Halliday and Hasan's theory of cohesion. The research instrument was the researcher because the researcher is the one who is able to observe the object of the analysis, and analyze them. There were some steps in collecting and analyzing the data, the first step was reading these data many times to understand the context. The next step was choosing sentences containing cohesive devices. The next step was coding the sentences containing cohesive devices by using the bold and underlines. The last step was describing the finding and making a conclusion.

The results of this research show that the devices in grammatical cohesion are found in the data. It can be concluded that the types of grammatical cohesion which are used in the data are reference, substitution, ellipsis and conjunction. The most common cohesive devices are reference and conjunction. It is also found that the use of cohesive devices in the Jakarta Post's article is frequently used. Similarly, both of the articles apply less of substitution and ellipsis, since the use of substitution and ellipsis are not widely displayed in the texts under analysis. It can be concluded that cohesive devices in The Jakarta Post's article found are 42 items and there are 25 items of cohesive devices in New York Times article.

Based on the findings, the suggestions are recommended to further researcher in order that they can use different genre in the object of study. Therefore, the content of the data is different and they will find the different findings. Lastly, hopefully this research can be used as the example for English teachers in explaining some materials in the class.

ABSTRACT

Musdiawardhani, Nafisah Dhuha. 2016. *Gramatika Kohesi pada Artikel The Jakarta Post dan New York Times di Kolom Opini*. Skripsi. Jurusan Bahasa dan Sastra Inggris. Fakultas Humaniora. Universitas Islam Negeri Maulana Malik Ibrahim, Malang. Pembimbing Skripsi: Dr. Syafiyah, M.A.

Kata Kunci: *Kohesi, Gramatikal Kohesi, Referensi, Substitusi, Ellipsis, Konjungsi, The Jakarta Post, New York Times.*

Penelitian ini berfokus pada jenis dan perbedaan perangkat kohesif yang digunakan pada artikel di The Jakarta Post dan New York Times dalam kolom opini. Kohesi adalah hubungan antara unsur-unsur lain dalam teks yang dinyatakan sebagian melalui tata bahasa dan sebagian kosa kata. Perangkat kohesif termasuk referensi, substitusi, elipsis dan konjungsi. Alasan menggunakan artikel-artikel ini adalah peneliti ingin menganalisis dan membandingkan kedua artikel untuk melihat kepaduan artikel. Hal ini dikarenakan peran koran sangat penting dalam era ini.

Penelitian ini merupakan penelitian kualitatif deskriptif dengan pendekatan analisis wacana. Sumber data yang diambil adalah artikel dari surat kabar online; The Jakarta Post dan New York Times. Data dianalisis dengan menggunakan teori Halliday dan Hasan. Instrumen penelitian adalah peneliti karena peneliti adalah orang yang mampu mengamati objek analisis, dan menganalisis mereka. Ada beberapa langkah dalam mengumpulkan dan menganalisis data, yang pertama peneliti membaca data ini berkali-kali untuk memahami konteks. Langkah berikutnya adalah memilih kalimat yang mengandung perangkat kohesif. Langkah selanjutnya menandai kalimat yang mengandung perangkat kohesif dan menggarisbawahi. Langkah terakhir adalah menggambarkan temuan dan membuat kesimpulan.

Hasil penelitian menunjukkan bahwa perangkat dalam kohesi gramatikal ditemukan dalam data. Dapat disimpulkan bahwa jenis kohesi gramatikal yang digunakan dalam data adalah referensi, substitusi, elipsis dan konjungsi. Perangkat kohesif yang paling umum adalah referensi dan konjungsi. Hal ini juga dapat dinyatakan bahwa penggunaan perangkat kohesif dalam artikel The Jakarta Post lebih banyak ditemukan. Kedua artikel sama-sama jarang menggunakan substitusi dan elipsis. Karena penggunaan substitusi dan ellipsis tidak banyak ditampilkan dalam teks-teks yang dianalisis. Dapat disimpulkan bahwa perangkat kohesif dalam artikel The Jakarta Post sebanyak 42 item dan ada 25 item perangkat kohesif dalam artikel New York Times.

Berdasarkan temuan, diharapkan peneliti selanjutnya menggunakan genre yang berbeda dalam objek penelitian. Dengan data yang berbeda, tentu akan menemukan hasil yang berbeda. Terakhir, semoga penelitian ini dapat digunakan sebagai contoh untuk guru bahasa Inggris dalam menjelaskan beberapa materi tentang kohesi yang diajarkan di kelas.

الملخص

مسدياورداني، نفيسة ضحي. 2016. النحوية التماسك من مقالات الصحف جاكارتا بوست و نيويورك تايمز في أعمدة الرأي. بحث جامعي، قسم اللغة الإنجليزية وأدبها، كلية العلوم الإنسانية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرفة: الدكتورة شافية، الماجستير.

كلمات الرئيسية: التماسك، وأجهزة متماسكة، النحوية التماسك، مرجع، تبديل، الحذف، حروف العطف، جاكارتا بوست، نيويورك تايمز.

يركز هذا البحث على أنواع والاختلافات في الأجهزة متماسكة والتي تستخدم في مقالة في صحيفة الأمريكية والإندونيسية الإنجليزية في عمود الرأي. التماسك هي العلاقة بين عناصر أخرى في النص وهو ما يعبر عنه جزئياً من خلال قواعد اللغة والمفردات جزئياً. وتشمل أجهزة متماسكة إشارة، الاستبدال، القطع وبالتزامن. والسبب في استخدام تلك المواد هو باحث يريد أن تحليل ومقارنة كل المواد لرؤية تماسك المادة منذ ذلك الحين، دور صحيفة مهم جدا في هذا العصر.

هذا البحث هو البحث النوعي وصفي مع منهج تحليل الخطاب. أخذت مصادر البيانات من صحيفة على الانترنت. المواد جاكارتا بوست ونيويورك تايمز. وقد تم تحليل البيانات باستخدام هاليداي وحسن لنظرية التماسك. كان أداة البحث والباحث لأن الباحث هو الذي يكون قادرا على مراقبة الهدف من التحليل، وتحليلها. وكانت هناك بعض الخطوات في جمع وتحليل البيانات، وأولا وقراءة هذه البيانات عدة مرات لفهم السياق. والخطوة التالية هي اختيار الجمل التي تحتوي على أجهزة متماسكة. الخطوة التالية كانت الترميز الجمل التي تحتوي على أجهزة متماسكة باستخدام جريئة والتسطير. الخطوة الأخيرة واصفا هذا الاكتشاف، وجعل خاتمة.

نتائج هذه الأبحاث تبين أن يتم العثور على الأجهزة في التماسك النحوي في البيانات. ويمكن أن نخلص إلى أن أنواع التماسك النحوية التي تستخدم في البيانات المرجعية، الاستبدال، القطع وبالتزامن. الأجهزة متماسكة الأكثر شيوعا هي المرجعية وبالتزامن. ويعرض أيضا أن استخدام الأجهزة متماسكة في المادة جاكارتا بوست يستخدم في كثير من الأحيان. وبالمثل، على حد سواء من هذه المادة تطبق أقل من الاستبدال والحذف. لأن استخدام بدائل والقطع لا يتم عرض على نطاق واسع في النصوص قيد التحليل. ويمكن أن نخلص إلى أن الأجهزة متماسكة في المادة جاكارتا بوست وجدت 42 بنود وهناك 25 وحدات من أجهزة متماسكة في مقال نيويورك تايمز.

واستنادا إلى النتائج، ينصح اقتراحات لمزيد من الباحث من أجل أن يتمكنوا من استخدام نوع مختلف في موضوع الدراسة. ولذلك، فإن مضمون البيانات المختلفة، وأنها سوف تجد نتائج مختلفة. وأخيرا، نأمل أن هذا البحث يمكن أن تستخدم كمثال لمدرسي اللغة الإنجليزية في تفسير بعض المواد في الصف.

TABLE OF CONTENTS

TITLE SHEET	i
APPROVAL SHEET	ii
LEGITIMATION SHEET	iii
CERTIFICATE OF THESIS AUTHORSHIP	iv
MOTTO	v
DEDICATION.....	vi
ACKNOWLEDGEMENT.....	vii
ABSTRACT.....	ix
TABLE OF CONTENTS	xii
CHAPTER I: INTRODUCTION.....	1
1.1 Background of the Study	1
1.2 Research Questions	5
1.3 Objectives of the Study	5
1.4 Significances of the Study.....	5
1.5 Scope and Limitation	6
1.6 Definition of the Key Terms	6
1.7 Research Method.....	7
1.7.1 Research Design	7
1.7.2 Data Sources	8
1.7.3 Research Instrument	9
1.7.4 Data Collection.....	9
1.7.5 Data Analysis.....	9

CHAPTER II: REVIEW OF RELATED LITERATURE.....	11
2.1 Text.....	11
2.2 Texture	12
2.3 Cohesion	12
2.4 Cohesive Devices.....	13
2.5 Grammatical Cohesion.....	14
2.6 Kinds of Grammatical Cohesion.....	14
2.6.1 Reference.....	15
2.6.1.1 Personal Reference.....	16
2.6.1.2 Demonstrative Reference.....	17
2.6.1.3 Comparative Reference.....	18
2.6.2 Substitution.....	19
2.6.2.1 Nominal Substitution.....	20
2.6.2.2 Verbal Substitution.....	20
2.6.2.3 Clausal Substitution.....	20
2.6.3 Ellipsis.....	21
2.6.3.1 Nominal Ellipsis.....	21
2.6.3.2 Verbal Ellipsis.....	21
2.6.3.3 Clausal Ellipsis.....	22
2.6.4 Conjunction.....	23
2.6.4.1 Additive Conjunction.....	24
2.6.4.2 Adversative Conjunction.....	25
2.6.4.3 Causal Conjunction.....	26
2.6.4.4 Temporal Conjunction.....	26
2.7 Previous Studies.....	27
CHAPTER III: FINDINGS AND DISCUSSION	
3.1 Findings.....	31
3.2 Discussion	57
CHAPTER IV: CONCLUSION AND SUGGESTION	
4.1 Conclusion	62

4.2 Suggestion.....	63
BIBLIOGRAPHY	65
APPENDIX.....	66



CHAPTER I

INTRODUCTION

This chapter presents background of the study, research questions, objectives of the study, significances of the study, scope and limitation, definition of the key terms and research method.

1.1 Background of the Study

Language plays an important role in human life. Human needs language to socialize with others in their society. They interact to communicate and know each other, for it is improbable to live in the world without interaction. That is one of the functions of language as the only device of communication. Horaby (2000: 257) stated that communication itself is defined as transmission of a message from source to a receiver, or it is defined as a process of expressing ideas and feelings or of giving people information.

People also use language to convey their idea and feeling. It can be in an oral and written forms. Any kind of conversation from informal to very formal discussion can be described as oral language such as speech presentation, lecture or presentation. Written and printed text, such as newspapers, articles, letters and stories are considered as the part of written language.

Written communication is different from spoken. Writing is a process of expressing ideas or thoughts through words. Someone produces something in written form so that people can read, perform, or use it. People are

encouraged to ensure a text flow through a sequence of sentences when they express their ideas in writing tasks. To compile a written text, writers have to think more. They should compose a well-formed text so that his or her readers understand it easily. Thus, writers should be directed to the ideas they wish to express, as well as the sentences they use to express those ideas. Sentences need to be connected to each other. If ideas or sentences are simply juxtaposed without being related to one another, it will be difficult or impossible for the reader to understand the sequence. For enhancing the connectedness of sentences in a text, writers may use “cohesion” to join ideas between sentences to create texture (Halliday and Hasan, 1976: 4).

A text should have “*texture*” as what Halliday and Hasan wrote in their book, the unity of text has strong connection with texture. They wrote “the concept of texture is entirely appropriate to express the property of being text. A text has texture, and this is what distinguishes it from something that is not a text. It derives that texture from the fact that is function as a unity with respect to its environment” (Halliday and Hasan: 1967:2). Texture is shown by the relations of meaning which exist within a text. The study on relation of meaning which exist within a text is then called cohesion.

Halliday and Hasan (1976) stated that grammatical cohesion is the way that grammatical features are attached together across sentences boundaries. It consists of reference, substitution, ellipsis and conjunction. Grammatical cohesion is divided into four devices: reference, substitution, ellipsis and

conjunction. Those devices are very important to know the connectedness and unity in the text.

Some previous studies have been done by some researchers; Hidayat (2007) conducted a study of the use of cohesive devices in George Walker Bush's second presidential inaugural speech. He concluded that through the use of cohesive devices in the speech the speaker can reach his intention. There was also Inanda (2008) who had analyzed about the use of lexical cohesion used in the cover story of Tempo magazine and she analyzed it using Halliday and Hasan theory of cohesion because the words choices for a cover story is an important one, since it is for attract the reader to read the magazine.

The other researcher is Jamilah (2008) who conducted research about grammatical and lexical cohesion between journalistic text and fiction text. She found that the dominant cohesive devices which are used in journalist text are lexical cohesion, while grammatical cohesion devices are more dominant in fiction text. Then, still in the same field, Rohmah (2010) has studied about the cohesion and coherence in thesis abstract of English students. Different from previous studies, the researcher conducted this research using qualitative research method because the aim of this research is to describe the grammatical cohesive in order to understand the similarities and the differences and the choice of words between both newspapers articles on their grammatical cohesive.

On the other hand, Retnasari (2010) has specified her research only on the analysis kinds and the function of grammatical Barack Obama's speech in Al-Azhar University. She also used the theory of Halliday and Hasan in analyzing the kind grammatical cohesion and used the theory of Renkema in analyzing the function of grammatical cohesion. This research differs from the previous one because they have the different data or objects. It is also because the researcher only focuses on Opinion Column in both newspapers since it gives great effects to the newspaper's readers and it is always up to date because Opinion Column is published based on the topic of the day. In other hand, Opinion Column is able to persuade the reader to become pro or contra to the topic of the day.

The researcher analyzes two kinds of newspaper: native and non-native newspaper since nowadays the development of mass-media gets increased. One of the developments can be seen from the use of English in some mass-media. English in mass-media is used by people to communicate with others. People read newspaper to know everything happened in the world since it serves a lot of new news and information which are updated every day. Therefore, grammatical cohesion is needed to be considered profoundly because grammatical cohesion contributes relation of connectedness and unity that exist within the text. It will be beneficial for people to perceive and understand language in semantic relation using grammatical cohesion. However, this research will be only focused on a text in the opinion column between American and Indonesian-English newspapers.

1.2 Research Questions

Based on the background of the study above, the researcher formulates the problems as follows:

1. How does the use of grammatical cohesion found on The Jakarta Post and New York Times articles in Opinion Column?
2. What are the differences and the similarities of grammatical cohesion found on The Jakarta Post and New York Times articles in Opinion Column?

1.3 Objectives of the Study

Based on the research question, the objectives of this study include:

1. To describe the kinds of grammatical cohesion on The Jakarta Post and New York Times articles in Opinion Column.
2. To find out the differences and the similarities of grammatical cohesion found on The Jakarta Post and New York Times articles in Opinion Column.

1.4 Significances of the Study

The researcher intends to apply the knowledge of linguistic study. It is expected that this research provides information for language users in learning and applying good grammatical cohesion in text. The uses of the research can be viewed from two different sides. Theoretically, this research is expected to offer a new contribution in linguistic study, especially concerning with cohesion. This research also can give a lot of benefit for

students of English Language and Letters Department and it can be useful contribution as a useful reference for the further research practically, especially in grammatical cohesion.

1.5 Scope and Limitation

This research focuses only on the types and the differences which are found on native and non-native newspaper in the Opinion Column since there is a different topic from the two countries; Eid Fitri and Donald Trump, the researcher takes the topics which are a trending topic on those countries. This research is also conducted on the analysis of cohesion of The Jakarta Post and New York Times on certain date, the date when the topics above become a trend. The data were taken on 14 and 23 July 2016. The researcher takes one article from each newspaper; The Jakarta Post and New York Times since it will take very long time if the researcher also analyzes all articles in Opinion Column and New York Times only gives some free articles to be downloaded.

1.6 Definitions of the Key Terms

To avoid misunderstanding, the definitions of these terms are given:

1. Cohesion is how words and expression within and between texts is connected using cohesive device.
2. Cohesive device is the tool of cohesion to create unity of meaning within a text.

3. Grammatical cohesion is forms of cohesion realized through grammar. It is classified into four devices; reference, substitution, ellipsis and conjunction.
4. Reference is the use of language to point something implicitly whether inside or outside the text.
5. Substitution is the process of replacement one item by another that is relation in the wording rather than in the meaning.
6. Ellipsis is the idea of deleting or omitting part of sentence in assumption the previous sentence has given clear understanding and enough to be understood.
7. Conjunction is a part of grammatical cohesion that relates each aspect of linguistics element in a text.

1.7 Research Method

This part discusses the method applied in conducting this research which consists of research design, data sources, research instrument, data collection and data analysis.

1.7.1 Research Design

The researcher uses a descriptive qualitative research for the research design. This research is categorized into descriptive research because the goal of this research is to describe the grammatical cohesion found on native and non-native newspaper in the opinion column.

A qualitative research is type of research which does not include any calculation or enumeration because the data are produced in the form of words (Moleong, 1993: 3). It means that qualitative data tends to be in the form of words than series of number since the researcher will analyze grammatical cohesion on the native and non-native newspaper so that the researcher is able to find out the differences and similarities of grammatical cohesion between them.

1.7.2 Data Source

The data source of this research was taken from online newspaper of the official site of two different states, they were America and Indonesia. The official site was chosen to get the data in order to have reliable and credible data source. The first one was taken from the official site of American newspaper online New York Times, and the second one was from the official site of Indonesian newspaper online The Jakarta Post. Both of them were uploaded in their websites in the part of opinion column. The first article entitled “Lebaran and Reconciliation” and the second article was “The Donald Trump Show”.

Then, the data of this research were in the form of words which contains grammatical cohesion found in the articles of Opinion Column. They contained about the information of what happened in and around the countries, especially something currently happened in

that time. The data were obtained from those newspapers so that the researcher could get more valid data.

1.7.3 Research Instrument

In this research, the research instrument is the researcher herself because there are no other research instruments that are suitable to gain the data. She is the one who collects and analyzes the data. As stated by Moleong (2005:9) that a human instrument is used in a research because only human who has capability to understand the real condition of the research subject.

1.7.4 Data Collection

In collecting the data, the researcher chose the articles which were taken as the data source. After that, she read one by one to every article. Then, she marked the words which are included as cohesive devices. Next, the researcher checked and rechecked the data whether the data were relevant or not. It was called relevant if the data were suitable, contain cohesive devices and taken from Opinion Column.

1.7.5 Data Analysis

The data which had been obtained by the researcher were analyzed through grammatical cohesion of the text according to the following steps. Firstly, the data were classified based on the Halliday and Hasan's theory of cohesion, which consists of grammatical cohesion. Grammatical cohesion consists of reference, substitution,

ellipsis and conjunction. Reference happens when the word in one sentence refers to the previous or the next sentences. Substitution occurs when the nominal or verbal, or clausal group substitutes by another word. Ellipsis is taken place when the nominal or verbal or clausal group are omitted and changed by another word. Conjunction exists when the word has the relation with another word. The next step, the researcher analyzed the data based on their grammatical cohesion and explained the usage of grammatical cohesion in The Jakarta Post and New York Times articles in Opinion Column. Then the researcher created a table to make a comparison. Lastly, she drew conclusion of the analysis based on the result of the data analysis to answer the research problems.

CHAPTER II

REVIEW OF RELATED LITERATURE

Before going to understand about the definition of cohesion, it should be known firstly some concepts related to the cohesion. Those concepts are explained below.

2.1 Text

A text, according to Halliday and Hasan in their book 'Cohesion in English' stated that a text is a unit of language in use. It is not a grammatical unit, like a clause or a sentence; and it is not defined by its size. Text is not something that is like a sentence, only bigger; it is something that differs from a sentence.

The upshot of the argument is that text does not have grammatical structures (like sentences and smaller units), and text cannot be assessed with regard to grammaticality. Instead, text conveys meaning in contexts, and what might be called discourse structure should be explained with reference to the dynamics of the whole communication situation to the process of production and comprehension which can hardly be treated adequately without recourse to the intentions, expectations and partially shared world of the communicating parties.

A text is considered to be well formed one when the clauses and sentences within the text link one to another. A well-formed text will be created if the texts are mutual relevant to each other reveal major factors about the standards of text.

2.2 Texture

As it is stated in the previous chapter, the researcher has explained the definition of texture. It has been mentioned that a text should have “*texture*” as what Halliday and Hasan wrote in their book, the unity of text has strong connection with texture. They wrote “the concept of texture is entirely appropriate to express the property of being text. A text has texture, and this is what distinguishes it from something that is not a text. It derives that texture from the fact that is function as a unity with respect to its environment” (Halliday and Hasan: 1967:2). Texture is shown by the relations of meaning which exist within a text. The study on relation of meaning which exist within a text is then called cohesion.

2.3 Cohesion

Cohesion is a part of the language system. It is a semantic relation between one part of the sentence in the text and some other parts or sentence that is important for interpreting it. Moreover, cohesion also differs from structural pattern. Therefore, cohesion defined as non structural resources of discourse. We know the constitution of texts from the relation of cohesive items that related each other within and among sentences. As Halliday and Hasan stated that the primary determinant of

whether a set of sentences do or not constitute a text depends on cohesive relationships within and between the sentences (Halliday and Hasan, 1976 cited in Brown and Yule, 1983 p.191). Another opinion comes from Olatunde (2002:317) stated that cohesion is interested in relating the internal organization of language to the functions of language, and to the social situation of language.

The function of cohesion is to hang together within or between texts to be unity or as a whole, and to link sentences with the other sentences that has occurred before. Halliday and Hasan view that cohesion refers to the range of possibilities that exist for linking something with what has gone before and also cohesion should bring coherence (Halliday and Hasan, 1976: 10). As we know that the unity of the text should achieve cohesion and coherence, here the researcher only focuses on cohesion in this research because it deals with something inside the text. While coherence, it deals with something outside the text. The researcher also use Halliday and Hasan's theory because it is the basic theory and also easy to give understanding and explanation.

2.4 Cohesive Devices

Cohesive devices are the tools of cohesion to create unity of meaning within a text. Cohesive devices are in the form of words, phrases that exist in the text to correlate one element to the other element within the text. Halliday and Hasan are the expert who have produce the theory of cohesive devices. Cohesive devices are words or phrases which their

meanings are dependent on the other words or phrases either preceding or following them. Halliday and Hasan (1976:2) state the primary determinant of whether a set of sentences do or do not constitute a text depended on cohesive relationship within and between sentences.

Halliday and Hasan (1976: 4-5) classify cohesive devices into two types: first is grammatical cohesion which relates to the vocabulary. But, the researcher focuses on the grammatical cohesion in analyzing the subject. Halliday and Hasan's theory is used as the theoretical framework, because of this study is conducted in analyzing the grammatical cohesion on some articles of both newspaper.

2.5 Grammatical Cohesion

Grammatical cohesions are forms of cohesion realized through grammar (Halliday and Hasan. 1976: 6). This device is related to the internal structure of ties or devices which are used to relate words, clauses and sentences in a text. It is form of formal links to relate linguistic elements which refer to the conformity of grammatical rule between items that exist later with another item that has already existed.

Grammatical cohesion is classified into four devices; reference, substitution, ellipsis and conjunction. These devices are important to the connectedness and unity in both of written and spoken text. So, it is very important to us in knowing the kinds and functions of grammatical cohesion which is applied in both of written and spoken text correctly.

2.6 Kinds of Grammatical Cohesion

Grammatical Cohesion is form of cohesion realized through grammar (Halliday and Hasan. 1976: 5). This device is related to the internal structure of ties or devices which are used to relate words, clauses and sentences in a text. It is classified into four kinds; reference, substitution, ellipsis and conjunction. The further information is explained below.

2.6.1 Reference

Halliday and Hasan state that reference is a semantic relation between an element and the others in the text in which the interpretation of the element involves the act of referring to a preceding or following element. Reference is a relation on the semantic level (Halliday and Hasan, 1976: 32). There are two general types of reference: exophoric (situational) referencing, which refers to information that can be retrieved from within the text. Endophoric referencing is the focus of cohesion theory.

Endophoric referencing can be divided into two types: anaphoric and cataphoric. Anaphoric refers to any reference that point backwards to previously mentioned information in text, when the information needed for the interpretation is in the preceding portion of the text. Cataphoric refers to any reference that point forward to information that will be presented later in the text, when the information needed for the interpretation is to be found in the part of the text that follows it. For cohesion purposes, anaphoric

referencing is the most relevant as it provides a link with a preceding portion of the text (Halliday and Hasan, 1976: 51). For the more clear explanation about reference, the examples are given by the researcher below. The examples are:

“Brian did not study yesterday. So, *he* does not pass the test today”

Here, the word *he* presupposes *Brian* in the preceding sentence. It is called anaphoric reference.

“*She* got sick since yesterday, *Cindy* goes to the doctor.”

Here, the word *she* presupposes *Cindy* in the following sentence. It is called cataphoric reference.

Halliday and Hasan (1976: 37) state that there are three main types of references. First is personal reference. Second is demonstrative reference. Third is comparative reference.

2.6.1.1 Personal Reference

Personal reference is a kind of reference by means of function in the speech situation, through the category of person (Halliday and Hasan, 1976: 37). The category of personal reference consists of three classes of personal pronouns, possessive determiners and possessive pronouns. It can be seen from the table below:

	PERSONAL REFERENCES	POSSESSIVE PRONOUN
--	------------------------	--------------------

	Subjective Case	Objective Case	Determinative Function	Independent Function
First Person	-	-	-	-
Singular	<i>I</i>	<i>Me</i>	<i>My</i>	<i>Mine</i>
Plural	<i>We</i>	<i>Us</i>	<i>Our</i>	<i>Ours</i>
Second Person	-	-	-	-
Singular	<i>You</i>	<i>You</i>	<i>Your</i>	<i>Yours</i>
Plural	<i>You</i>	<i>You</i>	<i>Your</i>	<i>Yours</i>
Third Person	-	-	-	-
Singular Masculine	<i>He</i>	<i>Him</i>	<i>His</i>	<i>His</i>
Singular Feminine	<i>She</i>	<i>Her</i>	<i>Her</i>	<i>Hers</i>
Singular Non-Personal	<i>It</i>	<i>It</i>	<i>Its</i>	-
Plural	<i>They</i>	<i>Them</i>	<i>Their</i>	<i>Theirs</i>
Generalized Person	<i>One</i>	<i>One</i>	<i>One's</i>	-

Personal pronouns are all of pronouns which are used as the head of nominal group both of subject and object. Those are *I/me*, *you*, *he/him*, *she/her*, *it*, *we/us*, *they/them*. Possessive determiners are *my*, *your*, *our*, *her*, *his*, *its*, *their*. Possessive pronouns are *mine*, *yours*, *ours*, *his*, *hers*, *its*, *theirs*. The example of personal pronouns is:

“Jane went to mall. *She* bought hand phone.”

Pronoun *she* indicates personal pronoun which refers to Jane.

2.6.1.2 Demonstrative Reference

Demonstrative reference is reference by means of location, on a scale of proximity (Halliday and Hasan, 1976: 37). A demonstrative is as a head (not modifier). It is essentially a form of verbal pointing. Halliday and Hasan (1976:57-58) state that there

are two types of demonstrative reference; adverbial demonstrative and nominal demonstrative.

Adverbial demonstratives (*here, there, now and then*) refer of a process in space or time, and they normally do so directly, not via the location of some person or object that is participating in the process.

Example: "Brian studied math in *here*."

Selective nominal demonstratives (*this, these, that, those and the*) refer to the location of something, typically some entity, a person or an object which is participating in the process.

Example: "Those shoes are mine."

2.6.1.3 Comparative Reference

Comparative reference is indirect reference by means of identity or similarity (Halliday and Hasan, 1976: 37). Halliday and Hasan divide comparative reference into two categories. Those are general (deictic) and particular (non-deictic).

General comparison is expressed by a certain class of adjectives and adverbs in the nominal group. Two things may be the same, similar or different. General (deictic) divided three forms. Identity is signaled by the reference *such, similar, so, similarly, likewise*. Difference is signaled by *other, different, else, differently, otherwise*.

Particular comparison (non-deictic) is in respect of quantity or quality. The adjective function, as always, within the nominal group between things, but not as deictic. Particular (non-deictic) is divided two forms. Numerative is signaled by the reference (*more, fewer, less, further, additional; so-, as-, equally- +quantifier, e.g.: so many*). Epithet is signaled by the reference (comparative adjectives and adverbs, e.g.: *better, so- as-, more-, less-, equally- +comparative adjectives and adverbs, e.g.: equally good*). The example of comparative reference is:

“I have the *same* mobile phone with him, but, his is *better* than mine.”

2.6.2 Substitution

Substitution is the replacement of word, phrase or clause that refers to the word, phrase or clause previously mentioned (Halliday and Hasan 1976:88). Substitution is relation between linguistic items, such as words or phrase, whereas reference is a relation between meanings. The principle distinguishing reference from substitution is reasonably clear. Substitution has a relation between linguistic items, such as words or phrase, whereas reference is a relation between meanings. It means that substitution is a grammatical relation, a relation in the wording rather than in the meaning. The different types of substitution are defined grammatically rather than semantically. The substitute may

function as a noun, as a verb or as a clause. Halliday and Hasan (1976:91) distinguish three types of substitution: nominal, verbal and clausal substitution.

2.6.2.1 Nominal Substitution

The substitute *one* and *ones* always functions as head of a nominal group, and can substitute only for an item which is itself head of a nominal group (Halliday and Hasan 1976:91). Nominal substitution consists of *one* and *ones* which function as head of a nominal group and same which substitutes for an entire nominal group, for example:

“I have many kinds of shoes, but I need the black *one* now.”

2.6.2.2 Verbal Substitution

Verbal substitution operates as Head of a verbal group which substitutes a verb or verb phrase. According to Halliday and Hasan, (1976:112) verbal substitution in English is made by using the verb *do*, *does* or *did*. For example:

“Have you met Mr. John? I have not *done* it, but will *do* it.”

2.6.2.3 Clausal Substitution

Clausal substitution is one further type of substitution in which what is presupposed is not an element within the clause but an entire clause. The words used as substitutes are *so* and *not* (Halliday and Hasan, 1976:130). It means that clausal substitute is the substitution in which the presupposed is a clause and uses the

substitute word *so* for positive form and the negative *not*, those operate on the entire clause. The example (Halliday and Hasan, 1976:130) of *so* and *not* are:

“A: They have failed, then?”

“B: I regret *so*.”

“A: Has everyone gone home?”

“B: I hope *not*”

2.6.3 Ellipsis

Ellipsis is the omission of word, phrase or clause in the text. Ellipsis is said to be a special case of substitution, in which an item or items is substituted by zero (O-item). It helps the reader understand what is being referred to a previous mentioned word subsequently left as the context. Ellipsis omits a word or sentence which has similar meaning with the preceding word or sentence because it has already understood clearly the interpretation of the second sentence which mentioned previously in the preceding sentence (Halliday and Hasan, 1976:142). Halliday and Hasan (1976:146) divided ellipsis into three: nominal, verbal and clausal ellipsis.

2.6.3.1 Nominal Ellipsis

Nominal ellipsis is the one which operates on the nominal group which omits a noun within a noun phrase. Hence, nominal ellipsis is the complete absence of a noun phrase. Nominal ellipsis

is the complete absence of a noun phrase (Halliday and Hasan, 1976:147). Here is the example:

“I enjoyed the show. A lot was very good.”

The omission element in the sentence above covers the nominal “show” which substitutes by zero 0 item.

2.6.3.2 Verbal Ellipsis

Verbal ellipsis means ellipsis within the verbal group. It operates on the verbal group (Halliday and Hasan, 1976:167). This ellipsis is defined as the complete omission of a verb phrase. The whole of the verbal group expresses systematic selections, choices of an either type which must be made whenever a verbal group is used. The principle systems are: finiteness (finite or non-finite), if finite (indicative or imperative), if indicative (modal or non-modal), polarity (positive or negative, and marked or unmarked), voice (active or passive), tense (past or present or future). The example of verbal ellipsis:

A: “What have you been doing there?”

B: “0 reading”

In the elliptical verbal group “*reading*”, there is only one lexical element, and that is the verb “read”. The presupposition “*have been studying*” expresses all the features of the verbal group that is presupposed by the elliptical verbal group: finite, indicative, non-modal, positive, active and present in past in present.

2.6.3.3 Clausal Ellipsis

Clausal ellipsis is one kind ellipsis which omits the element's structure in the clause. Halliday and Hasan (1976:194) state that verbal ellipsis is always accompanied by the omission of the related clause elements, these that are in the same part of the clause as the relevant portion of the verbal group of the clause as the relevant portion of the verbal group. So in operator ellipsis, where there is omission of the finite part of the verbal group, the subject is also omitted. In lexical ellipsis, where there is omission of the non-finite part of the verbal group, all complements and adjuncts are also omitted. Clausal ellipsis is the omission of a clause or an element of a clause. The following examples show this as Halliday and Hasan provide:

“I kept quiet because Brian gets very angry if any one mentions Adam's name. I don't know why.”

The complete sentence in the second part is “*I don't know why Brian gets angry if any one mention Adam's name*”. Here, a clause is omitted.

2.6.4 Conjunction

Conjunction is somewhat different from the other cohesion relations. It is based on the assumption that there are in the linguistic system forms of systematic relationships between sentences. This kind of cohesive relation is different in nature from

the other cohesive relations; reference, substitution and ellipsis. In this context, Halliday and Hasan (1976:226) state that conjunctive elements are cohesive not in themselves but indirectly, by virtue of their specific meanings: they are not primary devices for reaching out into the preceding or following text, but they express certain meanings which presuppose the presence of other components in the discourse. It means, in conjunction, there are number of possible ways in which the systems allow for the parts of a text to be connected to one another meaning. Halliday and Hasan (1976:238) divide conjunction into four categories: additive, adversative, causal and temporal.

Halliday and Hasan (1976:321) state that the specific conjunctive relations (additive, adversative, causal and temporal) may occur in either an internal or external context. The latter distinction which derives from the functional basis of the semantic system, the conjunction may be located in the phenomena that constitute the content of what is being said of external (ideational meaning), or in the interaction itself, the social process that constitutes the speech event of internal (interpersonal meaning).

The examples of external and internal are:

External (ideational meaning):

They gave me him food and clothing. *And* they looked after me till I was better.

Internal (interpersonal meaning)

They gave me vegetables to eat. *And* I don't like vegetables.

2.6.4.1 Additive Conjunction

The word *and*, *or* and *nor* are used cohesively as additive conjunctions (Halliday and Hasan 1976:244). All of three words may express either the external or the internal type of conjunctive relation. In additive context, there may be no very clear difference between the two of external and internal. But when *and* is used alone as a cohesive item, as distinct from *and then*, it often seems to have the sense of "there is something more to be said". The internal type of the word *and* as follows

"They were playing football, and getting to be the winner!
And the celebration was so interesting."

The other similar links with *and* are *and also*, *or*, *or else*, *furthermore*, *in addition*, *besides*, *alternatively*, *incidentally*, *by the way*, *that is*, *I mean*, *in other words*, *for instance*, *thus*, *likewise*, *similarly*, *in the same way*, *on the other hand*, *by contrast*.

The item *or* is also occur in the internal and external text. In internal text, *or* means an alternative interpretation, and another possible opinion or explanation. Whereas, in external text, the use of *or*, and *or else* refer to question, request, permission and prediction. The example:

“Do you want buy me some foods? Or should I buy fruits?”

The item *nor* is to negate the presupposed item. The similar item with *nor* is *and...not*, *not...either*, *neither*. The example of *nor* is:

“Jane does not go to school. *Nor* go to library.”

2.6.4.2 Adversative Conjunction

Adversative conjunction is contrary to expectation (Halliday and Hasan 1976:250). The expectation may be derived from the content of what is being said, or from the communication process, the speaker-hearer situation. Having said this, there are also both the external and internal levels. The example is:

“Anna has done all of her tasks all day long. She feels exhausted now. Yet, she still cannot sleep.

Usually, adversative conjunction is signaled by the links *yet*, *though*, *only*, *but*, *however*, *nevertheless*, *despite this*, *in fact*, *actually*, *as a matter of fact*, *at the same time*, *instead*, *rather*, *on the contrary*, *at least*, *rather*, *I mean*, *in any case*, *in either case*, *whichever way it is*, *anyhow*, *at any rate*, *however it is* and many more.

2.6.4.3 Causal Conjunction

Halliday and Hasan (1976:256) state that causal conjunction involves primarily reason, result and purpose relation between the sentences. The simple form of causal relation can be expressed

through the word *so, thus, hence, therefore, consequently, accordingly*, and a number of expression like *as a result (of that), because of that, in consequence (of that)*. All them regularly combine with initial *and*. The example:

“Diana did not study last night. *And as the result, she can’t finish her examination.*”

Usually, causal conjunction is signed by the links *so, the, hence, therefore, consequently, because of this, for this reason, on account of this, as a result, in consequence, for this purpose, with this in mind, for, because, it follows, on this basis, arising out of this, to this end, in that case, in such an event, that being so, under the circumstances, otherwise, under other circumstances, in this respect, in this regard, with reference to this, otherwise, in the other respect, aside from this*.

2.6.4.4 Temporal Conjunction

According to Halliday and Hasan (1976:261), the temporal relation indicates the sequence in time. For example, then+ immediately is indicated by (*at once, thereupon, on which*), then+ after an interval is signaled by (*soon, presently, later, after a time*), then+ repetition is indicated by (*next time, on other occasion*), then+ a specific time interval is signaled by (*next day, five minutes later*).

Temporal conjunction links the presupposing to the presupposed simply as a matter of sequence in time. Some ample temporal conjunctive signals are *then, after that, just then, at the same time, previously, before that, finally, at last, first..., then, at first..., in the end, at once, thereupon, soon, after a time, next time, on the occasion, next day, an hour later, meanwhile, until then, at this moment, up to now*. Example:

“Tickets, please!” said the guard, putting his head in at the window. Thereupon everybody was holding out a ticket.

2.7 Previous Studies

Actually, there are other researchers on the same area with this study. The previous researchers have already conducted the study in the same field. There are three previous researchers who have studied about the part of cohesion.

The first researcher is Hidayat (2007) who has studied about the kinds and function of cohesive devices in the text of Bush’s second presidential inaugural speech. He used the theory of Halliday and Hasan in analyzing grammatical and lexical cohesion as the devices of cohesive devices. The result of the study, he found the kinds of grammatical and lexical cohesion in the text of Bush’s Second Presidential speech. He found three kinds of grammatical cohesion those are reference, conjunction and ellipsis but he did not find substitution device. In the term

of lexical cohesion, it is found reiteration, repetition and synonym, but he did not find of antonym.

The functions of grammatical cohesions which are found in his research are: to indicate reference pronoun, simplify and accurate the utterance, to indicate an addition of fact or idea, a time order, a spatial order, a concession, cause and effect and comparison and contrast relationship. The functions of lexical cohesions which are found are stresses the speaker ideas, indicate the occurrence of themselves by which the sentences seem to be interesting and un-monotonous, indicates co-occurrence of lexical items.

The other previous research conducted by Inanda (2008) had analyzed about the using of lexical cohesion used in the cover story of Tempo magazine and she analyzed it through Halliday and Hasan theory of cohesion because the words choices for a cover story is an important one, since it is for attract the reader to read the magazine.

Then, still in the same field, Jamilah (2009) conducted research about grammatical and lexical cohesion in journalist and fiction texts because cohesion devices integrate the sentences in both journalist text and fiction text and also to know the dominant cohesion devices which are used in both texts as distinguish between them.

Fadlilatur (2010) analyzed the cohesion and coherence of thesis abstracts written by the students of English Department of UIN Maulana Malik Ibrahim Malang, and she focused in analyzing the unity of the text

in thesis writing through cohesion and coherence theory of Halliday and Hasan (1976) and also Oshima and Hogue (1983).

The forth research is conducted by Amalia Retnasari (2010) who has specified her research only on the analysis kinds and the function of grammatical Barack Obama's speech in Al-Azhar University. She also used the theory of Halliday and Hasan in analyzing the kind grammatical cohesion and used the theory of Renkema in analyzing the function of grammatical cohesion.

The results of her study show that all kinds of grammatical cohesion namely reference, substitution, ellipsis, conjunction and the function of that grammatical cohesion are found in the Barack Obama's speech in Al-Azhar University. The kinds of reference which are found in her research are personal and demonstrative reference. Then, the kinds of substitution in Barack Obama's speech are clausal substitutions. Thus, the kind of ellipsis which is found in the speech is nominal ellipsis. And, the kinds of conjunction in the speech are additive, adversative, clausal and temporal conjunction.

The function of personal and demonstrative reference in the speech is to presuppose the person or object of the issues which are stated in the speech. Then, the function of clausal substitution is to substitute the similar clause of the issues in the speech. Afterwards, the function of nominal ellipsis is to omit the similar noun phrase of the issues in the speech. And the function conjunctions of additive, adversative, clausal and

temporal conjunction is to relate the sentences of the issues in the speech which have the similar and different context in the speech.

CHAPTER III

FINDINGS AND DISCUSSION

This chapter presents the findings based on the research question as stated in Chapter I. The discussion is then continued by analyzing the grammatical cohesion found in The Jakarta Post and New York Times articles and the differences or the similarities between them using theory of grammatical cohesion introduced by Halliday and Hasan. This chapter is divided into two sections, they are: (1) research findings and (2) discussion. The detail explanation can be seen as follows:

3.1 Findings

This chapter presents the research findings and discussion of the data obtained from the data source. The data are analyzed by using Halliday and Hasan's cohesion theory (1976). The total of the texts are two texts; one article from each newspaper. The researcher analyzed two texts to know the cohesiveness within both of them.

3.1.1 The Use of Grammatical Cohesion

In this part, the researcher explains about the use of grammatical cohesion in The Jakarta Post article. The text was taken on 14 July and written by the columnist in The Jakarta Post.

Text 1: The Jakarta Post: Lebaran and Reconciliation (Surakarta: Tuesday, July 14 2016 06:14 am)

1. Reference

Reference can be defined as a specific nature of information that is signaled for retrieval. It can be divided into personal reference, and demonstrative reference, comparative reference (Halliday and Hasan, 1976:6).

a. Personal Reference

In the first text, personal reference appears within the text are personal pronoun as subject and object *I/me you, it, we/us, they/them* and possessive determiners have *my, your, its, our and their*.

S.5: Annually, **I** always wonder why we do this and what difference in life it will bring just by simply saying 'Please forgive me' and then replying 'Yes, please forgive me too' to each other, without even knowing what your mistake exactly is.

S.6: **I** grew up in a rather rough family where life was littered with swearing.

In (S.5) the word *I* functions as subject and indicates the author. The word *I always wonder* is introduced to pay attention to individual opinions. In (S.6), the word *I* shows that the author tell his background. There is no confusion about an exophoric *I*. It belongs to an author and not to a node participant its cohesive role is either to introduce a author's point of view and to link it with further discussions or to establish relations between arguments at different stages in a text.

S.7: **My** home was full of scolding and improper words. S.61 My English teacher once said, 'What is wrong is wrong, although everybody does it.

S.9: That's exactly what makes **me** doubt the value of having such a tradition.

In the text, the author also presents the words *my* and *me* as the existential personal pronoun *I*. In (S.7), the word “*my*” is used in the sentences that introduce some attention-shift points between adjacent sentences or chunks of a text. The word “*my*” introduces a possessive personal “*my*” that is identified exophorically from the situational context. The word “*my*” is possessive determiner to *the author's home*. Then, the word “*me*” in (S.9) shows that the author used self-reference to emphasize his point of view and also the author about his feelings.

S.10: It's as if **you** can just sin whenever you desire for the whole year and then suddenly on one miraculous day wash away all wrongdoings.

In (S.10) the instance of *you* is used to mean an individual reader. In most cases, there are some clues in the texts that help to interpret the meaning of the second person pronoun.

S.47: People need to relax and then enter stillness by focusing their mind and breathing.

S.48: Inhale the air and then exhale **it**.

In (S.48) the author uses *it* to indicate *the air*. Here, the word *it* is used in a clausal substitution and refers to one of preceding sentence (S.47). It stands for *people need to relax*. In most cases, *it* is used with anaphoric force to refer to non-persons and to establish links between a pair and a group of adjacent sentences.

S.43: That's when **we** realize that a grudge is meaningless.

S.44: A grudge is tiresome and only makes **us** more miserable.

S.45: **We** must reconcile with one another with **our** heart and through tangible action.

The word *we* in (S.43) and (S.45) are used there as collective reference.

Then, the meaning of “*we*” is interpreted from the situational context. It is

very clear that “*we*” refers to *all (people)* even the author or the reader. In

(S.45) the word “*we*” shows that the author told about his opinion and he also

wants to attract the reader’s attention and try to persuade them. In (S.44), the

word “*us*” is anaphoric reference to *all people*. It also introduces other roles

participants into discourse in order to support the author’s point of view. Then,

in (S.45) “*our*” indicates an anaphoric reference that used as possessive

determiner of *both readers and authors*’.

S.11: People don't seem to really care about whether or not **their** actions hurt others, traumatize others or inflict damage.

S.12: And very rarely do people even realize that **they** are making mistakes and hurting others.

S.13: All that matters to **them** is asking for forgiveness.

In (S.11) the word “*their*” is anaphoric reference and it refers to *people*.

The word “*people*” in this context is sometimes ambiguous. It serves to refer

to what kind of people the author means. Then, in (S.12), the author presented

the word *they* which also indicates as anaphoric reference. It functions as

reference to the subject in the preceding clause and also as the additional

explanation of *people*. In (S.13), the word “*them*” reinforces “*they*” in the two

preceding sentences. It functions as pronoun or object in this sentence. All of

these items in this part indicate that the author explains other people which

connected to the topic.

b. Demonstrative Reference

Within the text, demonstrative references which exist are: adverbial demonstratives; *there* and *then*, and selective nominal demonstrative; *this*, *that*, and *the*.

S.27: **There** are things that we can't easily forgive because the wounds are simply so profound that our essence of humanity may have been harmed.

S.52: However, perhaps that's why **there** is such a tradition in Lebaran.

S.54: **There** are things that we can't easily accept or forgive, but one year is supposed to be enough if we keep practicing and contemplating.

In this part, the word *there* is abstract notions. It is closely parallel to other demonstrative reference items, such as *this* and *that* respectively. In (S.7) and (S.54), the word "*there*" shows that it refers to something that is not really recoverable. In this case, it explains the previous sentence. In (S.27), the word *there* is used to explain the word *forgive* as the word *there* in (S.45). It explains about *accept or forgive* in the following words. Yet, the word *there* in (S.52) is anaphoric and locative. The antecedent of *there* is retrievable from the preceding sentence. It can be seen from the phrase *that's why*.

S.8: One day in Lebaran was expected to be a day of soul purification from sins, but **then** in a few hours the adults started scolding again.

S.34: Before apologizing, we initially should realize the wrong done and **then** admit it.

In (S.8), *then* is also adverbial demonstrative reference referring a process of time. It can be seen from the word *in a few hours*. While in (S.34), *then* shows adverbial demonstrative reference referring an object which is

participating in process. In this case, the second word of *then* sometimes can be said as demonstrative references which related to the time.

S.4: We **embrace or shake hands** with husband or wife, parents and children, brothers and sisters, employers and employees, old and new friends and even sometimes with strangers.

S.5: Annually, I always wonder why we do **this** and what difference in life it will bring just by simply saying 'Please forgive me' and then replying 'Yes, please forgive me too' to each other, without even knowing what your mistake exactly is.

S.38: In the end, we promise ourselves not to repeat the same mistake, and we try our best to fulfill **this** ambition.

S.12: And very rarely do people even realize **that** they are making mistakes and hurting others.

The next analysis is the word *this* and *that*. In this text, the researcher only found singular demonstrative reference. They occur extensively with anaphoric function referring to something that has been said before. The form of reference, singular or plural, is determined by a set of various lexical items that the demonstratives are often combined with. In (S.5), the word *this* indicates a demonstrative pronoun that appears in the middle of the sentence. It refers clearly to the content of the preceding sentence and provides one cohesive “tie” that binds two adjacent sentences. It also performs the grammatical function of object. It can be said that the word *this* in (S.5) refers to *embrace or shake hands*.

Then, the word *this* in (S.38) also has the same function. Yet, it also functions as noun determiner of *ambition*. Then, there is the word *that* in (S.12). It links the author’s opinion to the whole preceding sentence. It refers to something said by the author before the following explanation. It is also

selective nominal demonstrative reference shows an object which is participating in process.

S.8: One day in Lebaran was expected to be a day of soul purification from sins, but then in a few hours **the** adults started scolding again.

S.30: **The** tradition, nonetheless, has mutilated the sanctity of apologizing and forgiving.

Lastly, the word “*the*” is always a grammatical item and is used for presuming definite meaning. In (S.8) and (S.30) the word “*the*” also shows noun determiner and point directly to the noun. Both of them are anaphoric. First, it refers to the author’s opinion about the activity of Lebaran that is usually done by *the adult*. The author points directly to the noun. It has the same way as the second word “*the*”. The presence of “*the*” is cohesive since it signals that the meaning is being repeated from a noun earlier in the texts or sentences. *The tradition* points back to the previous explanation.

c. Comparative Reference

In this text, comparative references found are; general which is shown by *different*, *such* and *similarly* and particular expressed by *more* and *better*. It is not typical feature of the essays studied. The findings below explain some instances of comparative reference that implies the existence of two or more entities or ideas that compared. Not only comparative forms of adjectives but also items like *such* contributed to cohesion.

S.25: The degree of pain may cause **different** levels of trauma, but once a memory is made it will change one's whole perspective towards life.

In this part, the author explains about *the degree of pain* which reinforced by the cohesive item *different*. Therefore, this comparative reference is anaphoric. It is determined by the fact that the head of the noun phrase of which *different* is part refers to *the degree of pain* mention in the earlier sentence.

S.40: Forgiveness, **similarly**, is a deep process.

S.28: Forgiveness also requires a mental process of letting go, while most people need time to develop **such** a big heart.

In (S.40), the word *similarly* indicates as anaphoric which functions by bringing back into the text the meaning of what has been said before. The word *similarly* refers back to explain *forgiveness*. The second cohesive item has the same function to *similarly*. It points back to previous phrases. The word *such a big heart* is anaphoric to *mental process of letting go*.

S.44: A grudge is tiresome and only makes us **more** miserable.

S.58: Has the whole past year been enough for us, or should we ask for **more** time to finally apologize and forgive?

S.37: We apologize not to be set free from guilt, but because we want to be a **better** person and let go of our ego.

In (S.44 and 58), the words *more* are particular comparative reference.

Yet, they have different function. The first *more* functions as comparative adjective and the second shows it is used as numerative comparison. The word *more* when it is followed by noun, it means that it shows and addition. The other way, *more* which is added by adjectives, can be said as comparison. Lastly, the word *better* also shows comparative adjective in (S.37). It is used to emphasize the following word.

2. Substitution

Substitution is very characteristic features of spoken text and is usually confined to “contiguous passages” (Halliday 1994: 310) but of course exist within the written text so that the presupposed reference is not unnecessarily repeated. Because of this anaphoric referencing function, it creates a sense of cohesion throughout the passage. In this text, the author only found one substitution of cohesive devices. It is verbal substitution.

S.4: We **embrace or shake hands** with husband or wife, parents and children, brothers and sisters, employers and employees, old and new friends and even sometimes with strangers.

S.5: Annually, I always wonder why we **do** this and what difference in life it will bring just by simply saying 'Please forgive me' and then replying 'Yes, please forgive me too' to each other, without even knowing what your mistake exactly is.

S.21: What's the point of **apologizing** if we **do** it just for the sake of social conformity despite knowing deep down that we don't really mean it?

In the data above, the words *do* show that they are verbal substitution.

The function of *do* as head in a verbal group and it is usually occupied by the lexical verb. The first *do* is used to substitute *embrace or shake hands* in previous sentence (S.4). Then, the second *do* is used to substitute the word *apologizing*. A grammatical relation in the wording is expressed by the verbal substitute *do*. The verbal substitutions are found in two adjacent sentences that are linked anaphorically.

3. Ellipsis

Ellipsis is the form of substitution in which the item is replaced by nothing. Halliday and Hasan (1976:142) states the term as an omission of an item of frequently said substitution by zero. The next type of grammatical cohesion found in the text is nominal ellipsis which means ellipsis within nominal group.

a. Nominal Ellipsis

S.31: Through social pressure, it makes people apologize and **0** forgive while masked in fake smiles and insincere words.

S. 47: People need to relax and then **0** enter stillness by focusing their mind and breathing.

Here in (S.31 and S.47), the researcher found one kind of ellipsis. Both sentences are nominal ellipsis. The word *they* in those sentences is omitted to make simple sentence. The first sentence should be “Through social pressure, it makes people apologize and *they* forgive while masked in fake smiles and insincere words.” The second sentence should be “People need to relax and then *they* enter stillness by focusing their mind and breathing.”

4. Conjunction

Halliday and Hasan (1976 : 310) defines conjunction as “a clause or clause complex, or some longer stretch of text, (which) may be related to what follows it by one or other of a specific set of semantic relations”. While referencing, substitution and ellipsis are cohesive because of their specific anaphoric references, conjunction is different in that it does not necessarily create a semantic tie with just one part of the text. Conjunction acts to link

meaning across a larger boundary of text. Here the examples of each conjunction:

a. Additive Conjunction

In additive conjunction, the words which appear in this text are: *and*, *also*, *or*, *and then* and *in addition*.

S.2: People will be celebrating by eating various dishes like ketupat, rendang (beef curry) and opor (coconut milk beef or chicken gravy), **in addition** to many cookies and snacks.

In (S.2) we see the word of cohesive devices is *in addition*. The author uses it because he mentions many dishes people usually eat in Lebaran and he used that word to link between one words to another word. That word is used in the initial position. It links other units in the same sentence.

S.28: Forgiveness **also** requires a mental process of letting go, while most people need time to develop such a big heart.

In (S.28), the word which appears is *also* and it is used to explain another definition of *forgiveness*. The author uses the word *also* as the additional information about *forgiveness*. The conjunction serves to introduce and additional remark to give some examples of what has been said. The word *also* used to give more specific information about what has been said before.

S.29: It is not supposed to be something that is taken for granted **or** forced on people by mere tradition.

Then, the author used the word *or* (S.29). It occurs in a sequence of sentences and establishes continuity of additive relations in a chunk of

discourse. It is also can be used as another possible explanation. If the word *or* used in a question, it usually shows about permission or request.

S: 34 Before apologizing, we initially should realize the wrong done **and then** admit it.

S: 38 In the end, we promise ourselves not to repeat the same mistake, **and** we try our best to fulfill this ambition.

Lastly, data (S.34) and (S.38) have almost similar explanation. The word “*and*” and “*and then*” are used by the author to show that there is something more to be said after both of them. They occur in a sequence of sentences and also highlight addition of information. The function of *and* is cohesive since it does not occur sentence-internally in a coordinate clause to mark a structural relation. In (S.38), it also occurs in a sequence of sentences and establishes continuity of additive relations in a chunk of discourse.

b. Adversative Conjunction

In this part, the word which consists of adversative conjunction is only; *but* within the text. Here are the data:

S.8: One day in Lebaran was expected to be a day of soul purification from sins, **but** then in a few hours the adults started scolding again.

S.49: Some may find it uncomfortable on the first few attempts, **but then** after some time, one can begin to accept the silence and the serenity.

In the datum S.8, there is the word *but* that shows contrary to expectation. It is signaled by the word “scolding again” that is contrary to the previous explanation. (S.49) also shows the same thing. The phrase “*uncomfortable on the first few attempts*” is contrary to “*accept the silence and the serenity*”. Both of them are simple form of adversative conjunction. It

occurs at sentence boundaries as well as between main clauses in a compound sentence. It also serves to contrast pieces of information.

c. Causal Conjunction

Causal conjunction is conjunction that tends to be specific such as result, reason and purpose. In this text, there are two words marked as causal conjunction. They are: *therefore* and *because*.

S.35: Although imperfection is human, that doesn't justify committing harm against others.

S.36: **Therefore**, we apologize.

The word *therefore* in (S.36) is the effect of the previous sentence. It is used initially to establish a specific relation of the cause and consequence relationship. *Therefore* is the other word of *so* which is simple form of general causal conjunction. The consequence clause is introduced by *therefore* linked to the cause clause expressed in the preceding sentence.

S.37: We apologize not to be set free from guilt, but **because** we want to be a better person and let go of our ego.

In (S.37), it also shows that the word *because* connects the main clause “*We apologize not to be set free from guilt*” as the effect or consequence and the sub clause “*we want to be a better person and let go of our ego*” as the cause. It is used to initially introduce the condition under which a possible outcome will occur.

d. Temporal Conjunction

It is conjunctive form that presents an additional component in the meaning as well as succession in time of. In this text, the researcher found three words marked as temporal conjunction. They are: *finally* and *in the end*.

S.38: **In the end**, we promise ourselves not to repeat the same mistake, and we try our best to fulfill this ambition.

The word *in the end* exemplifies conclusive expression that serve to mark the end of an argument or culmination of what has been said. It occurs initially and relate the final remarks to the preceding chunks of discourse. It also shows the sequence of event that relate in term of timing.

S.42: Forgiveness is about how we **finally** find peace within ourselves in this chaotic world, accepting all phenomena as a natural occurrence.

Lastly, the word *finally* also has the same function with the previous sentence. It indicates the sequence of events or activities from “*find peace within ourselves in this chaotic world*” to “*accepting all phenomena as a natural occurrence*”. The word *finally* clearly exemplify that it is conclusive.

Text 2: New York Times: The Donald Trump Show (Saturday, July 23 2016)

1. Reference

As it is explained in the text before that reference can be defined as a specific nature of information that is signaled for retrieval. It can be divided

into personal reference, and demonstrative reference, comparative reference (Halliday and Hasan, 1976:6).

a. Personal Reference

In the second text, the author found some words which are signaled as personal reference. They are: *he, his, him, you, it, its, them, their, us* and *our*.

S.11: Trump literally said this, after **his** wife's speech bizarrely plagiarized Michelle Obama and his campaign even more bizarrely let the controversy spin for days: "Good news is Melania's speech got more publicity than any in the history of politics," **he** tweeted ...

S.3: Its messages were muddled, its shared agenda boiled down to hating Hillary Clinton, many of its speakers didn't want to talk about the candidate and one declined even to endorse **him**.

Here in (S.11), the word *his wife* appears anaphorically to show that it is *Trump's wife*. It indicates as possessive determiner. Then, the word *he* is also categorized as anaphoric since it presupposes *Trump* in the first word of the sentence. Both *his* and *he* provide one cohesive tie between a pair of adjacent sentences. They are clearly understood that they presuppose *Trump*. In (S.3), the word *him* functions as the object of the sentence, also presupposes *Trump* since the topic of the text is about Donald Trump. The author avoids ambiguity by using "*he*" (not one) and the possessive form *his* refers to *Trump*. This third person singular pronoun indicates that the referential item is masculine gender.

S.11: ... "Good news is Melania's speech got more publicity than any in the history of politics," he tweeted, "especially if **you** believe that all press is good press!"

Then in (S.11), the word "*you*" here does not only indicate the reader. It is presupposed to the netizens who follow Trump's account on the Twitter.

It can be seen from the phrase *he tweeted*. It means the author wrote a citation. This second person pronoun introduces author-reader reference to affect a reader's perception of cohesion and to share a author's point of view.

S.4: But if the convention didn't tell, **it** definitely showed: **It** was less an advertisement for Donald Trump than a perfect synecdoche for his entire ascent ...

In (S.4), the word *it* is used in a clausal substitution and refers to one of the preceding sentences. It is also categorized as anaphoric to *convention* and functions as object. As the explanation before, *it* is used with anaphoric force to refer to non-persons and to establish links between a pair or a group of adjacent sentences.

S.7: The ones who did appear found varying ways to cover **themselves** in dishonor — some with pained, phoned-in endorsements ...

S.8: Almost none of these figures made a positive case for Trumpism, or attempted to explain how his ethno-nationalism fits with **their** professed Reaganite worldview.

In (S.7), the word *themselves* is also anaphoric and it is reinforced by the word *the ones*. It points backward to the lexical item in the singular form. It also happened in (S.8), the word *their* presupposed *these figure* and functions as possessive determiner. It anaphorically appears to indicate something in the preceding sentences. The choice of the plural forms *themselves* and *there* is determined by the plural noun in the preceding sentence.

S.16: But not content to let **us** draw the inference, Trump also used the convention week to offer a case study in the damage a reckless president can do, by giving an extended interview with this newspaper in which he casually undercut America's commitment to **our** NATO allies in the event of Russian aggression in the Baltics.

Lastly, the word *us* presupposes the author and the reader since this text was written to persuade the reader to think critically about Donald Trump. The word *us* has the same function with *our*, but *our* functions as possessive determiner while *us* as the object of the sentence. Both of them are collective reference. They indicate that they introduce other roles or participants into discourse in order to support the author's point of view.

b. Demonstrative Reference

It is a reference that is identified by locating it on scale of proximity and expressed through adverbs and determiners. There are some words which are signaled as demonstrative reference. They are: *these*, *then*, *this*, *that*, *the*, *there* and *those*.

S.8: Almost none of **these** figures made a positive case for Trumpism

...

S.26: And **those** flaws should doom him in the end.

In (S.8), the word *these* is for identifying the word *figures* and it is selective nominal demonstrative. Similar with the word *those*, both of them are also anaphoric selective nominal demonstrative and *those* identifying the word *flaws*. They function as an important organizational technique. They also occur extensively with anaphoric function referring to something that has been said before. Therefore, a form of reference, singular or plural, is

determined by a set of various lexical items that the demonstratives are often combined with.

S.11: Trump literally said **this** ... “Good news is Melania’s speech got more publicity than any in the history of politics,” he tweeted, “especially if you believe that all press is good press!”

S.13: How else to explain the stage-management of Ted Cruz’s deliberate non-endorsement, a striking and admirable moment of defiance **that** Trump’s campaign actually seemed to hype ... S.19: And nestled amid **the** whole ramshackle convention, it was a reminder that the greatest danger of a Trump presidency might not be his transparently authoritarian tendencies ...

Then in (S.11), the word *this* is selective nominal demonstrative and shows that it is cataphoric since it refers to the following sentence “*Good news is Melania’s speech got more publicity than any in the history of politics*”. In (S.13) the word *that* is adverbial demonstrative which refers to Trump that participates in the process or activities. The word *that* indicates to something said in the preceding sentence. Both of them act as a demonstrative pronoun that appears in the middle of sentence and also function in the same way. They provide one cohesive tie that binds two adjacent sentences. Yet, the word *this* also performs the grammatical function as object. Then, the word *the* in (S.19) identifies *whole ramshackle convention* and it including in selective nominal demonstrative. It establishes a cataphoric link between a pair of independent clauses. It is used within the nominal phrase and points forward to the whole clause that follows.

S.9: But **then** that worldview also seemed threadbare ...

S.20: But then, finally, **there** came the Great Man’s acceptance speech itself, which was everything that critics charged...

In (S.9), the word *then* is adverbial demonstrative and refers of a process of activities in time. It can be seen that the author explains about sequence of process about *worldview*. In this case, the word *then* sometimes can be said as demonstrative references which related to the time. In the next sentence, (S.20) the word *there* is adverbial demonstrative and refers of a process in space. It is also cathaporic since the meaning is always in the following text.

c. Comparative Reference

The role of comparative references acts to show similarity or likeness, which in itself, is a referential property (Halliday and Hasan 1976: 78). In this text, the author only found two words which are signaled as comparative reference. They are: *more* and *less*.

S.11: Trump literally said this, after his wife's speech bizarrely plagiarized Michelle Obama and his campaign even **more** bizarrely let the controversy spin for days: ...

Here in (S.11), the word *more* functions to compare *Trump's campaign*. Then, it is called as particular comparison since it compares a quality of *campaign*. The word *more* functions as comparative adjective. The other way, the word "*more*" which is added by adjectives, can be said as comparison.

S.16: But not content to let us draw the inference, Trump also used the convention week to offer a case study in the damage a **reckless** president can do ...

Then, the word *reckless* in (S.16) is used to compare the word *president*. It is also included in particular comparison. It functions as

anaphoric since it points forward to the following noun. The comparative reference sometimes can be said as the degree of comparison

2. Substitution

It is the same as the previous explanation that substitution is very characteristic features of spoken text and is usually confined to “contiguous passages” (Halliday 1994: 310) but of course it exists within the written text so that the presupposed reference is not unnecessarily repeated. Because of this anaphoric referencing function, it creates a sense of cohesion throughout the passage. In this text, the researcher only found two substitutions of cohesive devices. They are nominal and verbal substitution.

a. Nominal Substitution

Within the second text, the researcher only found one word which indicates as nominal substitution of cohesive devices. It is *ones*.

S.6: The party’s past presidents were absent, and many of its younger politicians also.

S.7: The **ones** who did appear found varying ways to cover themselves in dishonor ...

Here the word *ones* in (S.7) indicated a nominal substitution and it functions as a head of a nominal group. It is used to substitute “*The party’s past presidents*” and “*its younger politicians*”. In this case, this kind of grammatical cohesion is not widely displayed in the essays under analysis.

b. Verbal Substitution

It operates as head of a verbal group which substitutes a verb or verb phrase. In this text, it is found only one word. It is marked by the word *does*.

S.11: ...“Good news is Melania’s speech got more publicity than any in the history of politics,” he **tweeted**, “especially if you believe that all press is good press!”

S.12: And he **does**.

The word *does* above functions as verbal substitution. A grammatical relation in the wording is expressed by the verbal substitute *does*. Then, it is used in the place of the repetition of the lexical verb “*tweeted*”. The verbal substitute and the presupposed lexical item are found in two adjacent sentences that are linked anaphorically.

3. Ellipsis

Ellipsis is the form of substitution in which the item is replaced by nothing. Halliday and Hasan (1976:142) states the term as an omission of an item of frequently said substitution by zero. The next type of grammatical cohesion found in the text is only nominal ellipsis which means ellipsis within nominal group.

S.11: Trump literally said **this 0**, after his wife’s speech bizarrely plagiarized Michelle Obama and his campaign even more bizarrely let the controversy spin for days: “Good news is Melania’s speech got more publicity than any in the history of politics,” he tweeted, “especially if you believe that all press is good press!”

For example, in sentence 11 the word “this” is nominal ellipsis, in which “this” becomes the head. Actually, the nominal group consists of noun phrase namely: a head and its modifier. Whenever the head is omitted, the modifier becomes the new head. Halliday and Hasan refer to this phenomenon as the upgrading the words as modifiers to be the head. In this case, “this” as the head of the noun phrase after it is upgraded. The full form of “this” is “*this sentence*” in the court”. The word “sentence” is omitted and the word “this” is used as the head.

4. Conjunction

Still in the same explanation, Halliday defines conjunction as “a clause or clause complex, or some longer stretch of text, (which) may be related to what follows it by one or other of a specific set of semantic relations” (Halliday and Hasan, 1976 : 310). While referencing, substitution and ellipsis are cohesive because of their specific anaphoric references, conjunction is different in that it does not necessarily create a semantic tie with just one part of the text. Conjunction acts to link meaning across a larger boundary of text. Here the examples of each conjunction:

a. Additive Conjunction

In this part, the researcher only found two words which indicate as additive conjunction within the text. They are: “*and*” and “*or*”.

S.7: The ones who did appear found varying ways to cover themselves in dishonor — some with pained, phoned-in endorsements, some with opportunistic zeal, **and** some by simply being good apparatchiks **and** squashing the last attempt at delegate dissent.

Here the word *and* in (S.7) is used to connect each phrase and it indicates that there is more information to be said within the sentence. It occurs in a sequence of sentences and also highlights addition of information. The function of *and* is cohesive since it does not occur sentence-internally in a coordinate clause to mark a structural relation. It also occurs in a sequence of sentences and establishes continuity of additive relations in a chunk of discourse.

S.25: At his convention as in his entire rise, Trump was a walking spectacle, a carnival barker, a man without normal caution **or** foresight **or** restraint.

Then, the word *or* in (S.25) is used to connect each words and it means alternative interpretations or choices and another possible explanation. It occurs in a sequence of sentences and establishes continuity of additive relations in a chunk of discourse.

b. Adversative Conjunction

There are four words which are signaled as adversative conjunctions within the text. They are: *actually*, *though*, *but* and *rather*.

S.13: How else to explain the stage-management of Ted Cruz's deliberate non-endorsement, a striking and admirable moment of defiance that Trump's campaign **actually** seemed to hype — by apparently whipping boos against Cruz from the floor, and by having Trump show up in the hall as the speech wrapped, as **though** the two men might stage a W.W.E. confrontation.

Here in (S.13), the word *actually* shows contrary between “Ted Cruz's deliberate non-endorsement” and “Trump's campaign”. Then, the word *though* also shows contrary to the previous sentence since there is a comma before the word *though*. They occur at sentence boundaries as well as

between main clauses in a compound sentence. The word *actually* links two sentences that are not adjacent and stand apart. Then, the word *tough* serves to contrast pieces of information.

S.19: And nestled amid the whole ramshackle convention, it was a reminder that the greatest danger of a Trump presidency might not be his transparently authoritarian tendencies, **but rather** the global chaos that a winging-it Great Man in the Oval Office could unleash.

While in (S.19), the phrase *but rather* also shows contrary to the previous sentence and the author use that phrase to clearly explain that he explains contrary sentence. In this part, it occurs initially for the cohesive purpose of highlighting contrast in the preceding clause. The sense of its phrase presupposing clause in contrast to what has been said. The author emphasizes and gives his opinion about *Trump's presidency*.

c. Causal Conjunction

In this part, the researcher did not find any word which is signaled as causal conjunction.

d. Temporal Conjunction

As it is explained in the part of first text, the words which are signaled as temporal conjunctions are: *first*, *then*, *finally* and *after*.

S.5: **First**, it was a showcase for the institutional failure of the Republican Party in the face of Trump's assault.

Here the word *first* in (S.5) is used to explain that there is a sequence of events in time. It is also used to indicate the initial stage of an author's

arguments and at the same time to sequence it to the arguments that follow.

The element first is cataphoric and thus refers to the information that follows.

S.20: But **then, finally**, there came the Great Man's acceptance speech itself, which was everything that critics charged ...

S.27: And **after** this strangest of elections is over, Trumpism will come around again.

Then, in (S.20) the word *then* and *finally* shows that the author will explain about the continuity of the sequence of events. While the word "*after*" also shows the same thing which indicates the continuity of something has been said before. Those three instances of temporal conjunction exemplify summarizing (S.20) and conclusive (S.27) expressions that serve to mark the end of an argument or culmination of what has been said. All the expressions occur initially and relate the final remarks to the preceding chunks of discourse.

3.1.2 The Similarities and the Differences between Articles in The Jakarta Post and New York Times

There are four types of cohesive devices which are analyzed in this research; they are reference, substitution, ellipsis and conjunction. In this section, the researcher notes some differences and similarities of grammatical cohesion found in American and Indonesian English newspaper articles. From the explanation above, it can be seen that both text have different intensity in using cohesive devices.

First, the researcher found all kinds of cohesive devices which were used in *The Jakarta Post* and *New York Times*. On the average, the highest intensity of cohesive devices used within those texts is references and conjunctions. In *The Jakarta Post*, cohesive devices sit on the first level are references and conjunctions sit on the second level. Then, the most common references found in the articles are personal reference and demonstrative reference, yet there are also few of comparative reference.

The most used conjunctions in the first text are additive conjunction and adversative conjunction. In the contrary, compared to the previous text, the use of cohesive devices in the *New York Times*' article analyzed above is less than in *Jakarta Post*'s article. The researcher only found 25 items of cohesive devices in the second article, whereas there are 42 items of cohesive devices in the first article. These differences do not mean that all articles in *New York Times* consist less cohesive devices than the article in *Jakarta Post*. It is only based on the data that researcher analyzed above.

Second, the researcher found the two of newspaper use few of substitution and ellipsis. Substitution is rarely found in the two newspaper articles. Those newspapers use fixed words, so that the use of substitution is decreased. Then, it shows that the use of ellipsis is not commonly used in the newspaper. Since the use of ellipsis is appropriately used in informal context, while newspaper always use in formal context. The brief result of the differences can be seen in the following table:

Grammatical Cohesion	Text	I	II
Cohesive Devices	Reference	61,91%	60%
	Substitution	4,76%	8%
	Ellipsis	4,76%	4%
	Conjunction	28,57%	28%

In the table above, it can be seen that the use of cohesive devices in the Jakarta Post's article is frequently used. The most common cohesive devices are reference and conjunction. Similarly, both of the articles apply less of substitution and ellipsis. Since the use of substitution and ellipsis are not widely displayed in the texts under analysis. It is assumed that they are typical example of speech and narrative texts (Thompson 2004: 184). They often occur in a question-answer sequence when participants are involved in interaction. The use of substitution and ellipsis in co-ordinate clauses is not taken into account. They are analyzed as ties between sentences and independent clauses.

Based on this finding, a good text can be seen not only from how many cohesive devices it contains, as long as the writer is able to maintain the main idea of the text, it will never confusing the reader. This finding shows that The Jakarta Post article tends to use many cohesive devices than New York Times Article.

3.2 Discussion

From the findings, it can be discussed the four types of grammatical cohesion' namely reference, substitution, ellipsis and conjunction and the differences and the similarities of the two newspaper articles found.

The first finding of cohesive device is grammatical cohesion reference. All the types of reference, namely personal, demonstrative and comparative reference are found. The personal reference items which are found in the data are *I/me, you, he/him, it, we/us, they/them, my, your, our, their, his, and its*. Personal pronoun, possessive pronoun and possessive determiner are used to mentioning the reader, the subject which are talked about or the object. The demonstrative reference items are *these, then, this, that, the, then, there* and *those*. Those items are used by the author when he shows the location of everything. The items of comparative reference which are found in the data are *different, such, similarly, more, –less* and *better*. Those newspapers use those kinds of reference when there is a comparison.

The functions of grammatical cohesion reference are to indicate reference pronoun, proximity and comparison. According to Halliday and Hasan (1976), “personal reference is the use of language to point something implicitly whether inside or outside the text , through the category of person”, “demonstrative reference is reference by means of location, on a scale of proximity”, “comparative reference is indirect reference by means of identity or similarity”. From the three theories above, it shows that the findings are in the line with the theory.

The next finding of cohesive devices is grammatical cohesion substitution. The function of substitution is to substitute or replace one item by another item. The grammatical cohesion substitutions which found

in the data are verbal substitution and nominal substitution. The words used signaled as verbal substitution are *do* and *does*. Then, the word “*ones*” is found in the second text as nominal substitution.

Then, it comes to the part of ellipsis. In this part, the researcher found only nominal ellipsis in both texts. It functions as an omission of an item of frequently said substitution by zero. The example of nominal ellipsis is in sentence 11 of the second text. The word “this” is nominal ellipsis, in which “this” becomes the head. Actually, the nominal group consists of noun phrase namely: a head and its modifier. Whenever the head is omitted, the modifier becomes the new head.

Halliday and Hasan refer to this phenomenon as the upgrading the words as modifiers to be the head. In this case, “this” as the head of the noun phrase after it is upgraded. The full form of “this” is “*this sentence*” in the court”. The word “sentence” is omitted and the word “this” is used as the head.

The next finding of cohesive devices is conjunction. All types of conjunction are found in the data. The first type is additive conjunction. There are many additive conjunctions to show the additional facts or ideas. The items which are found in the data are *and*, *and then*, *or*, *also* and *in addition*. The second type of conjunction which is found in the data is adversative conjunction. The adversative conjunctions in the data are; *actually*, *though*, *but*, *rather* which show contrast between two statements in a text.

The next type of conjunction which is found in the data is causal conjunction. There are *therefore* and *because* whose function are to indicate cause and effect relationship and indicate conclusion or summary. The last conjunction in the data is temporal conjunction. The words are *first*, *then*, *finally*, *after* and *in the end*. The function is to indicate the sequence of time. The theory said that conjunction is “the way the writer wants the reader to relate what is about to be said to what has been said before” (Baker, 1991: 190). In this case, the findings are suitable with the theory above.

The difference between this research and the previous studies is in the object of the study. The object of this study discusses about the information from the newspapers. Therefore, the content explains the author’s argumentation in Opinion Column. Besides, this research does not only focus on cohesive devices, but it also focuses on discourse meaning. Although the existing studies have the same findings, but certainly the context and content of the data are different.

This research has the same finding with the previous researches. Indrawati (2007) has the same findings in terms of all cohesive devices found. Mahfudhoh (2007) found all types of grammatical cohesion and lexical cohesion are found except grammatical cohesion and lexical cohesion except lexical cohesion collocation.

Jamilah (2009) also analyzed cohesion in two texts for comparison. She analyzed journalistic and fiction texts, then she found that the use of

lexical cohesion devices is higher than grammatical cohesion devices while the intensity of grammatical cohesion devices is higher than lexical cohesion devices in fiction text. Puspawati (2009) found all the types of grammatical cohesion except nominal substitution and clausal ellipsis. Sa'idah (2009) found the types of grammatical cohesion except substitution, and for lexical cohesion except reiteration metonym and hyponym.

Next, it is also found by Hanik (2010) that all the types of grammatical cohesion are found and the lexical cohesion is found except reiteration hyponym and metonym. Sholikhah (2011) found the three types of grammatical cohesion except substitution, and the lexical cohesion reiteration synonym, antonym, repetition and collocation are found. The findings of this research are in line with the theory used. It means that this research supports the theory of cohesion according to Halliday & Hasan (1976).

CHAPTER IV

CONCLUSION AND SUGGESTION

Having analyzed the grammatical cohesion found in The Jakarta Post and New York Times, the researcher provides the conclusion and suggestion. All of the conclusions are explained based on the result of the analysis in the preceding chapter. Then, this thesis is accomplished with the suggestion in accordance with the study of this research.

4.1 Conclusion

In conclusion, the researcher found the highest occurrence and the lowest occurrence of the cohesive device through the grammatical cohesion in both Indonesian and American-English newspaper's articles. The cohesion through the grammatical cohesive which has the highest occurrence is reference item, especially personal reference, it contrasts with other cohesive devices. While ellipsis, it appears only twice or three times in the text and it is only nominal ellipsis.

Although the absence of the ellipsis item seemingly does not influence the cohesiveness of the text because the absence of substitution is succeeded by the other agency, which is reference. It means that the cohesiveness of the text remain high. Then, it also means that cohesion has correlation between clauses within a text grammatically and cohesive devices which have a function as unifier of text properties and have significance role in giving information for the readers to understand a text easily as good as possible.

4.2 Suggestion

One of the objects of studying cohesion is a text or an article of newspaper. It means that cohesion can be studied in every text. We can understand a text easily as good as possible by using cohesion study. In this case, the researcher uses opinion column in The Jakarta Post and New York Times' newspaper. The data of the research are each text from those two newspapers. For further researches, this coverage can still be expanded by including more texts, not only texts from opinion column but also from other sections, such as political, business or technology section.

BIBLIOGRAPHY

- Brown, G & Yule, G. 1983. *Discourse Analysis*. Cambridge: Cambridge University Press.
- Halliday, M. A.K. and Hasan R. 1976. *Cohesion in English*. London: Longman House.
- Halliday, M. A.K. 1985. *An Introduction to Functional Grammar*. London: Edward Arnold.
- Hameed, T. (2008) Cohesion in Text: A Discourse Analysis of a News Article in a Magazine. *Al-Faith Journal*, no.37, 81-114.
- Hoey, Michael. 1996. *Patterns of Lexis in Text*. Oxford: Oxford University Press.
- Jamilah, 2009. *Grammatical and Lexical Cohesion of Journalistic Text and Fiction Text*. Unpublished Thesis. Jakarta: UIN Jakarta.
- McCarthy, Michael. 1991. *Discourse Analysis for Language Teachers*. Cambridge: The University of Cambridge.
- Moleong, Prof. Dr. Lexy J. 2005. *Penelitian Kualitatif*. Bandung: PT Rosda.
- Retnasari, Amalia. 2010. *Analyzed Grammatical Cohesion of Barrack Obama's Speech at Al-Azhar University*. Unpublished Thesis. Malang: UIN Malang.
- Rohmah, Fadlilatur. 2010. *The Cohesion and Coherence of Thesis Abstracts Written by Students of English Department of UIN Maulana Malik Ibrahim Malang*. Unpublished Thesis. Malang: UIN Malang.
- Setyowati, Ririn (2008) *A Study of Cohesive Devices Found in the Main Character's Utterances of Drama "Mcbeth" by William Shakespare*. Unpublished Thesis. Malang: UIN Malang.
- Tanskanen, S.K. 2006. *Collaborating towards Coherence*. Amsterdam/Philadelphia: John Benjamins Publishing Company.
- Yule, George. 2010. *The Study of Language*. New York: Cambridge University Press.

APPENDIX

Text 1

Ramadhan is about to end, which means Idul Fitri (Eid Mubarak) or Lebaran is coming to town. People will be celebrating by eating various dishes like ketupat, rendang (beef curry) and opor (coconut milk beef or chicken gravy), in addition to many cookies and snacks. Apart from risking high cholesterol and blood sugar, we exchange apologies and forgiveness. We embrace or shake hands with husband or wife, parents and children, brothers and sisters, employers and employees, old and new friends and even sometimes with strangers.

Annually, I always wonder why we do this and what difference in life it will bring just by simply saying 'Please forgive me' and then replying 'Yes, please forgive me too' to each other, without even knowing what your mistake exactly is.

I grew up in a rather rough family where life was littered with swearing. My home was full of scolding and improper words. One day in Lebaran was expected to be a day of soul purification from sins, but 1 then in a few hours the adults started scolding again. That's exactly what makes me doubt the value of having such a tradition. It's as if you can just sin whenever you desire for the whole year and then suddenly on one miraculous day wash away all wrongdoings. People don't seem to really care about whether or not their actions hurt others, traumatize others or inflict damage. And very rarely do people even realize that they are making mistakes and hurting others. All that matters to them is asking for forgiveness. And then once they get that forgiveness, then they go back to committing sins all over again. Apology is no longer sacred.

An apology is just words jumping from your mouth and then hovering through the air without meaning. It has lost its value. Apologies are supposed to lead the human race into a better state by developing introspection and proper measurement of the goodness or ugliness of our deeds. And after introspection, a promise to improve, and attain some kind of redemption. What's the point of apologizing if not even two hours afterwards we repeat the same mistakes? What's the point of apologizing if we do it just for the sake of social conformity despite knowing deep down that we don't really mean it? The tradition of apology in Lebaran also misleads society's mindset about mental issues. We tend to forget that once something has been done, it can rarely be undone. When we carve pain into people, the pain will forever remain either consciously or subconsciously. The degree of pain may cause different levels of trauma, but once a memory is made it will change one's whole perspective towards life. The outcome may be a change of daily behavior that may seem abnormal, which people celebrating Lebaran don't really care about. There are things that we can't easily forgive because the wounds are simply so profound that our essence of humanity may have been harmed. Forgiveness also requires a mental process of letting go, while most people need time to develop such a big heart. It is not supposed to be something that is taken for granted or forced on people by mere tradition.

The tradition, nonetheless, has mutilated the sanctity of apologizing and forgiving. Through social pressure, it makes people apologize and forgive while masked in fake smiles and insincere words. It violates human dignity by promoting the quick-and-easy route. It doesn't appreciate process, despite

knowing that it is through slow and deep processes that people become truly human. Before apologizing, we initially should realize the wrong done and then I admit it. Although imperfection is human, that doesn't justify committing harm against others. Therefore, we apologize. We apologize not to be set free from guilt, but because we want to be a better person and let go of our ego. In the end, we promise ourselves not to repeat the same mistake, and we try our best to fulfill this ambition. Apologizing is about process, not merely spoken words.

Forgiveness, similarly, is a deep process. What has happened has already happened, and we cannot turn back in time to edit life the way we desire it to be. Forgiveness is about how we finally find peace within ourselves in this chaotic world, accepting all phenomena as a natural occurrence. That's when we realize that a grudge is meaningless. A grudge is tiresome and only makes us more miserable. We must reconcile with one another with our heart and through tangible action.

Reconciliation is a meditation. People need to relax and then enter stillness by focusing their mind and breathing. Inhale the air and then exhale it. Some may find it uncomfortable on the first few attempts, but then after some time, one can begin to accept the silence and the serenity. One finds enlightenment in the process, not by faking the process. The same is true with apologizing and forgiving. However, perhaps that's why there is such a tradition in Lebaran. We are implicitly told to meditate on the whole year, every single day. There are things that we can't easily accept or forgive, but one year is supposed to be enough if we keep practicing and contemplating. Maybe Lebaran teaches us not to be resentful and selfish but profoundly peaceful in living our lives.

But are we ready to apologize and forgive sincerely against our ego? Are we ready to be cleansed all over again and return to fitrah (purity) by accepting that we're not perfect? Has the whole past year been enough for us, or should we ask for more time to finally apologize and forgive? Time keeps flowing and life goes on. Apologizing and forgiving is how we survive. My English teacher once said, 'What is wrong is wrong, although everybody does it. What is right is right, although nobody does it.' Whether people truly mean their apology or not, we must wholeheartedly forgive them anyway.

Text 2

Usually political convention are attempts to tell a story — a story about what a party stands for, a story about where its presidential candidate came from, a story about what kind of chief executive he would be.

The Donald Trump National Convention in Cleveland (technically the Republican National Convention, but let's be real) wasn't really much for storytelling. Its messages were muddled, its shared agenda boiled down to hating Hillary Clinton, many of its speakers didn't want to talk about the candidate and one declined even to endorse him.

But if the convention didn't tell, it definitely showed: It was less an advertisement for Donald Trump than a perfect synecdoche for his entire ascent, with every element of the Trump phenomenon distilled into four strange days of drama.

First, it was a showcase for the institutional failure of the Republican Party in the face of Trump's assault. 6 The party's past presidents were absent, and many of its younger politicians also. The ones who did appear found varying ways to cover themselves in dishonor — some with pained, phoned-in endorsements, some with opportunistic zeal, and some by simply being good apparatchiks and squashing the last attempt at delegate dissent.

Almost none of these figures made a positive case for Trumpism, or attempted to explain how his ethno-nationalism fits with their professed Reaganite worldview. But then that worldview also seemed threadbare — a concatenation of clichés so rote and unconvincing that its abandonment by Trump's voters looks almost inevitable in hindsight.

Meanwhile the convention was also a showcase for Trump's unique political style, which is basically ramshackle and improvised, and which treats the controversies that most politicians fear as part of the fun, part of the show, a reason for voters and viewers to tune in. Trump literally said this, after his wife's speech bizarrely plagiarized Michelle Obama and his campaign even more bizarrely let the controversy spin for days: "Good news is Melania's speech got more publicity than any in the history of politics," he tweeted, "especially if you believe that all press is good press!"

And he does. How else to explain the stage-management of Ted Cruz's deliberate non-endorsement, a striking and admirable moment of defiance that Trump's campaign actually seemed to hype — by apparently whipping boos against Cruz from the floor, and by having Trump show up in the hall as the speech wrapped, as though the two men might stage a W.W.E. confrontation.

That this reality-television approach is poorly suited to an office with the powers of the presidency is, well, obvious enough. But not content to let us draw the inference, Trump also used the convention week to offer a case study in the damage a reckless president can do, by giving an extended interview with this newspaper in which he casually undercut America's commitment to our NATO allies in the event of Russian aggression in the Baltics.

One need not be any kind of Russia hawk to recognize that this is the kind of thing that encourages brinksmanship, aggression, war. (It also dovetails, rather creepily, with Trump world's conspicuous Russian ties, Vladimir Putin's history of backing right-wing European parties, and Russian television's conspicuous pro-Trump propaganda.) And nestled amid the whole ramshackle convention, it was a reminder that the greatest danger of a Trump presidency might not be his transparently authoritarian tendencies, but rather the global chaos that a winging-it Great Man in the Oval Office could unleash.

But then, finally, there came the Great Man's acceptance speech itself, which was everything that critics charged — exaggerated in its law-and-order fear-mongering, free of policy beyond the promise of quick fixes and delivered with a strongman's permanent shout — while also pulsing with an ideological message whose power will outlive Trump's wild campaign.

That message was a long attack, not on liberalism per se, but on the bipartisan post-Cold War elite consensus on foreign policy, mass immigration, free trade. It was an attack on George W. Bush's Iraq war and Hillary Clinton's Libya

incursion both, on Nafta and every trade deal negotiated since, on the perpetual Beltway push for increased immigration, on the entire elite vision of an increasingly borderless globe.

No recent presidential nominee has given a speech like it. But it gave full voice to sentiments that are widely held on both sides of the Atlantic — sentiments rooted in the broken promises of both right and left, in 15 years of economic disappointment and military quagmire, in the percolating threat of globalized jihad, in an ever-more-balkanized culture governed by ever-more-insulated elite.

At his convention as in his entire rise, Trump was a walking spectacle, a carnival barker, a man without normal caution or foresight or restraint. And those flaws should doom him in the end. But his speech wasn't *just* a spectacle. And after this strangest of elections is over, Trumpism will come around again.



Table 1
Analysis Result

Grammatical Cohesion		Result	Cohesive Items
References	Personal reference	✓	<i>I/me, you, he/him, it, we/us, they/them, my, your, our, their, his, its</i>
	Demonstrative Reference	✓	<i>these, then, this, that, the, then, there, those</i>
	Comparative Reference	✓	<i>different, such, similarly, more, –less, better</i>
Substitution	Nominal Substitution	✓	<i>Ones</i>
	Verbal Substitution	✓	<i>do and does</i>
	Clausal Substitution	-	-
Ellipsis	Nominal Ellipsis	✓	<i>0 and this</i>
	Verbal Ellipsis	✓	-
	Clausal Ellipsis	✓	-
Conjunction	Additive Conjunction	✓	<i>and, and then, or, also, in addition.</i>
	Adversative Conjunction	✓	<i>actually, though, but, rather</i>
	Causal Conjunction	✓	<i>therefore and because</i>
	Temporal Conjunction	✓	<i>first, then, finally, after, in the end</i>

Table 2

Text I (The Jakarta Post)

Reference	S.5-S.6, S.7, S.9, S.10, S.47-S.48, S.43-S.44, S.45, S.11, S.12, S.13; S.27, S.52, S.54, S.8, S.34, S.4-S.5, S.38, S.12, S.8, S.30; S.25, S.28, S.40, S.44, S.58, S.37	26	61,91%
Substitution	S.4-S.5, S.2	2	4,76%
Ellipsis	S.31, S.47	2	4,76%
Conjunction	S.2, S.28, S.29, S.34, S.38, S.8, S.49; S.35-S.36, S.37; S.8, S.38, S.42	12	28,57%
	Total	42	100%

Table 3

Text II (New York Times)

Cohesion Type	Cohesion Item in the Text	Total	Percentage
Reference	S.11, S.3, S.11 S.4, S.7, S.8, S.16; S.8, S.9, S.11, S.13, S.19, S.20, S.26; S.11	15	60%
Substitution	S.6-S.7; S.11-S.12	2	8%
Ellipsis	S.11	1	4%
Conjunction	S.7, S.25; S.13, S.19; S.5, S.20, S.27	7	28%
	Total	25	100%

Table 4

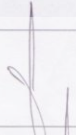

Comparison

Type	Text	I	II
Grammatical Cohesion	Reference	61,91%	60%
	Substitution	4,76%	8%
	Ellipsis	4,76%	4%
	Conjunction	28,57%	28%

CONSULTATION PROOF

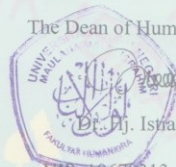
Name : Nafisah Dhuha Musdiawardhani
 NIM : 12320103
 Department : English Language and Letters
 Faculty : Humanities
 Thesis Title : Grammatical Cohesion of the Jakarta Post and New York Times
 Articles in Opinion Columns
 Advisor : Dr. Syafiyah, M.A

NO	Date	Description	Signature
1	20/03/2016	Consultation about title, chapter 1 and 2.	
2	25/03/2016	Revision chapter 1 and 2	
3	04/04/2016	Consultation after doing thesis proposal presentation, chapter 1 and 2.	
4	18/04/2016	Consultation about chapter 1 and 2, and asked permission to take another subject.	
5	02/05/2016	Revision chapter 1 and 2.	
6	21/06/2016	Consultation chapter 1, 2, and 3, previous studies.	

7	29/08/2016	Consultation title, revision chapter 1, 2 and 3.	
8	02/09/2016	Revision chapter 3 and consultation chapter 4.	

Approved by

The Dean of Humanities Faculty,



Dr. Hj. Isradah, M.A

NIP. 19670313 199203 2 002

CURRICULUM VITAE

Personal Details

Name : Nafisah Dhuha Musdiawardhani
 Place/ Date of Birth : Malang, January, 18 1994
 Address : Gang Modin no 7 RT 09 RW 06 Sumberpucung
 Malang
 Sex : Female
 Religion : Islam
 Nationality : Indonesia
 Mobile Phone : 081333622730
 E-mail : nafiiswardhanii@gmail.com

Educational Background

1. TK Purnama (1998-2000)
2. SDN Sudimoro 3 (2001-2006)
3. SMP Al-Munawwariyyah (2007-2009)
4. SMA Al-Munawwariyyah (2010-2012)
5. UIN MALANG (2012-2016)