GRAMMATICAL AND LEXICAL COHESION
OF JOURNALISTIC TEXT AND FICTION TEXT

ENGLISH LETTERS DEPARTMENT
ADAB AND HUMANITIES FACULTY
STATE ISLAMIC UNIVERSITY SYARIF HIDAYATULLAH
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GRAMMATICAL AND LEXICAL COHESION
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A Thesis
Submitted to Adab and Humanities Faculty
in Partial Fulfillment of the Requirement for
the Degree of Letters Scholar

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ABSTRACT


The thesis examines cohesion in journalistic and fiction texts. The main object of the research is to know the cohesion devices (grammatical and lexical cohesion) 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. This study applies descriptive and comparative methods where she discusses the cohesion devices used in both journalistic and fiction texts.

In discussing the research, the writer uses cohesion devices theory by Halliday and Hasan. The writer concludes that, the dominant cohesion devices which are used in journalistic text is lexical cohesion, while grammatical cohesion devices are more dominant in fiction text. However, although they have different intensity in using cohesion devices items, cohesion devices are the important role in integrating the texts although they occur in different type of text.
GRAMMATICAL AND LEXICAL COHESION OF JOURNALISTIC TEXT AND FICTION TEXT

A Thesis
Submitted to Letters and Humanities Faculty in partial Fulfillment of the Requirement for the Degree of Strata One

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The thesis entitled “Grammatical and Lexical Cohesion of Journalistic Text and Fiction Text” has been defended before the Letters and Humanities Faculty’s Examination Committee on November, 3rd 2009. The thesis has been accepted as a partial fulfillment of the requirement for the degree of Strata I (S1) in English Letters Department.

Jakarta, November 3rd, 2009

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DECLARATION

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person nor material which to a substantial extent has been accepted for the award of any other degree or diploma of the university or other institute of higher learning, except where due acknowledgement has been made in the text.

Jakarta, November 3rd 2009

Jamilah
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In the name of Allah SWT, the Beneficent, the Merciful.

All the praises be to Allah SWT, Lord of the Universe. The writer is really sure that without His help and mercy this thesis would not have been complemented. Peace and blessing be upon our prophet Muhammad SAW, His family, His comparison and all His followers.

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The Writer
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CHAPTER I
INTRODUCTION

A. Background of the Study

The ability of human beings to talk, to use language in order to communicate with one another is so universal and seems so natural that most of people never bother to think much about it. However, in its function as a communication device, language due to convey and to communicate something among the speaker and the addressee, thus the information delivered well and there is no misunderstanding among them.

There are parts of language, the smallest one is word, continuing by sentence and the biggest one is discourse. Discourse is stretches of language perceived to be meaningful, unified, and purposive.¹

From those language parts, the type which often used in communication is discourse. It occurs because discourse is a comprehension type in language. According to Harimurti Kridalaksana, the comprehensive type of language is discourse not word or sentence.²

Discourse used in linguistics to refer to any passage, spoken or written, of whatever length, that does form a unified whole. If a speaker hears or reads a passage of the language which is more than one sentence in length, he or she can normally decide without difficulty whether it forms a unified whole or is just a collection of unrelated sentence.

² Harimurti Kridalaksana. *Kestuhan Wacana*. (Jakarta, 1977), P. 37
Due to discourse is a comprehension language, the syntaxes and description research are not limited only for sentence but must be continued to the higher postulate unit like dialogue, paragraph, chapter, etc. In integrating the text there are two factors influence: cohesion and coherence.

In this research, the writer will only analyze about cohesion factor. Coherence will not be analyzed, because the interpretation in semantics also can be analyzed based on the cohesion aspect. What cohesion has to do with is the way in which the meaning of the elements is interpreted. Where the interpretation of any item in the discourse requires making reference to some other item in the discourse, there is cohesion. Therefore, the writer chose cohesion aspect as the object of analysis because it is the basis component to determine the extensive interpretation of the text.

In the daily life, there are so many kinds of texts. Some of them are journalistic text and fiction text. The journalistic text is used by people to fulfill their necessity in getting the information. According to Anwar, journalistic text is the text which functions as information media. Therefore, in its delivery the text must be informative. Beside that, the language style in journalistic text also has a special character such as brief, concise, clear, to the point, and interesting.

While, fiction text is the imaginative work which is based on the consciousness and responsible from the aspect of creativity as an art.

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work. As an imaginary work, it contains esthetics purpose and gives entertainment to the reader. 5

The usage of language in fiction text is more flexible than journalistic text, as long as fiction text has esthetics values and gives entertain to the reader it would be no problem.

Because of those special characters in journalistic text and fiction text, the writer is interested in analyzing both texts. From the specific character they have, this research starts with and to know the role of cohesion devices in forming the special characteristic within both texts.

B. Focus of the Study

The focus of the study is co-textual aspect, which is the research only analyzes the factor in the text itself. The research also does not analyze word by word or sentence by sentence separately. However it analyzes the sentences relation and cohesion aspect in the text.

C. Research Question

Based on the explanation above, it is necessary to have the answer of these questions below:

1. How do the grammatical and lexical cohesion integrate the sentences within journalistic text and fiction text?

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2. What are the dominant cohesion devices used to distinguish between the journalistic and fiction texts?

D. Significance of the Study

Relating to the question above, the significances of the study are:

1. To know how the cohesion devices (grammatical and lexical cohesion) integrate the sentences in journalistic text and fiction text.
2. To know the dominant cohesion devices which are used to distinguish between journalistic text and fiction text.

E. Research Methodology

1. Objective

Based on the research question above, the purpose of this research is to know how the cohesion devices (grammatical and lexical cohesion) integrate the sentences in journalistic text and fiction text. Beside that, to know the dominant cohesion devices which are used to distinguish between journalistic text and fiction text is also become the objective of the research.

2. Method

The writer uses descriptive and comparative methods in her research. Descriptive method is the method to research of recently status of human group, an object, a set of condition, a system of human thinking, or a class of
phenomenon. The purpose of using that method is to make the description or illustration of research systematically. While, comparative method is used to compare of cohesion devices used in both journalistic text and fiction text as object of analysis. According to David Crystal, in historical linguistic, comparative method is a way of systematically comparing a series of languages in order to prove a historical relationship between them.

3. Technique

In this research, the writer has several steps as technique for doing research. First, the writer reads both unit analyses accurately and put the order number on every sentence on each text. After that, she researches the sentences relation in journalistic text and fiction text based on the grammatical and lexical aspects, then she describes the analysis result above, calculates the frequency of cohesion devices which are used in both texts, and in the last, she compares the cohesiveness result in both journalistic text and fiction text.

5. Analysis Unit

The unit's analyses of the study are the journalistic text from the daily newspaper The Jakarta Post Sunday, 28 December 2008 edition, Israel hits in Gaza's most violent day. And the fiction text from http://www.eastoftheweb.com/sort-stories/UBooks/Rapunzel.shtml, Rapunzel by Brothers Grimm.

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6 Moh. Nazir, PhD. Metode Penelitian. (Jakarta: Ghalia Indonesia, 2003), p. 54
CHAPTER II
THEORETICAL FRAMEWORK

A. The Definition of Discourse

There are some definitions of discourse. According to Crystal, discourse is a continuous stretch of (especially spoken) language larger than a sentence, often constituting a coherent unit, such as a sermon, argument, joke or narrative.\(^1\) While Stubbs give the definition of discourse as “language above the sentence or above the clause”.\(^2\) Discourse is a particular way of talking about and understanding the world (or an aspect of the world).\(^3\) Discourse is language – in – action, and investigating it requires attention both to language and to action.\(^4\)

From the explanation above, it can be known that discourse is the comprehension unit of language. It occurs as a highest or biggest position in the grammatical hierarchy. Sentence in discourse is unreleased but it merges between precede and sentences follow. The discourse unity is formed by sentences, which are component of its construction.

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B. The Definition of Text Unity: Coherence and Cohesion

It is known two aspects in forming text unity, they are coherence and cohesion. Concerning those aspects, some linguists have asserted their concept about them. According to Widdowson, coherence is a matter of the contextual appropriacy of linguistic forms (sentences and part of sentences). While, cohesion is the overt relationship between propositions expressed through sentences. In other word, cohesion is a propositional relationship across sentences, without regard to what illocutionary acts are being performed, by reference to formal syntactic and semantic signals.⁵

Van Dijk also asserted that coherence is a semantic form in discourse, which is based on the interpretation of relation inter-proposition.⁶ According to M.A.K. Halliday and Hasan, the concept of cohesion is a semantic one; it refers to relations of meaning that exist within the text, and that define it as the text. Cohesion occurs where the interpretation of some elements in the discourse is dependent on that of another. Furthermore, Halliday and Hasan said that cohesion in the text is distinguished by grammatical cohesion and lexical cohesion.⁷

According to the definition above, it is clear that cohesion and coherence are the important factors in forming the text unity. Text unity is depending on the interpretation of relation inter-proposition and formal

relation, which is formed by cohesion devices that exist within the text. However, Because of time limitedness, coherence is not analyzed in this research.

C. The Concept of Cohesion

In order to discuss about cohesion, the technical term of text, texture, ties and cohesion itself will be known on this section. But before talking about those technical terms, its better to know what is the differences between text and discourse.

According to Cook, ‘text is a stretch of language interpreted formally, without context.’ While ‘discourse: stretch of language perceived to be meaningful, unified, and purposive.’ From these extracts it can be seen that there is disagreement about the meaning of these two terms. Text analysis is the study of the formal linguistics’ devices that distinguish a text from random sentences. While, discourse analysts also study these text forming devices. However, they do so with reference to the purposes and functions for which the discourse was produced, as well as the context within which the discourse was created. Their ultimate aim is to show how the linguistic elements enable language users to communicate in context.

Halliday and Hasan assert 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. A text is sometimes envisage to be some kind of super sentence, a

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grammatical unit that is larger than a sentence but is related to a sentence in
the same way that a sentence is related to a clause, a clause to a group and so
on. A text is not something that is like a sentence, only bigger; it is something
that differs from a sentence in kind. A text is best regarded as a semantic unit:
a unit not of form but of meaning. ⁹

After knowing the concept of text, now the writer will continue to
explain the concepts of texture, ties and cohesion. Texture is entirely
appropriate to express the property of ‘being a text’. To make it clear let us
start with the example.

(a). Wash and core six cooking apples. Put them into a fireproof dish.

It is clear that them in the second sentence refers back to (is Anaphoric
to) the six cooking apples in the first sentence. This Anaphoric function of
them gives cohesion to the two sentences, so that it can be interpreted them as
a whole; the two sentences together constitute a text. The texture is provided
by the cohesive relation that exists between them and six cooking apples.

While, the technical term of tie is used to refer to a single instance of
cohesion. Tie is a term for one occurrence of a pair of cohesively related
items. ¹⁰ The relation between them and six cooking apples in (a) constitute a tie.
In (a) there is just one tie, of the particular kind which we shall be calling
Reference (Cohesion device). The concept of a tie makes it possible to analyze
a text in term of its cohesive properties, and give a systematic account of its
patterns of texture.

⁹ Halliday and Hasan, op. cit. p. 2
¹⁰ Ibid. pp.2-3
In the concept of cohesion, Halliday and Hasan state that the cohesion is a semantic one; it refers to relation of meaning that exists within the text, and that define it as a text. Cohesion occurs where the interpretation of some element in the discourse is dependent on that of another.

Like other semantic relation, cohesion is expressed through the stratal organization of language. Language can be explained as multiple coding system comprising three levels of coding, or ‘strata’: the semantic (meaning), the lexicogrammatical (forms) and the phonological and orthographic (expressions). Meanings are realized (coded) as forms, and forms are realized in turn (recoded) as expressions. To put this in every terminology, meaning is put into wording, and wording into sound or writing:

The popular term ‘wording’ refers to lexicogrammatical form, the choice of words and grammatical structures. Within this stratum, there is no hard-and-fast division between vocabulary and grammar; the guiding principle in language is that the more general meanings are expressed through the grammar, and the more specific meaning through the vocabulary. Cohesive relations fit into the same overall pattern. Cohesion is expressed partly through the grammar and partly through the vocabulary. Therefore, Halliday and Hasan refer to Grammatical Cohesion and Lexical Cohesion.

1. The Cohesion Devices

The writer has already explained above that cohesion is defined as the set of possibilities that exist in the language for making text hang together.
Thus the concept of cohesion accounts for the essential semantic relations whereby any passage of speech or writing is enabled to function as text. In English cohesion, Halliday and Hasan systematize this concept by classifying it into two ‘big’ types of distinct categories – grammatical cohesion and lexical cohesion; categories which have a theoretical basis as types of cohesive relation, but which also provide a practical means for describing and analyzing texts.

Grammatical cohesion category is represented in the text by particular features: reference, substitution, ellipsis and conjunction. While lexical cohesion includes reiteration and collocation. Through these categories the concept of cohesion by Halliday and Hasan emerging as the most comprehensive explanation about the analysis of relation among sentences within a text.

a) Grammatical Cohesion Devices

1) Reference

Reference is one in which the relationship of reference is taken to hold between expressions in a text and entities in the world, and that of coreference between expression in different parts of text.¹¹ There are certain items in every language which have the property of reference; they make reference to something else for their interpretation. These items are directives indicating that information is to be retrieved from elsewhere.

Reference is the specific nature of the information that is signaled from retrieval. In the case of reference the information to be retrieved is the referential meaning, the identity of the particular thing or class of things that is being referred to; and the cohesion lies in the continuity of reference, whereby the same thing enters into the discourse a second time.¹²

This is the distinction between the ‘meaning relations’ which hold between items in a text and the explicit expression of those ‘meaning relation’ within a text. This is a distinction of conjunctive relation; ‘it is the underlying semantic relation . . . which actually has the cohesive power’.¹³ Here the example of reference.

_Three blind mice, three blind mice._

_See how they run! See how they run!_

In the example above, _they_ refers to three blind mice. But _they_ means not merely ‘three blind mice’ but ‘the same three blind mice that have been talking about’. This is sometimes expressed by the formula that all reference items ‘contain the definite article’, since the definite article is the item that, in English, carries the meaning of specific identity or ‘definiteness’. But this is putting it in unnecessarily concrete terms; there is no need to imagine a _the_ lurking in every reference item. It is enough to say that reference has the semantic property of definiteness, or specificity. And it is best to be understood that reference is a semantic relation.

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¹²Halliday and Hasan, _op.cit._ p.32
¹³Brown and Yule, _op.cit._ p. 195.
In fact, reference can not be separated from the context. It has been suggested that reference to the situation is the prior form of reference, and that reference to another item within the text is a secondary or derived form of this relation. If there are ‘semantic relations’ between the sentences, in the absence of any explicit assertion that there is such a relationship, it seems to be the case then that ‘texture’, in the sense of explicit relation of semantic relation, is not criterial to the identification and co-interpretation of texts.\(^\text{14}\)

In this discussion, Halliday and Hasan have a special term for situational reference, this is referring to as exophora or exophoric reference; and as a contrast, it is endophoric as a general name for reference within the text.

Exophoric is the situational reference, in that it links the language with the context of situation; but it does not contribute in integrating of one passage with another. While endophoric is the textual reference which contributes to make inter-sentences integrate within the text. Hence exophoric reference does not contribute directly to cohesion and only endophoric reference is cohesive. Therefore only endophoric reference will be discussed in this research.

There are two different ways in endophoric reference items can function within a text. They can function in an anaphoric and cataphoric way.

\(^{14}\) Halliday and Hasan, *op. cit.* p. 197
Anaphoric reference, the elements refer to the preceding text. And the cataphoric reference, the elements refer to the following text. For example:

Anaphoric: \( \text{There were two wrens upon a three.} \)

Cataphoric: \( \text{Another came, and there were three.} \)

Halliday and Hasan identify three sub-types of referential cohesion – personal, demonstrative and comparative. These various devices enable the writer or speaker to make multiple references to people and things within a text.

a. Personal Reference

Personal reference is reference by means of function in the speech situation, through the category of person. The category of personals includes the three classes of personal pronouns, possessive determiners (usually called ‘possessive adjective’), and possessive pronouns. It can be seen in the table below:

**Table 1: Personal Reference**

<table>
<thead>
<tr>
<th>PERSONAL REFERENCE</th>
<th>POSSESSIVE PRONOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>subjective case</td>
<td>objective case</td>
</tr>
<tr>
<td>1st PERSON</td>
<td></td>
</tr>
<tr>
<td>Singular</td>
<td>I</td>
</tr>
<tr>
<td>Plural</td>
<td>we</td>
</tr>
<tr>
<td>2nd PERSON</td>
<td></td>
</tr>
<tr>
<td>Singular</td>
<td>you</td>
</tr>
<tr>
<td>Plural</td>
<td>you</td>
</tr>
</tbody>
</table>
b. Demonstrative Reference

Demonstrative reference is reference by means of location, on a scale of proximity. It is essentially a form of verbal pointing. Demonstrative reference is expressed through determiners and adverbs.

Demonstrative determiner includes *this, these, that, those* and *the*. They refer to the location of some thing, typically some entity – person or object – that is participating in the process; they therefore occur as elements within the nominal group.

Demonstrative adverbial (circumstantial) includes *here, there, now, and then*. They refer to the location 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; hence they typically function as the clause, not as elements within the nominal group.

c. Comparative Reference

Comparative reference is expressed through adjectives and adverbs and serves to compare items within a text in terms of identity
or similarity.\textsuperscript{15} Comparative reference divided into two: 'general comparative' and 'particular comparative'. General comparative is expressed by a certain class of adjectives and adverbs. It expresses likeness and unlikeness between things. To make it clear let us see the example from Halliday and Hasan. Likeness may take the form of identity, where 'two things' are, in fact, the same thing, as in example (a); or of similarity where two things are like each other, as in (b). Each of these has its negative; there is non-identity, and non-similarity. But these two concepts are conflated, in the semantic system, into a single meaning, that of non-likeness, or difference, as in (c).

(a). \textit{It's the same cat as the one we saw yesterday.}

(b). \textit{It's a similar cat to the one we saw yesterday.}

(c). \textit{It's a different cat from the one we saw yesterday.}

While particular comparison expresses comparability between things in respect of a particular property. The property may be a matter of quantity and quality. It is also expressed by means of adjectives or adverbs in some comparative form. It functions either as numerative or as epithet. The illustration is below:

\textsuperscript{15} Davi Nunan, \textit{op. cit.} p. 24
Scheme 1

- identity
- similarity
- difference

- general

- particular

- epithet

- comparative

- quantitative

2) Substitution

Substitution is a replacement of one item by another. The distinction between substitution and reference is that substitution is a relation in the wording rather than in the meaning. Substitution is a relation between linguistic items, such as words or phrases; whereas reference is a relation between meanings. In term of the linguistic system, reference is a relation on the semantic level, whereas substitution is a relation on the lexicogrammatical level, the level of grammar and vocabulary, or linguistic 'form'. Substitution on the other hand, is a relation within the text. A substitute is a sort of counter which is used in place of the repetition of a particular item. For example:


In the example above does substitutes for knows.

Halliday and Hasan divide substitution to three types: nominal, verbal, and clausal. The following is a list of the items that occur as substitution.

Nominal: one, ones; some
Verbal: \textit{do}

Clausal: \textit{so, not}

a. Nominal substitution

Nominal substitution is a substitution of nominal item. It expresses by \textit{one/ones} and \textit{same}. The substitution \textit{one/ones} always function as Head of a nominal group, and can substitute only for an item which is itself Head for a nominal group. For example:

\textit{a. I shoot the hippopotamus with bullets made of platinum. Because if I use leaden ones his hide is sure to flatten.}

Here \textit{bullets} is Head of the nominal group \textit{bullets made of platinum} and \textit{ones} is Head of the nominal group \textit{leaden ones}.

In this case, not all occurrence of \textit{one} are instances of substitution: \textit{one} in personal pronoun, \textit{one} in cardinal number, \textit{one} as alternative form of the indefinite article, and \textit{one} which is related to the category of general noun is excluded in this discussion. While the item \textit{same} has been seen occurring as a cohesive element of the comparative type. In such instance, \textit{same} is a reference item, not a substitution, typically accompanied by \textit{the}.

b. Verbal Substitution

The verbal substitution in English is \textit{do}. This operates as Head of a verbal group, in the place that is occupied by the lexical verb; and its position is always final in the group. Here are two examples from \textit{Alice} that exist in Halliday and Hasan's book of \textit{Cohesion in English}. 
In both, the substitution is the word that has the form *do* (not *did* or *don’t*)

a. *...the words did not come the same as they used to do.*

b. *I don’t know the meaning of half those long words, and, what’s more, I don’t believe you do either!*  

The first *do*, in (a), substitute for *come*; that in (b) substitute for *know the meaning of half those long words.*

c. Clausal Substitution

There 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 substitute are *so* and *not*. There are three environments in which clausal substitution take place: report, condition and modality. In each of these environments it may take either of two form, positive and negative; the positive is expressed by *so*, the negative by *not*.\(^{16}\) For example:

a. *Is it going to rain? I think so.*

b. *Has everyone gone home? I hope not.*

Here *so* presuppose the whole of the clause *going to rain*. And *not* in (b) presupposes *everyone gone home*.

\(^{16}\)Halliday and Hasan, *op. cit.* pp. 130-131
3) Ellipsis

Ellipsis occurs when some essential structural element is omitted from a sentence or clause and can only be recovered by referring to an element in the preceding text. Halliday and Hasan also assert that ellipsis is the omission of one or more items from a construction. Essentially between substitution and ellipsis are the same process; ellipsis can be interpreted as that form of substitution in which the item is replaced by nothing. In the other hand ellipsis is simply ‘substitution by zero’. As with substitution, there are three types of ellipsis – nominal, verbal and clausal. 

a. Nominal Ellipsis

By nominal ellipsis, it means ellipsis within the nominal group. Nominal ellipsis therefore involves the upgrading of a word functioning as Modifier to the status of Head. For example:

a. Which last longer, the curved rods or the straight rods? The straight are less likely to break.

Here *straight* in the question is functioning as Modifier but as Head in the response. Thus *the straight* is elliptical nominal group.

b. Verbal Ellipsis

By verbal ellipsis it means ellipsis within the verbal group. A verbal group whose structure fully represents its entire systemic feature is not elliptical. There is only one lexical element, and that is the verb

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17 Davi Nunan, *op. cit.* p. 25
18 Halliday and Hasan, *op. cit.* pp.142-146
itself. It is divided into two categories: lexical ellipsis and operator ellipsis.

Lexical ellipsis is simply means ellipsis ‘from the right’. It always involves omission of the word, which is the lexical verb, and may extend ‘leftward’, to leave only the first word intact. For example: *Have you been swimming? – Yes I have.*

Operator ellipsis is ellipsis ‘from the left’. It involves only the omission of operators: the lexical verb always remains intact. For example: *Has she been crying? – No, laughing.*

c. Clausal Ellipsis

Clausal ellipsis means ellipsis within the clause. For example:

*a. I haven’t finished my assignment yet.*
*b. Why?*

Why means ‘why haven’t you finished your assignment yet?’ In ellipsis there is no implication that what is unsaid is not understood: on the contrary, unsaid but understood.

4) Conjunction

The fourth type of cohesive relation in the grammatical cohesion is conjunction. Conjunction differs from reference, substitution and ellipsis in that it is not a device for reminding the reader of previously mentioned entities, actions and state of affairs. However, it is a cohesion device because it signals relationships that can only be fully understood through
reference to other parts of the text. There are four different types of conjunction: additive, adversative, causal, and temporal.\textsuperscript{19}

a. Additive

Additive conjunction functions as additional information without changing the information in the clause or sentence previously. The item of the additive conjunction are \textit{and}, \textit{and also}, \textit{or}, \textit{besides}, \textit{nor}, \textit{by the way}, \textit{that is} etc. For example:

\textit{From a marketing viewpoint, the popular tabloid encourages the reader to read the whole page instead of choosing stories. And isn’t that what any publisher wants?}

Here \textit{and} can occur between sentences. It is the underlying semantic relation . . . that actually has the cohesive power.\textsuperscript{20}

b. Adversative

Adversative conjunction is the connector of two contrasting sentences. The basic meaning of the adversative relation is ‘contrary to expectation’. The adversative conjunctive relation are \textit{however}, \textit{but}, \textit{yet}, \textit{through}, \textit{nevertheless}, \textit{despite this}, etc. For example:

\textit{I’m afraid I will be home late tonight. However, I won’t have to go in until late tomorrow.}

Here \textit{however} functions as a contrary item between two sentences.

c. Causal Conjunction

\textsuperscript{19} Davi Nunan, \textit{op. cit.} p. 26

\textsuperscript{20} Gillian Brown and George Yule, \textit{op. cit.} p. 192
The simple form of causal relation is expressed by so, thus, hence, therefore, consequently, accordingly, and a number of expressions like as a result (of that), in consequence (of that), and because of that. In this conjunction type, the relationship between the sentences is causality expression. For example:

*Chinese tea is becoming increasingly popular in restaurants, and even in coffee shops. This is because of the growing belief that is has several health-giving properties.*

d. Temporal Conjunction

The temporal relation made more specific by the presence of an additional component in meaning, as well as that of succession in time. It simply one of sequence in time: the one is subsequent to the other. This temporal relation are expressed by then, next, after that, finally, at last, first...then, etc.\(^1\) For example:

*Brick tea is a blend that has been compressed into a cake. It is take a mainly by the minority groups in China. First, it is ground to a dust. Then, it is usually cooked in milk.*

b) Lexical Cohesion Devices

Lexical cohesion is the cohesive effect achieved by the selection of vocabulary. The borderline between grammatical and lexical cohesion is the cohesive function of the class of general noun. Lexical cohesion occurs when

\(^1\) Davi Nunan, *op. cit.* p.27
only through repetition of an identical lexical item but also through occurrence of a different lexical item that is systematically related to the first one, as a synonym or superordinate of it.

2) Collocation

Collocation is expressed through open rather than closed class items. 'Close' lexical items include all grammatical words such as pronounce, conjunction and prepositions membership of which is finite. In contrast, there is no limit to the items that can be used to express collocation. Collocation includes all those items in a text that are semantically related. Therefore extend the basis of the lexical relationship that features as a cohesive force and say that there is cohesion between any pair of lexical items that stand to each other in some recognizable lexicosemantic (word meaning relation).

This would include not only synonyms and superordinates but also pairs of opposites of various kinds, complementaries such as boy...girl, stand up...sit down, antonyms such as like...hate, wet...dry and hyponym that includes pairs of words drawn from the same ordered series like Tuesday occurs in one sentence and Thursday in another, the effect will be cohesive; similarly chair...table (both hyponym of furniture). There is always the possibility of cohesion between any pair of lexical items which are in some way associated with each other in the language.
Halliday and Hasan state that collocation is the most problematical part of lexical cohesion. It occurs because not a case of there being particular lexical items which always have a cohesive function. Every lexical item may enter into a cohesive relation, but by itself it carries no indication whether it is functioning cohesively or not. That can be established by reference to the text. And when analyzing a text in respect of lexical cohesion, the most important thing is to use common sense, combine with the knowledge that have, as a speakers of a language, of the nature and structure of its vocabularies.\textsuperscript{23}

\textsuperscript{23} Halliday and Hasan, \textit{op. cit.} pp. 284-290
CHAPTER III
RESEARCH FINDING

A. Data Description

This chapter will explain the analysis of both journalistic and fiction texts with applying the Halliday and Hasan’s concept of cohesion. The concept is used to know the cohesiveness within both texts.

As setting forth in the chapter I and II that the analysis is done through two aspects: grammatical cohesion and lexical cohesion. The unifying of text is seemed from the connection among sentences expressed through grammatical and lexical devices. Before the writer analyses the texts, below are the tables of intensity in using grammatical and lexical cohesion devices within both texts.

1. Text I (Israel hits in Gaza’s most violent day)

<table>
<thead>
<tr>
<th>Cohesion Type</th>
<th>Cohesion item in the sentence</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ellipsis</td>
<td>-</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Substitution</td>
<td>-</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Conjunction</td>
<td>-</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Repetition</td>
<td>S.1-S.26, S.3-S.11, S.2-</td>
<td>21</td>
<td>42.85%</td>
</tr>
</tbody>
</table>
### Table 1: Cohesion Types in Text I

<table>
<thead>
<tr>
<th>Cohesion Type</th>
<th>Cohesion item in the sentence</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superordinate</td>
<td>S.1, S.1-S.10, S.4-S.3, S.9-S.1, S.13-S.16, S.13-S.20, S.4-S.7, S.4-S.3, S.4-S.8, S.21-S.6, S.6</td>
<td>11</td>
<td>22.44%</td>
</tr>
<tr>
<td>General Word</td>
<td>-</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Antonym</td>
<td>S.7-S.26, S.5-S.12</td>
<td>2</td>
<td>4.08%</td>
</tr>
<tr>
<td>Hyponym</td>
<td>S.1, S.12</td>
<td>2</td>
<td>4.08%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>49</td>
<td>100%</td>
</tr>
</tbody>
</table>

2. Text II (Rapunzel)

<table>
<thead>
<tr>
<th>Cohesion Type</th>
<th>Cohesion item in the sentence</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference</td>
<td>S.5-S.7, S.8-S.16, S.18</td>
<td>37</td>
<td>48.05%</td>
</tr>
</tbody>
</table>
### Synonym
- S.43-S.45, S.13-S.40
- 2,59%

### Superordinate
- S.3-S.1, S.44-S.57
- 2,59%

### Antonym
- S.13-S.37
- 1,29%

### Hyponym
- S.6-S.8, S.3, S.21-S.39
- 3,89%

### Total
- Total: 77
- 100%

---

Below, is the briefly of its analysis result.

<table>
<thead>
<tr>
<th>Type</th>
<th>Text</th>
<th>I</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammatical Cohesion</td>
<td>Reference</td>
<td>14,28%</td>
<td>48,05%</td>
</tr>
<tr>
<td></td>
<td>Substitution</td>
<td>0,0%</td>
<td>1,29%</td>
</tr>
<tr>
<td></td>
<td>Ellipsis</td>
<td>0,0%</td>
<td>0,0%</td>
</tr>
<tr>
<td></td>
<td>Conjunction</td>
<td>0,0%</td>
<td>7,79%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>14,28%</td>
<td>57,13%</td>
</tr>
<tr>
<td>Lexical Cohesion</td>
<td>Repetition</td>
<td>42,85%</td>
<td>32,47%</td>
</tr>
<tr>
<td></td>
<td>Synonym</td>
<td>12,24%</td>
<td>2,59%</td>
</tr>
<tr>
<td></td>
<td>Superordinate</td>
<td>22,44%</td>
<td>2,59%</td>
</tr>
<tr>
<td></td>
<td>Antonym</td>
<td>4,08%</td>
<td>1,29%</td>
</tr>
</tbody>
</table>
The data result above is calculated by the formulation \( P/Q \times 100\% = R \)

P: Sum of cohesion item in each cohesion type
Q: Total cohesion item in the text
R: Percentage intensity

### B. Analysis

1. Text I (Israel hits in Gaza’s most violent day)

   a) Grammatical Cohesion

      1) Reference

         (a). Personal/Pronominal reference

         In the first text the pronominal reference elements which exist within the text are personal pronoun as subject you, I, and he and possessive determiner his and my.

         (1) S.14: Asked if an escalation of the assault could include targeted strikes against Hamas leader, army spokeswoman Avital Leibovitch said:

            “Anything belonging to Hamas could be a target.

            S.15: You can interpret that as you like.”

         (2) S.20: Olmert has warned Hamas, which ...

         S.21: “I will not hesitate to use Israel’s might to strike Hamas and (Islamic) Jihad,” he told Al Arabiya television.
as quotation of Olmert statement and he exists in indirect sentence as a reporter remark.

In (S.23) my is cataphoric to Masri and anaphoric to Said Masri in (S.22). He and his (S.24) also refer back to Said Masri in (S.22). Those reference items refer to Said Masri because all those sentences are talking about his story.

b. Demonstrative Reference

The demonstrative reference devices that appear in the text are neutral demonstrative represented by definite article the, the selective participant demonstratives those and the selective circumstance demonstrative now.

(12) S.18: Witnesses reported heavy Israeli bombing along Gaza’s border with Egypt.

S.19: Palestinians use hundreds of tunnels under the border...

(13) S.11: At the main Gaza City graduation ceremony, uniformed bodies lay in a pile and the wounded writhed in pain,...

S.12: Rescuers carried those showing ...

(15) S.24: The shopkeeper said...before the air strikes began and now could find him.

Here the in (S.19) is both cataphoric, pointing forward to border, and also anaphoric because border is related to Gaza’s border with Egypt back to in the preceding sentence (12). They occur as a tie between the sentences. The selective participant demonstratives those (S.12) refers to the clause uniformed bodies lay in a pile and the wounded writhed in pain in (13). Both sentences become
cohesive are formed by those items as texture. While, *Now* (15) refers to time context when the presenter says in the text.

c. Comparative Reference

The comparative reference in the text is expressed by particular and general comparison. Particular comparison is expressed by numerative *more* and general comparison difference *others*.

(16) S.1: ... for Palestinians in *more* than 20 years.

(17) S.3: ... on the ground after *more* than 30 air strike destroyed...

(18) S.16: ... offensive in March killed *more* than 120 people,...

(19) S.2: ...that killed an Israeli man and wounded several *others* medics ...

(20) S.12: Rescuers carried those showing signs of life..., while *others* tried to revive...

In particular comparison, there must be a standard of reference by which one thing is said to be superior, equal, or inferior in quality or quantity. In (16, 17 and 18) *more* expresses the quantity of the things. While in general comparison, there must be a standard of reference by which one thing is said to be identity, similarity and difference. *Others* in (19 and 20) are included the category of difference.

All those reference items are cohesive ties that integrate the sentences. A text has texture, and this is what distinguishes it from something which is not a text, and cohesive ties between sentences stand out more clearly because they are
the only source of texture.\textsuperscript{1} They seem to be talking of verbal elements which appear in the verbal record, not of underlying semantic relations.\textsuperscript{2}

2) Ellipsis

The concept of ellipsis in cohesion is actually the omission of one or more items in among the parts of a text – the sentences or paragraphs. While within the text is only found the structural ellipsis which is ellipsis in the part of a sentence.

S.4: Hours later the United States urged Israeli to avoid casualties but did not call for an end to the attacks, reporters said.

The second clause can be interpreted only as \textit{United States did not call for an end to attacks, reporters said}. The underlying \textit{United States} is supplied in the preceding clause. But this very frequent ellipsis is not being the concern here. It does not contribute in cohesion: this is ellipsis within the sentence, just occurs in the context of coordination.\textsuperscript{3} Thus in this text do not find the ellipsis item as cohesion devices.

3) Conjunction

In the discussion about conjunction agencies Halliday and Hasan refer only those that combine between sentence and sentence or paragraph and paragraph, while conjunction within sentence or between phrase and phrase, word

\textsuperscript{1} Halliday and Hasan, \textit{Cohesion in English}. (London: Longman Group Limited, 1976), p.9
\textsuperscript{3} Halliday and Hasan, \textit{op. cit.} p. 174.
and word are beyond the matter. In the text there are only found the conjunction within the sentence.

S.9: ...said the Israeli air campaign was “criminal” and called for the international community to intervene.

Conjunction and above is an indication of ‘and’ as structural relation but not as a cohesive relation (additive). Thus there is no conjunction as cohesion device in the text 1.

b) Lexical Cohesion

1) Reiteration

(a) Repetition

The dominant lexical cohesion device within the text is repetition. The repetition items existing within the text to contribute make it cohesive are name of place, verb, phrase, name of political party, noun and name of country.

(23) S.1: Israeli warplanes and combat helicopters pounded the Hamas-ruled Gaza Strip...

S.26: “...warned the civilian population in the Gaza Strip...

(24) S.3: Black smoke billowed over Gaza City, where the dead and wounded lay scattered on the ground after more than 30...
S.11: At the main Gaza City graduation ceremony, uniformed bodies lay in a pile and the wounded...

(25) S.2: ...killed an Israeli man and wounded several others, medics said.

S.4: ...but did not call for an end to the attacks, reports said.

S.9: Palestinians president Mahmoud Abbas said the Israeli...

S.16: A five-day Israeli offensive in March killed...

Gaza Strip in (S.1) is repeated in (S.26). Gaza City and lay (S.3) are repeated in (S.11). Said in (S.2) is repeated in (S.4) and (S.9). While killed in (S.2) is repeated in (S.16). Other verb repetition also found in (S.4), (S.25) and (S.26) they are verb attacks. Reported in (S.6) is repeated in (S.18) and (S.22). And verb rocket attacks is found in (S.7) and (S.13). Those items are frequently appearing in the text as items that have important role in emphasizing of information and context of the text. They form texture in the text.

(26) S.4: ...but did not call for an end to the attacks, reports said.

S.25: ..."following...the incessant attacks on Israeli citizens...

S.26: “We had warned the civilian population in the Gaza Strip of our attacks and Hamas...

(27) S.6: ...quietly recited verses from the Koran,” Reuters reported.

S.18: Witnesses reported heavily Israeli bombing along Gaza’s border with Egypt.
S.22: ...his head with dust from the bombed-out building, the Associated Press reported.

(28) S.7: ..."terrorist infrastructure" following days of rocket attacks from Gaza on Israel.

S.13: ...for cross-border Palestinians rockets attacks following...

Within the text also found many noun repetitions. There are wounded, son, Palestinians and population. Wounded is found in (S.3) and (S.6), son in (S.23) and (S.24), Palestinians in (S.1), (S.16) and (S.19). While population is found twice in (S.26).

(29) S.3: ...where the dead and wounded lay scattered ...

S.6: ...“God is greatest” as one badly wounded...

(30) S.23: “My son is gone,” wailed Masri, 57.

S.24: ...he sent his 9-year-old son out to buy...

(31) S.1: ..., killing at least 155 people in the bloodiest day for Palestinians in more than 20 years.

S.16: ...the highest for Palestinians since their 1980s uprising.

S.19: Palestinians use hundreds of tunnels under the border...

(32) S.26: “We had warned the civilian population in the Gaza Strip of our attacks and Hamas, which hides within this population, is solely...
Here also exist the repetition of political party’s name and name of country. They are Hamas and Israel. Hamas exists in S.3, S.8, S.20, S.21 and S.26. While Israel exist in S.8, S.4, S.7 and S.25.

(33) S.3: …Hamas was hosting graduation ceremonies for new…
S.20: Olmert has warned Hamas, which seized control …
S. 21: “I will not hesitated to use Israel’s might to strike Hamas…”
S. 26: “We had warned the civilian population in the Gaza Strip of our attacks and Hamas,…
S.8: Hamas threatened to unleash “hell” to avenge the dead, including possible suicide bombings Israel.

(34) S.4: Hours later the United States urged Israel to avoid …
S.7: …following days of rocket attacks from Gaza on Israel.
S.25: Israel said the onslaught was launched “following …

All those repetition items contribute in making the text unified whole. They become ties that correlate between one sentence and other sentence within the text. Thus the sentences in the text are not as a separately group of sentence, but it unified whole correlated by the repetition items that have important role.

(b). Synonym

One of the cohesive former within the text I is synonym. The synonym item occurring in the data is only word that has the identical meaning with other word. The writer does not find the synonym from word to phrase, phrase to phrase or other highest syntax unit. The synonym items are bellow:

(35) S.2: Palestinian militants responded with rockets salvoes…
S.3: .... on the ground after more than 30 air *strikes*...

S.4: ...but did not call for an end to the *attacks*, reports said...

S.10: ... to take a common position on the *raids*.

S.16: A five-day Israeli *offensive* in March killed more than 120...

(36) S.2: ...an Israeli man and wounded several others, medics said.

S.21: ...and (Islamic) Jihad,” he *told* Al Arabiya television.

(37) S.6: ...lying nearby quietly recited verses from the Koran...

S.22: Said Masri sat in the middle of a Gaza City street, close to...

Here *salvoes* in (S.2) synonyms with *strikes* (S.3), *attacks* (S.4), *raids* (S.10), and *offensive* (S.16). In Oxford dictionary those words generally have meaning *sudden attacks*. While *said* in (S.2) synonyms with *told* in (S.21) by meaning to *give information* and *nearby* in (S.6) and *close* in (S.22) also synonym by meaning *not far away*. The cohesion type of synonym is used to make the words more variation. Their similar meaning in semantic aspect contributes the sentence correlate each other and become texture of the text.

(c). Superordinate

Superordinate is also cohesive former within the text I. Here *day* in (S.1) is a superordinate of *Saturday* (S.1), *Sunday* and *Monday* (S.10). *Casualties* (S.4) is a superordinate of *dead* and *wounded* in (S.3). *Criminal* in (S.9) is a superordinate of *killing* in (S.1). *Month* in (S.13) is a superordinate of *March* (S.16) and *June* in (S.20). *Attacks* in (S.4) is a superordinate of *rockets attacks* (S.7), *suicide bombings* (S.8) and *rocket fire* in (S.25). *Told* in (S.21) is a superordinate of *reported* (S.6). And *Koran* is a superordinate of verses in (S.6).
(38) S.1: ...the bloodiest day for Palestinians in more than 20 years.
S.1: ...Gaza Strip on Saturday, killing at least 155 people ....
S.10: ...on Sunday or Monday to take a common position on...

(39) S.4: ...to avoid casualties but did not call for an end to...
S.3: ...over Gaza City, where the dead and wounded...

(40) S.9: ...air campaign was "criminal" and called...
S.1: ...Gaza Strip on Saturday, killing at least 155 people in ....

(41) S.13: ...the collapse of a six-month-old, Egyptian-brokered...
S.16: A five-day Israeli offensive in March killed more...
S.20: ...the coastal enclave in June 2007 to stop firing rockets.

(42) S.4: ...for an end to the attacks, reports said.
S.7: ...following days of rockets attacks from Gaza on Israel.
S.3: ...air strikes destroyed several security compounds,...
S.8: ...including possible suicide bombings inside Israel.

(43) S.21: ...Hamas and (Islamic) Jihad," he told Al Arabiya...
S.6: ...recited verses from the Koran, Reuters reported.

(44) S.6: ...quietly recited verses from the Koran, Reuters reported.

Those relation between superordinate (hypernym) and hyponym items function as texture that correlate among the sentences to create the text become unified whole by their meaning relation.
2) Collocation

Collocation is the association of lexical items that regularly co-occur. Part of collocation types are synonym, superordinate, antonym and hyponym. However, because superordinate and synonym have been explained in reiteration, thus both of them are excluded here.

(a) Antonym

Like synonym items, antonym in the data also only found between word and word.

(45) S.7: …The Israeli military said it had targeted …

S.26: …’We had warned the civilian population …

(46) S.5: Among the dead were the Hamas-appointed police chief,…

S.12: …those showing signs of life to cars and ambulances, …

In (S.7) military is antonym of civilian (S.26). And dead in (S.5) is antonym of life (S.12). Those antonym function contribute the text become unified and relate among sentences.

(b) Hyponym

The hyponym items, which exist within the text, are mostly nominal.

(47) S.1: Israeli warplanes and combat helicopters pounded…

(48) S.12: …life to cars and ambulances, while others tried to…

Warplanes and combat helicopters in (S.1) are hyponyms of plane. And cars with ambulances (S.12) are hyponym of vehicle. Those items close relation contribute the text become cohesive.
The text I is actually cohesive, although there are some cohesion devices which are invented in the concept do not appear within the data. The cohesion devices that do not appear within the text are substitution, ellipsis and conjunction. Whereas, the dominant type of cohesion device is repetition.

Here the name of place, country and political party are very frequent being repeated. The verb and noun which are frequently appearing within the text is also only the special verbs and nouns which have correlation with those items. It shows that the language used has close relation with context of the text.

This finding is accordance with statement in Halliday and Hasan’s book *Language, Context and Text: Aspect of language in a social-semiotic perspective*, that all language usage has context. Word choices which appear within the text have closest relation with the situational context where the text is really functioning. The words Gaza City, Israel, Hamas, killed, Palestinian population, attacks are absolutely distribute in making the text more cohesive and contribute as texture that construct the text unified whole. Moreover there are so many words used to express attack in synonym. It shows that those items are very important to convey the message of the text as well. Therefore it relates with Halliday and Hasan’s concept that cohesion aspect is the basis component to determine the extensive interpretation of a text. Therefore, those items relation are required to identify a text as a text.

---


2 Text II (Rapunzel)

a) Grammatical Cohesion

1) Reference

(a) Personal/Pronominal Reference

In the second text, the dominant cohesion device used is pronominal reference. There are so many pronominal references found. The pronominal reference items which exist within the text are personal pronoun as subject I, you, he, she, they and it, as object me, you, him, her, it and them and as possessive determinant my, your, his, her, and their.

The personal pronoun I are found in:

(1) S.5: One day the woman was standing by this window...
S.7: ...if I can’t eat some of the rampion...

(2) S.8: The man, who loved her, thought: ‘sooner then let...
S.16: ...I only made up my mind to do it out of necessity.

(3) S.18: The enchantress allow her anger to be softened, ...
S.18: ...I will allow you to take away with you as much ...

(4) S.30: The king’s son wanted to climb up to her, ...
S.35: ...I too will try my fortune, ‘said he, and the next day ...

(5) S.39: Then Rapunzel lost her fear, and when he asked...
S.40: ...She said: I will willingly go away with you ...

The cohesion item I in (S.7) refers to the woman in (S.5). I in (S.16) refers back to the man (S.8). I in (S.18) refers to the enchantress which is still in (S.18).
And I in (S.35) refers back to the king's son in (S.30). While I in (S.40) refers back to Rapunzel in (S.39). The personal pronoun as subject you found in:

(6) S.5: One day the woman was standing by this window ...

S.6: ...and asked: 'what ails you, dear wife?'

S.8: The man, who love her, thought: 'Sooner than ...

S.14: 'How can you dare, 'said she with angry look ...

(8) S.38: ...but the king's son began to talk to her ...

S.40: She said: I will willingly go away with you, ...

(9) S.43: The enchantress remarked nothing of this, ...

S.43: ...how it happens that you are so much heavier for me ...

S.43: ...until once the Rapunzel said to her: 'Tell me, ...

S.44: Ah! You wicked child, 'cry the enchantress ...

The personal pronoun as subject you in (S.6) refers to the woman in (S.5). You in (S.14) refers back to the man in (S.8). You in (S.40) refers back to the king's son (S.38). You in (S.43) refers back to the enchantress in (S.43). And the last you in (S.44) refers back to Rapunzel in (S.43).

Beside reference of personal pronoun as first and second person, within the text also found the reference of third person he, she and it.

(11) S.8: The man, who loved her, thought: 'Sooner than ...

S.9: At twilight, he clambered down over the wall ...

(12) S.8: The man, who loved her, thought: 'Sooner than let ...

S.16: 'Ah, 'answered he, 'let mercy take the place ...

(13) S.27: ...it came to pass that the king's son rode through ...
Then he heard a song, which was so charming that he...

The king’s son wanted to climb up to her...

He rode home, but the singing had so deeply touched...

...but the king’s son began to talk to her quite like...

Then Rapunzel lost her fear, and when he asked her...

He in (S.9) and (S.16) refer back to the man in (S.8). While he in (S.28), (S.31) and in (S.39) refer to the king’s son in (S.27), (S.30) and in (S.38). The third person she also exist in (S.10), (S.14), (S.17), (S.22) and (S.40). They are:

One day the woman was standing by this window and...

She at once made herself a salad of it, and ate it...

...for he saw the enchantress standing before him...

‘How can you dare,’ said she with angry look ...

Rapunzel grew into the most beautiful child under the sun.

When she was twelve years old, the enchantress shut her ...

Then Rapunzel lost her fear, and when he asked her...

She said: I will willingly go away with you, but ...

The cohesion item she (S.10) refers to the woman in (S.5). She in (S.14) refers to the enchantress in (S.13) and she in (S.22) refers to Rapunzel in (S.22) while she in (S.40) refers to Rapunzel in (S.39).

Within the text also found many personal pronouns as object me, him, and her. They are existed in:

When the enchantress wanted to go in, she placed ...

‘...let down your hair to me’
Those personal reference items become ties with those co-reference items, construct as a texture in order to make the text unified whole. It becomes the important role in making the text cohesive because it is one of the dominant cohesion type used within the text. Thus the writer interprets them as a whole; those sentences become hang together. A normal reader will naturally assume that these sequences of sentences constitute a text and will interpret the second sentence in the light of the first sentence. It seems to be ‘texture’ in the sense of explicit relation of semantic relation, it is co-interpretation of texts.\(^7\)

(b) Demonstrative Reference

The demonstrative reference items that appear within the text are neutral demonstrative represented by definite article *the*, the selective participant demonstrative *this* and the selective circumstance demonstratives *there* and *then*.

(29) (S.5): One day *the* woman standing by this window and ...

(30) (S.3): ... had a little window at the back of their house ...

(S.5): One day the woman standing by *this* window and looking ...

(31) (S.1): ... *a man and a woman* who had long, in vain, ...

(S.3): *These* people had a little window at the back...

(32): (S.1): *There* were a man and woman who had long, in vain, ...

(33): (S.28): *Then* he heard a song, which so charming that he stood ...

*The* in (S.5) is a signal of identifiably, showing for identifying the woman who is standing close of the window. The participant demonstrative *this* (S.5) is

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7 *Ibid.* p. 196
c) Conjunction

1) Additive Conjunction

According to Halliday and Hasan, the criteria of conjunction as in *Cohesion in English* are only the conjunctions which combine between sentence and sentence or paragraph and paragraph. While conjunction within sentence or between phrase and phrase, word and word are beyond the matter.

They divide conjunction to be four types that are additive conjunction, adversative conjunction, causal conjunction and temporal conjunction. Those all conjunction types exist within the text. Additive conjunction item which appear within the text is *and*.

(40) (S.47): In her anger she clutched Rapunzel’s beautiful tresses, wrapped them twice round her left hand, seized a pair of scissors with the right, and snip, snap, they were cut off, and the lovely braids lay on the ground.

(S.48): *And* she was so pitiless that she took poor Rapunzel into a desert...

In (40) *and* as a cohesive item (additive), seems to have the sense of there is something more to be said and add the information of the sentence previous.

2) Adversative Conjunction

The adversative conjunction exists within the text is *however*.

(41) (S.3): These people had a little window at the back of their house from which a splendid garden could be seen, which was full of the most beautiful flowers and herbs.
(S.4): It was, however, surrounded by a high wall, and no one dare...

Cohesive item however in (S.4) is function as a contrary conjunction with (S.3).

c. Causal Conjunction

Here are two causal conjunctions exist within the text therefore and thus.

(42) (S.12): If he was to have any rest, her husband knew he must once more descend into the garden.

(S.13): Therefore, in the gloom of evening, he late himself down again...

(43) (S.56): He wandered quite blind about the forest, ate nothing but roots and berries, and did naught but lament and weep over the loss of his dearest wife.

(S.57): Thus he roamed about in misery for some years, and at length...

Therefore in (42) is a cohesive item to express the causality relation between (S.12) and (S.13). While in (43) the cohesive item thus (S.57) is express the conditional relation between (S.56) and (S.57).

d. Temporal Conjunction

Here is sequential temporal conjunction item occurring within the text then. There are existed twice within the text.

(44) (S.33): ‘Rapunzel, Rapunzel, Let down your hair to me.’
(S.34): Then Rapunzel let down the braids of her hair, and …

(45)  (S.38): At first Rapunzel was terribly frightened when a man, such as her eyes had never yet beheld, came to her; but the king's son began to talk to her quite like a friend, and told her that his heart had been so stirred that it had let him have no rest, and he had been forced to see her.

(S.39): Then Rapunzel lost her fear, and when he asked her if she would...

The presupposing sentence (S.34) is temporally cohesive because it stands in time relation to the presupposed sentence (S.33) through the component *then*. And *then* in (45) also functions as a temporal conjunction item because it stands to relate the temporally sentence in (S.38) and (S.39).

b) Lexical Cohesion

1) Reiteration

(a) Repetition

The repetition items also existing within the text II to contribute in making the text cohesive. The items which appear are name of character, nominal, verbal and utterance. Here are the nominal repetitions.

(46)  (S.4): …it belonged to an enchantress, who had great power…

(S.9): …down over the wall into the garden of the enchantress,…

(S.24): When the enchantress wanted to go in, she placed …

(S.51): …he found the enchantress, who gazed at him with …
(S.13): ...he was terribly afraid, for he saw the enchantress ...
(S.18): The enchantress allowed her anger to be softened, ...
(S.20): When the woman was brought to bed, the enchantress ...
(S.22): When she was twelve years old, the enchantress shut ...
(S.26): ...when she heard the voice of the enchantress, ...
(S.44): 'Ah! you wicked child,' cried the enchantress.
(S.27): ...it came to pass that the king's son rode through ...
(S.54): The king's son was beside himself with pain, ...
(S.22): enchantress shut her into a tower in the middle ...
(S.35): ...when it began to go dark, he went to the tower and ...
(S.5): One day the woman was standing by this window and ...
(S.17): My wife saw your rampion from the window, and felt...
The nominal repetition enchantress is the dominant items repeated within the text. It exists in (S.4), (S.9), (S.24), (S.51), (S.13), (S.18), (S.20), (S.22), (S.22), (S.26) and (S.44). While king's son in (S.27) is repeated in (S.54). Tower (61) is repeated in (S.35) and window exists in (S.5) and (S.17). The nominal wall also repeated in (S.9) and (S.13). Forest repeated in (S.22), (S.27), (S.31) and (S.56). And hair repeated in (S.34) and (S.37).

(50) (S.9): At twilight, he clambered down over the wall into ...  
(S.13): ...but when he had clambered down the wall he was ...
(51) (S.22): ...shut her into a tower in the middle of a forest.
(S.27): ...the king's son rode through the forest and passed ...
(S.31): ..., that every day he went out into the forest and ...
(S.56): He wandered quite blind about the forest, ate nothing...

(52) (S.34): Then Rapunzel let down the braids of her hair, ...

(S.37): Immediately the hair fell down and the king's son ...

The character's name repetition which is existed within the text is only the name of Rapunzel. It exists in (S.20), (S.34), (S.58), (S.21), (S.49) and (S.53).

(50) (S.20): ...gave the child the name of Rapunzel, and took it away ...

(S.34): Then Rapunzel let down the braids of her hair ...

(S.58): ...Rapunzel knew him and fell on his neck and wept.

(S.21): Rapunzel grew into the most beautiful child under the sun.

(S.49): On the same day that she cast out Rapunzel...

(S.53): Rapunzel is lost to you; you will never see her again.

And for verbal repetition clambered down is found in (S.9) and (S.13). While the repetition of utterance Rapunzel, Rapunzel, Let down your hair to me occurring four times repetition. It exists in (S.25), (S.33), (S.36) and (S.49).

(51) (S.9): At twilight, he clambered down over the wall into ...

(S.13): ...but when he had clambered down the wall he was ...

(52) (S.25): 'Rapunzel, Rapunzel, Let down your hair to me.'

(S.33): 'Rapunzel, Rapunzel, Let down your hair to me.'

(S.36): 'Rapunzel, Rapunzel, Let down your hair to me.'

(S.49): 'Rapunzel, Rapunzel, Let down your hair to me.'

Those items are frequently repeated because they are items that have important role in constructing the text and conveying the message. Usually the
items that frequently repeated have important rule to emphasize the message and can not be replaced by other items.

(b) Synonym

The synonym items which are occurring within the data are word and world and phrase to phrase that have identical meaning.

(53) (S.43): …’Tell me, Dame Gothel, how it happens that you are so...

(S.45): ‘What do I hear you say!

(54) (S.13): …but when he had clambered down the wall he was …

(S.40): …go away with you, but do not know how to get down.

Tell has identical meaning with say (53) both of them are functioning as verb to give information. Phrase clambered down and get down (54) are also have identical meaning as descend. The items have correlation in semantic aspect.

(c) Superordinate

Here are the superordinate items exist within the text that contribute cohesiveness of text.

(55) (S.3): These people had a little window at the back of …

(S.1): There were once a man and woman who had long, …

(56) (S.44): ‘Ah! You wicked child,’ cried the enchantress.

(S.57): …a boy and a girl, lived in wretchedness.
People in (S.3) is superordinate of man and woman in (S.1). And child is superordinate for boy and girl in (56). The relations of those ties construct the text become cohesive.

2) Collocation

Collocation is the association of lexical items that regularly co-occur. It takes place through occurrence of different lexical item that is systematically related and it stands in recognizable semantic relation. Collocation items which are found within the text are synonym, superordinate, antonym and hyponym. While here the writer will only show the antonym and hyponym data because both synonym and superordinate has been explained in reiteration.

(a) Antonym

Unlike the synonym items, antonym in the data is only found between phrase and phrase.

(57) (S.13): but when he had clambered down the wall he was ...

(S.37): the heir fell down and the king's son climbed up.

Phrase clambered down in (S.13) is antonym of climbed up (S.37). The antonym items between the sentences show that they have correlation between one sentence and other.

(b) Hyponym

The hyponym items which exist in the text are nominal and adjective.

(58) (S.6): Her husband was alarmed, and asked:...
(S.8): …'Sooner than let your wife die, bring her some ...

(59) (S.3): …which was full of the most beautiful flowers and herbs.

(60) (S.21): Rapunzel grew into the most beautiful child under the sun.

(S.39): ..., and she saw that he was young and handsome...

Husband and wife (58) are hyponym of couple. Flowers and herbs (59) are hyponym of plants. And beautiful and handsome (60) are hyponym of countenance. The hyponym items among the sentences construct the text become cohesive.

In the text II almost all cohesion devices which are invented in the concept are found in the data. It is only ellipsis does not exist here. Within the text, cohesion devices which is frequently appear is reference items especially personal reference. However it does not mean that the other cohesion devices do not distribute in making the text cohesive.

C. Comparison

In this section, the writer will explain the comparison between journalistic text and fiction text. The comparative analysis is based on table in data description above. From the table above, it can be seen that both text have different intensity in using cohesion type. On the average the highest intensity of cohesion types used within those texts are reference and repetition. In the text I, cohesion type of repetition sits on the first level and cohesion type of reference sits on the second level. While in the text II, those positions reverse; reference sits on the first level
1. Reference

Reference is one of the highest cohesion types used in journalistic text and fiction text. The intensity of using this type is 14.28% in journalistic text and 48.05% in fiction text. This type is possible to avoid of copious repetition in both texts. Apparently, its type is used to avoid of repeating parts that have been told previous. Those parts are referring by references items like it, she, he, this, etc.

As whole the function of reference items which exist within both texts is anaphoric way. While cataphoric way is not found there, thus all reference items refer backward to a previously mentioned entity, process and state of affair within the text.

However, there is a little difference of using reference items in both texts. In fiction text, the most reference items refer back to personal. It occurs because the narrator is frequently told the actors. While in journalistic text the reference items are varieties. It is quite balance in referring of person, situation and profession. It is very possible, because the type of this journalistic text is strength news which reports of the accident. Thus the reference of personal is not so frequent be repeated.

2. Repetition

Repetition is one of the most cohesion type used within both journalistic and fiction texts. In journalistic text, the intensity of using its items is 42.85% and sits in the highest level. While in fiction text it sits in the second level by 32.47% intensity.
4. Synonym

Like as superordinate, the highest intensity of using synonym also exists in journalistic text. The intensity is 12, 24% in journalistic text and 2, 59% in fiction text. It is very possible because in conveying of journalistic text, the words are must be interesting and attractive but still brief and clear. Therefore the readers do not bore to read this informative text and the information conveyed well.

However, it does not mean that fiction text does not need this type in making the text more interesting. But because of there is much event told and do not need synonym type used, thus its items is not very important. While in the journalistic text, it reports one event so that the cohesion type of synonym is very important to express, emphasize and clarify the information by other words to project mood and emotion.

5. Hyponym

There are little different intensity in using cohesion type of hyponym in both journalistic text and fiction text. The intensity of those texts is 4, 08% in journalistic text and 3, 89% in fiction text. It has similar function to tell parts of the general word or phrase (hypernym) to make the statement in both texts clearer. But within both texts is only found the hyponym in word level.

From the table above can be seen that cohesion types of reference and repetition are the dominant cohesion types which appear within both texts. However in whole there is different intensity in using grammatical cohesion devices and lexical cohesion devices.
In journalistic text the intensity of using lexical cohesion devices is higher than grammatical cohesion devices. Based on the quantitative analysis, lexical cohesion devices reach 85.69% while grammatical cohesion devices 14.28%. Whereas in fiction text the intensity of using those cohesion types are reverse, the intensity of grammatical cohesion devices is higher than lexical cohesion devices. Grammatical cohesion devices in fiction text achieve 57.13% while lexical cohesion devices only achieve 42.83%.
CHAPTER IV

CONCLUSION AND SUGGESTION

There are different characteristic and purpose in writing journalistic text and fiction text. Its differences are one of the bases in writing the research. Although they have differences in characteristic and purpose, but if it is observed from the cohesion former unsure based on the analysis in chapter III and IV, both texts are formed by cohesion devices.

From both texts analysis are not all grammatical devices and lexical devices exist within them. However, the function of cohesion devices which are basis for making text cohesive is protected enough. Therefore both texts are included as unified whole texts.

The first thing that can be concluded from this research is the journalistic text and fiction text unities are formed by cohesion devices. It functions as inter-sentence connectors. Thus one sentence relate to other sentences are integrated by cohesion devices as texture.

Secondly, the theory which is used in the research is point to Halliday and Hasan’s concept of cohesion in English. While in its application there are some concepts which are invented in the theory are not found in the data. The table of concept used and the data analysis result are bellow.
Based on the table above, cohesion type of *ellipsis* do not find in both texts. It means that the type do not contribute in making those texts cohesive.

Thirdly, both texts have similarity in using cohesion types of *repetition* and *reference* as the dominant cohesion devices used within the texts. However, although those cohesion types are the dominant cohesion type used within both texts, as accumulative both text have difference intensity in using grammatical cohesion and lexical cohesion devices. In journalistic text, the cohesiveness is more formed by lexical cohesion. While in fiction text, grammatical cohesion devices is more dominant.

From the analysis above, the dominant intensity of using lexical cohesion in journalistic text states that its cohesion type gives the higher contribution to form the text and to convey the information. Besides that, lexical unsure also have

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RI warns of ‘new tensions’

The Jakarta Post
Jakarta

Indonesia condemns the Israeli missile attacks on the Gaza Strip, accusing Israel of abusing the Annapolis agreement signed by the two disputing countries in November last year and warning that the air strikes will only trigger “new tensions” in the area.

“The Indonesian government is deeply upset by the deaths of about 150 Palestinians in the Gaza Strip caused by the Israeli missile attacks, said Foreign Affairs spokesman Teuku Faizasyah in an official statement made available to The Jakarta Post Saturday.

“The Indonesian government condemns the attack and calls for Israel to end the use of violence in the Gaza Strip because this will prompt new tensions, while, on the other side, the attack is an abuse of the Annapolis agreement which had been negotiated,”

Major world powers meanwhile called for an immediate end to the violence, reports said.

Amr Mussa, secretary general of the Cairo-based Arab League, called for an emergency meeting on Sunday of foreign ministers of Arab countries “to discuss the Israeli aggression on the Gaza Strip.”

He also asked Liyaa, as a member of the United National Security Council, to organize an urgent OIC meeting to discuss Gaza and urged the

the Palestinian people.”

The OIC groups 1.3 billion Muslims from 57 countries.

A spokesman for EU foreign policy chief Javier Solana earlier Saturday said the EU was “calling for an immediate cease-fire and the maximum restraint.” “Every action must be done to reinstate the truce” declared by the Palestinian Hamas movement controlling Gaza, which expired on Dec. 19.

“The United States urges Israel to avoid civilian casualties as it targets Hamas in Gaza,” U.S. National Security Council spokesman Gordon Johndroe said in Waco, as U.S. President George W. Bush saw out 2008 on his Texas ranch.

“Hamas must end its terrorist activities if it wishes to play a role in the future of the Palestinian people,” Johndroe said in a brief statement.

Egyptian President Hosni Mubarak stated that “Egypt condemns the Israeli military aggression on the Gaza Strip and blames Israel, as an occupying force, for the victims and the wounded.”

He ordered the Rafah crossing point between Egypt and Gaza to be opened for wounded Palestinians to be evacuated “so they can receive the necessary treatment in Egyptian hospitals.”

In Amman the royal palace said King Abdullah of Jordan had been in touch with Palestinian president Mahmoud Abbas and with Mubarak to "launch an Arab and interna-
Then Rapunzel let down the braids of her hair, and the enchantress climbed up to her.

"If that is the ladder by which one mounts, I too will try my fortune," said he, and the next day when it began to grow dark, he went to the tower and cried:

'Rapunzel, Rapunzel,
Let down your hair to me.'

Immediately the hair fell down and the king's son climbed up.

At first Rapunzel was terribly frightened when a man, such as her eyes had never yet beheld, came to her; but the king's son began to talk to her quite like a friend, and told her that his heart had been so stirred that it had let him have no rest, and he had been forced to see her. Then Rapunzel lost her fear, and when he asked her if she would take him for her husband, and she saw that he was young and handsome, she thought: 'He will love me more than old Dame Gothel does'; and she said yes, and laid her hand in his.

She said: 'I will willingly go away with you, but I do not know how to get down. Bring with you a skein of silk every time that you come, and I will weave a ladder with it, and when that is ready I will descend, and you will take me on your horse.'

They agreed that until that time he should come to her every evening, for the old woman came by day. The enchantress remarked nothing of this, until once Rapunzel said to her:

Tell me, Dame Gothel, how it happens that you are so much heavier for me to draw up than the young king's son - he is with me in a moment.'

'Ah! you wicked child,' cried the enchantress. 'What do I hear you say! I thought I had separated you from all the world, and yet you have deceived me!'

In her anger she clutched Rapunzel's beautiful tresses, wrapped them twice round her left hand, seized a pair of scissors with the right, and snip, snap, they were cut off, and the lovely braids lay on the ground.

And she was so pitiless that she took poor Rapunzel into a desert where she had to live in great grief and misery.

On the same day that she cast out Rapunzel, however, the enchantress fastened the braids of hair, which she had cut off, to the hook of the window, and when the king's son came and cried:

'Rapunzel, Rapunzel,
Let down your hair to me.'

she let the hair down. The king's son ascended, but instead of finding his dearest Rapunzel, he found the enchantress, who gazed at him with wicked and venomous looks.

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'Rapunzel, Rapunzel,
Let down your hair to me.'

she let the hair down. The king's son ascended, but instead of finding his dearest Rapunzel, he found the enchantress, who gazed at him with wicked and venomous looks.

'Aha! she cried mockingly, 'you would fetch your dearest, but the beautiful bird sits no longer singing in the nest; the cat has got it, and will scratch out your eyes as well. Rapunzel is lost to you; you will never see her again.'

The king's son was beside himself with pain, and in his despair he leapt down from the tower. He escaped with his life, but the thorns into which he fell pierced his eyes.

He wandered quite blind about the forest, ate nothing but roots and berries, and did naught but lament and weep over the loss of his dearest wife. Thus he roamed about in misery for some years, and at length came to the desert where Rapunzel, with the twins to which she had given birth, a boy and a girl, lived in wretchedness. He heard a voice, and it seemed so familiar to him that he went towards it, and when he approached, Rapunzel knew him and fell on his neck and wept. Two of her tears wetted his eyes and they grew clear again, and he could see with them as before. He led her to his kingdom where he was joyfully received, and they lived for a long time afterwards, happy and contented.
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