GRAMMATICAL AND LEXICAL COHESION ANALYSIS IN SPORT NEWS TEXT ON THE JAKARTA POST

A Thesis
Submitted to English and Humanities Faculty in Partial Fulfillment of the Requirements for the Degree of Strata One

By:
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ABSTRACT

Muhammad Fadhli Karim, **Grammatical and Lexical Cohesion Analysis in Sport News Text on The Jakarta Post.** Thesis. Jakarta: English Letters Department, Adab and Humanities Faculty, State Islamic University Syarif Hidayatullah, 2015.

In this research, the writer discusses the using of cohesion device in sport news text. The datum is collected from The Jakarta Post on March 2\textsuperscript{nd} 2015. This research is aimed to know kinds of grammatical and lexical cohesion appear in news text, to know the dominant cohesion devices which are used, and to know the degree of cohesiveness.

The writer uses a qualitative method in this research. He uses Halliday and Hasan’s theory of cohesion to find out the grammatical and lexical cohesion device utilized in the text, then he counts the dominant cohesion devices which appear in the text, finally he measures the degree of cohesiveness by using Scinto’s Formula.

The result of this research shows the grammatical cohesion devices utilized in the text are Reference, Substitution, and Conjunction. While, the lexical cohesion devices utilized in the text are Reiteration (Repetition, Synonym, Superordinate, and General Word) and Collocation. Then, The dominant device of grammatical cohesion is Reference, its percentage reaches 65,71\%. Meanwhile, the dominant lexical cohesion is Repetition, its percentage reaches 16,57\%. The cohesiveness degree is very different. Grammatical cohesion reaches 405,85\%. Contrast to grammatical cohesion, lexical cohesion reaches 108,82\%. Although the percentage of cohesiveness degree is too far, both of them are still in very high category.
APPROVEMENT

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2015
LEGALIZATION

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Title : Grammatical and Lexical Cohesion Analysis in Sport News Text on The Jakarta Post

The thesis entitled above has been defended before the Letters and Humanities Faculty’s Examination Committee on 5th February 2015. It has already been accepted as a partial fulfilment of the requirements of the degree of strata one.

Jakarta, 5th February 2015

Examination Committee

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DECLARATION

I hereby declare that the submission is my own 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 institute or diploma of the university or other institute of higher learning, except where due acknowledgement has been made in the text.

Jakarta, 16th March 2015

Muhammad Fadhli Karim
ACKNOWLEDGEMENTS

In the name of God, the most Gracious and the most Merciful.

First of all the writer would like to give all majesty and praise to the Almighty God who always gives her strength, patients, blessing and guidance in completing this thesis. My blessing, peace and salutation be upon the most honorable prophet and messenger of God, Muhammad SAW, his families, companions and congregations.

Foremost, the writer would like to thank to his supervisor 1 Drs. Abdul Hamid, M,Ed and supervisor 2 Dhuha Hadiansyah, M.Hum for their guidance, support, advice, and constructive comments during the writing of this thesis.

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Then, thanks is also given to the best friend Beni, Fahmi, Koto, Kur, Awank, Latief, Dea, and Karina, who always spends many times in many places with him. Thanks for our great friendship, togetherness, and your support.

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May God bless us. Aamiin.

Jakarta, March 2015

The Writer
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A. Background of the Study

A language is a system of symbol through which people communicate. The symbol may be spoken, written, or signed with the hands.\(^1\) Language usage in communication needs two important media. Those are semantic medium and pragmatic medium. Semantic medium is related to form accuracy and language structure, whereas pragmatic is the study of relation between language and context that are grammaticalized or encoded structure of language.\(^2\)

There are two types of interaction; written and spoken. Written texts are different from spoken interaction. To compile a written text, a writer should compose a well-formed text so that his or her readers can understand it. A text 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 mutually relevant to each other reveal major factors about the standards of textuality. Every word, phrase, clause, and sentence in written texts have to be

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connected to each other. The sequences of the sentences which connect each other make a unit which is called text.³

In conclusion, a text must have texture, as what Haliday and Hasan mentioned, 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.⁴ Texture has shown by the relation of meaning which exist within a text. The study of relation of meaning which exist within a text then called cohesion.⁵

A text should not be separated from cohesion. Cohesion is a connection between an element with another element in text so that it will be a good comprehension. For compelling a cohesion text, it uses some instruments like grammatical and lexical aspect. Cohesiveness in a text of discourse is the most crucial thing. The harmony and the links between one sentence and another sentence are the main key of determining legibility factor. A state element that refers to each other and has semantically relation, it is called cohesion. With cohesion, a discourse to be coherent: each part forming discourse.⁶ Discourse is a unit of the largest of highest language above the sentence or clause with

the high coherence and cohesion that have sustained in the beginning and ending that delivered orally or in writing.⁷

A good discourse is inseparable from the cohesion and coherence elements. Cohesion has a connection between sentences in a discourse, include grammatical and lexical stratum in particular.⁸ Coherence has a connection of cohesion meaning between parts of discourse.⁹ Cohesion discerns the relationship or bond discourse, while the coherence discerns a whole of the meaning that conveyed by a discourse. If a discourse is cohesive, it will be created coherency. It means the content of discourse is correct.¹⁰

In this research, the writer will only examine cohesion markers. Coherence will not be analyzed, according to semantic explanation; it only can be analyzed based on cohesion aspects. In other words, cohesion learns to identify the meaning that described in a text through the elements which refers to each other and have semantically related. Therefore, the writer chooses cohesion device as object analysis because it’s a base component to establish the text harmoniously.

Cohesion is the most important thing needed in the cohesiveness of a text or discourse, including in printed mass media. Printed mass media consists of news which explores politics, economy, automotive, sport, fashion and so on. In order the message or content of news is delivered to the reader clearly, it

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⁸ Ibid., p. 96.  
must be poured into a cohesion sentences by using cohesion markers. It means a text should not be separated from cohesion that divided into two main parts: grammatical and lexical cohesion. Grammatical cohesion is the way that grammatical features are attached together across sentences boundaries. It consists of reference, substitution, ellipsis and conjunction. Lexical cohesion is the way aspect of vocabulary link parts of text together. It contains reiteration and collocation.\textsuperscript{11}

Through this research, the writer analyzes how cohesion markers used in news text and the cohesiveness degree of it. In this research, the writer has taken a news text from one of the most popular daily English printed media in Indonesia, The Jakarta Post. He has taken sport news text, especially football news. Because football is the most popular sport in the world and the news of it, is always being waited to be read.

\textit{The Jakarta Post} is a daily English language newspaper in Indonesia. The paper is owned by PT Bina Media Tenggara, and the head office is in the nation's capital, Jakarta. \textit{The Jakarta Post} was started as a collaboration between four Indonesian media under the urging of Information Minister Ali Murtopo and politician Jusuf Wanandi. After the first issue was printed on 25 April 1983, it spent several years with minimal advertisements and increasing circulation. After a change in chief editors in 1991, it began to take a more vocal pro-democracy point of view. The paper was one of the few Indonesian English-language dailies to survive the 1997 Asian financial crisis and

currently has a circulation of about 40,000. *The Jakarta Post* also features both a Sunday and Online edition, which go into detail not possible in the daily print edition. It is targeted at foreigners and educated Indonesians, although the middle-class Indonesian readership has increased. Noted for being a training ground for local and international reporters, *The Jakarta Post* has won several awards and been described as being "Indonesia's leading English-language daily". Therefore, the writer is interested to analyze how the concept of cohesion has applied in sport news text of *The Jakarta Post*.

B. Focus of the Study

In accordance with the background of study, this research is limited by focusing on the grammatical and lexical cohesion and its markers of sport news text on *The Jakarta Post*. (Edition on March 2\textsuperscript{nd} 2015)

C. Research Questions

Regarding to the focus of study above, the main questions of the research may be formulated as follows:

1. What kinds of the grammatical and lexical cohesion do appear in sport news text on The Jakarta Post?
2. What is the dominant cohesion device utilized in sport news text on The Jakarta Post?

\textsuperscript{12} http://en.wikipedia.org/wiki/The_Jakarta_Post, accessed at 03.00, 20 Sept 2014.
3. To what extent the degree of cohesion devices is used in sport news text on The Jakarta Post?

D. Significance of the Study

Theoretically, this research is expected to contribute some advantages for the development of language theory especially cohesion in written text to add the scope of discourse study as one of the linguistic field studies that focus on grammatical and lexical cohesion usage.

In addition, this research is practically expected to be one of the useful references for the readers, especially who are interested in discourse study. As for researcher, this research is to add and broaden the knowledge of written discourse, especially in the study of cohesion.

E. Research Methodology

1. Objectives of the Research

Relating to the research question above, the objectives of the research are:

a) To identify grammatical and lexical cohesion device in news sport texts on *The Jakarta Post*

b) To know the dominant cohesion device utilized in news sport texts on *The Jakarta Post*

c) To know the cohesion degree in news sport texts on *The Jakarta Post*
2. Method of the Research

In this research, the writer uses descriptive qualitative method of discourse analysis in which the writer describes grammatical and lexical cohesion markers contained in this research object. Through this method, the writer tries to analyze and classify whether it is included the grammatical and lexical cohesion. In addition, the writer also uses Scinto’s formula to determine the degree of cohesiveness.

3. Technique of Data Analysis

In this research, the writer uses the descriptive qualitative method. First, the writer collects whole books that are relevant to cohesion in English text. Then the writer reads some theories of cohesion. Afterwards, the writer chooses a news sport texts published in The Jakarta Post. Last, the writer analyzes the classified data using cohesion theory and determines the degree of cohesiveness.

4. Instrument of the Research

The main instrument of this research is the writer himself; he gets all information by reading some books and other references. Then, he analyzes the selected data, like reading, identifying, and grouping the text and making is as data to analyze by using theory of Haliday and Hasan through their book (Cohesion in English). And to determine the degree of cohesiveness of the text the writer uses Scinto’s formula that printed through Carrolyn Hartnett book (Static and Dynamic Cohesion).
5. Unit of Analysis

The unit of the analysis of this research is the sport news text on *The Jakarta Post* published on March 2\textsuperscript{nd} 2015 entitled “Terry inspires Chelsea to League Cup win over Tottenham”.
CHAPTER II

THEORETICAL FRAMEWORK

A. Previous Research

Cohesion analysis actually has been analyzed by some students for their theses. After looking for some similar theses in library, finally the writer found three theses which are researched by using cohesion theory. They will be described as follows.

1. A thesis made by Abdul Rohim (2009), entitled “Cohesion Analysis on the Jakarta Post’s Editorial”, concludes the result of the research that reference is the highest occurrence for grammatical cohesion, especially personal reference and repetition is the highest occurrence for lexical cohesion.

2. A thesis made by Nurul Laili Mariani Fadjrin (2011), entitled “An Analysis of Grammatical and Lexical Cohesion on The Journalistic Text of VoAnews.com”, describes the result of the research that found grammatical device; reference, substitution, ellipsis and conjunction, and lexical device; repetition, synonym, near synonym, superordinate, general word and collocation. The dominant device of grammatical cohesion is reference (56.64%). Meanwhile, the dominant device of lexical cohesion is repetition (15.39%). The cohesiveness degree of grammatical cohesion device is 85.77% and lexical cohesion is 50.01%.
3. A thesis made by Anna Khoirunnisa (2011), entitled “An Analysis of Cohesion on Editor’s Note in U.S News and World Report Magazine, shows the differences in using grammatical cohesion, lexical cohesion devices and degree of cohesiveness in each text. Text one is the fewer cohesive than text three and text three is fewer than text two.

B. Concept

B.1. The Definition of Discourse

The study of discourse or discourse analysis is concerned with how speakers combine sentences into boarder speech units.\(^1\) Discourse is the way of combining and integrating language, actions, interactions, and ways of thinking, believing, valuing, and using various symbols, tools and objects to enact a particular sort of socially recognizable identity.\(^2\)

Kridalaksana defines discourse as a complete unit of language; the grammatical hierarchy is the highest or greatest grammatical units. This discourse is realized in the form of a bouquet of intact (novels, encyclopedia series of books, and so on), paragraph, sentence or word that brings a complete message.\(^3\)

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According to Alwi, discourse is related to series of sentences that connect to each other propositions in the unity of meaning. In line with Alwi, Deese defines discourse as set of propositions which are interconnected to produce a sense of cohesion or sense of cohesion for readers.

According to Haliday and Hasan, the terms of discourse and text have a same meaning. A text is a unit of language in use. It is not grammatical unit, like a clause or sentence, only bigger; it is something differs from a sentence in kind. A text is best regarded as a semantic unit: a unit not of form but by meaning. It is equal from Crystal assertion that text is a piece of naturally occurring, spoken, written or signed discourse identified for purposes of analysis.

Discourse can be classified based on several viewpoints. Based on the media used, discourse can be distinguished on written discourse and spoken discourse. Written discourse is a discourse delivered by the written media. To be able to receive and understand written discourse, then the receiver have to read first. In the written discourse occurs indirectly communication between the writer and the reader. Meanwhile, oral discourse is a discourse delivered in spoken language or verbal media. To be able to receive and understand the spoken discourse, then the receiver have to listen first. Occurrence in the spoken discourse is direct communication between speaker and listener.

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8 Sumarlam. Teori dan Praktik Analisis Wacana. (Solo: Katta, 2010), p. 16.
There are differences in the written and spoken discourse, namely: (1) sentences in spoken discourse tends to be less structured than the written discourse. Spoken language contains some incomplete sentences, often just a sequence of words that make up phrases. (2) The arrangement of subordinate language in spoken discourse is less than the written language. In spoken discourse tends not to use complex sentences subordinate. (3) Language in spoken discourse rarely uses conjunction because it is supported by the context. Language in written discourse often uses conjunction to indicate a relationship of ideas. (4) Language in spoken discourse tends not to use the phrase long objects, while the use of the written discourse does. (5) Sentences in written language tend to object-predicate structure, while the spoken language using topic-comment structure. (6) In spoken language support, the speaker can change or refine the structure of the lack of proper expression at that time, whereas the written language cannot be happened. (7) In particular spoken language in everyday conversation, speakers tend to use a common vocabulary. In contrast, the written language is often used special technical terms. (8) In the spoken language is often repeated the same syntactic form and used some filler, for example; I think, you know, if you know what I mean, and so on.  

Furthermore, Samusri describes some aspects related to the study of discourse. These aspects are (a) the discourse of context. (b) the topic, theme or title of discourse. (c) the cohesion and coherence of discourse. (d) reference
and discourse inference. Discourse context that helps provide interpretation of the meaning of the speech is discourse situation. The situation may be stated explicitly in the discourse, but can also be suggested by various elements of discourse, called characteristics (discourse) or coordinates (discourse), as speaker listener, time, place, topic, form of message, events, channel and code.\textsuperscript{10}

In line with the above aspects, the discourse analysis can be done with two approaches or analyzed by two ways, i.e. from the text itself with micro-structural approach and from the text or of the context with macro-structural approach. In the micro-structural, discourse analysis focuses on textual cohesion, which is to reveal the order of sentences that can form a coherent discourse.\textsuperscript{11}

As well as the language, the discourse also has the shape and meaning. Cohesion and coherence are two elements that lead to a group of sentences to form the unity of meaning.\textsuperscript{12}

Cohesion meaning and neatness form are an important factor for determining the level of legibility and understanding of the discourse. Cohesion and coherence are important element that determines the discourse. In the word of cohesion, is implied sense of cohesion, whereas, the coherence word contained understanding linkages and relationships. If we associated

\textsuperscript{10} Ibid., p. 13.
with aspects of form and meaning, we can say that cohesion refers to the formal aspects of language, while coherence refers to the aspects of speech\textsuperscript{13}

In this research, the writer will analyze the discourse in text or written form by using cohesion theory. That theory will be explored on the concept of cohesion below.

**B.2. The Concept of Cohesion**

The term of cohesion is familiar in the study of language. Cohesion is part of the system of language. It is introduced by Haliday and Hasan in 1976 through their book Cohesion in English. The simplest definition proposed by Haliday and Hasan is that “it refers to relation of meaning that exist within the text, and that define it as a text”.\textsuperscript{14}

Furthermore, according to Jan Renkema, cohesion is one of criteria given for textuality. Cohesion means the connection which results the interpretation of a textual element is dependent on another element in the text\textsuperscript{15}

In short, cohesion occurs where the interpretation of some element in the discourse is dependent on that of another. The one presupposes the other, in the sense that it cannot be effectively decoded except by recourse to it. When this happens, a relation of cohesion is set up, and the two elements, the

\textsuperscript{14} Haliday and Hasan (1976), \textit{Op.Cit.}, p. 3.
presupposing and the presupposed, are thereby at least potentially integrated into a text.

According the simple example proposed Haliday and Hasan; “Wash and core six cooking apples. Put them into a fireproof dish”. It is clear that the word *them* in the second sentence refers back to the *six cooking apples* in the first sentence. The word *them* gives cohesion to the sentences, so that is interpreted as a whole. Haliday and Hasan give details of the example that the word *them* presupposes for its interpretation something other than itself. The requirement is met by the six cooking apples in the preceding sentence. The presupposition and the fact that is resolved, provide cohesion between the two sentences, and in doing create text.\(^\text{16}\)

1. **Cohesion Device**

Cohesion refers to the grammatical and lexical elements on the surface of text which can form connections between parts of the text.\(^\text{17}\)

Then Haliday and Hasan classify cohesion into two parts; grammatical cohesion and lexical cohesion. Grammatical cohesion markers consist of reference, substitution, ellipsis and conjunction, whereas the markers of lexical cohesion consist of reiteration and collocation. They are will be described as follows.

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a. Grammatical Cohesion

Grammatical cohesion is a semantic element connection that marked by grammatical tools. They are reference, substitution, ellipsis and conjunction.

1) Reference

Reference concerns the relations between a discourse or text element and preceding or following element. Reference deals with semantic relationship. There are certain items in every language which have property of reference. Halliday and Hasan have special term for situational reference. They refer to as Exhopora, or Exhoporic reference, and they contrast it with Endhoporic as general term of reference within the text.\(^\text{18}\)

\[\text{Scheme 1. Reference}\]

As general rule, therefore, reference items may be exophoric or endophoric, and if endophoric, they maybe anaphoric or cataphoric. Exophora signal that reference must be made to the context of situation. This exophora (situational) therefore does not contribute to the cohesion within a text because it is contextual reference. While endophora is textual reference, it is an internal cohesion within a text.¹⁹

For instance,

They were walking along the street, the old man and his seven years old grandson. It was just dust time for them to go home.

According to the example above, they refers to the old man and his seven years old grandson in cataphoric scale. Whereas, them refers to the old man and his seven years old grandson in anaphoric scale.

a) Personal Reference

Personal reference is reference by means of function the speech situation, through the category of person. The category of person includes three classe of personal pronouns, possesive determiner (possesive

¹⁹ ibid., p. 34.
adjective), and possessive pronouns. It can be seen in the table below:

<table>
<thead>
<tr>
<th>Person</th>
<th>Personal Pronoun</th>
<th>Possessive Adjective</th>
<th>Possessive Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker</td>
<td>I, Me</td>
<td>My</td>
<td>Mine</td>
</tr>
<tr>
<td>Addressee (s), with/without other person (s)</td>
<td>You</td>
<td>Your</td>
<td>Yours</td>
</tr>
<tr>
<td>Speaker and other person (s)</td>
<td>We, Us</td>
<td>Our</td>
<td>Ours</td>
</tr>
<tr>
<td>Other person: Male</td>
<td>He, Him</td>
<td>His</td>
<td>His</td>
</tr>
<tr>
<td>Other person: female</td>
<td>She, Her</td>
<td>Her</td>
<td>Hers</td>
</tr>
<tr>
<td>Other person: objects</td>
<td>They, Them</td>
<td>Their</td>
<td>Theirs</td>
</tr>
<tr>
<td>Objects: passage of text</td>
<td>It</td>
<td>Its</td>
<td>Its</td>
</tr>
<tr>
<td>Generalized person</td>
<td>One</td>
<td>One</td>
<td>One’s</td>
</tr>
</tbody>
</table>

This reference has the system known as person where it is used in the special sense of role: first person, second person, and third person where three of them can be singular or plural.

This sentence below is one of example of personal pronoun “Ferry and John got gold medal on badminton tournament yesterday; they are the best delegation from our university”. Pronoun they refers to Ferry and John, it’s belong to personal pronoun.
b) Demonstrative Reference

Demonstrative reference is identification of the distance as the scale of where the referred item located.

Demonstrative reference divided into neutral and selective demonstrative. The neutral is indicated by the; and the selective demonstrative divided into participant and circumstance.

<table>
<thead>
<tr>
<th>Semantic Category</th>
<th>Selective</th>
<th>Non-selective</th>
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<tbody>
<tr>
<td>Grammatical Function</td>
<td>Modifier/Head</td>
<td>Adjunct</td>
</tr>
<tr>
<td>Class</td>
<td>Determiner</td>
<td>Adverb</td>
</tr>
<tr>
<td>Proximity</td>
<td>Singular</td>
<td>Plural</td>
</tr>
<tr>
<td>Near</td>
<td>This</td>
<td>These</td>
</tr>
<tr>
<td>Far</td>
<td>That</td>
<td>Those</td>
</tr>
<tr>
<td>Neutral</td>
<td></td>
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</tbody>
</table>

The circumstantial (adverbial) demonstrative here, there, now and then, refer to the location of process in space or time, and they normally do so directly, not via location of some person or object that is participating in the process; hence they typically function as adjunct in the clause, not as elements within the nominal group. They have a secondary function as qualifier, as in that man there.

The remaining (nominal) demonstrative this, these, that, those and the, refer to location of something, typically some entity person or object that is participating in the process;
they therefore occur as elements within the nominal group. For instance, see this sentence below.

“There is a new park in south Jakarta called **Taman Menteng**. We can go **there** on this weekend”

c) Comparative Reference

Comparative reference is cohesion in the form of reference that shows comparison between one thing and another. Comparative reference is expressed adjectives and adverbs, and serves to compare items within a text in terms of identity or similarity.\(^{20}\)

Comparative reference is indirect reference divided into two parts; general comparison and particular comparison. General comparison expresses likeness between things. The likeness may take the form of identity, where two things are like each other.\(^{21}\) Those are going to be described on the table below.

<table>
<thead>
<tr>
<th>Table 3. Comparative Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comparison</strong></td>
</tr>
<tr>
<td>General (deictic)</td>
</tr>
<tr>
<td>Identity</td>
</tr>
<tr>
<td>Some equal</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>identical</th>
<th>else</th>
<th>and Adverb. eg. better: so-as-more-less-equally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identically</td>
<td>So similarly</td>
<td>Likewise</td>
</tr>
<tr>
<td></td>
<td>Different</td>
<td>else</td>
</tr>
<tr>
<td></td>
<td>Additional: so-as-equally</td>
<td>comparative adjective and adjective. e.g. equally good</td>
</tr>
<tr>
<td></td>
<td>Differently</td>
<td>otherwise</td>
</tr>
<tr>
<td></td>
<td>Quantifier: so, many</td>
<td></td>
</tr>
</tbody>
</table>

2) Substitution

Substitution is a relation between linguistic items, such as words or phrases; whereas reference is a relation between meanings. In terms of linguistic system, reference is a relation on the semantic level, whereas substitution is a relation on the lexi-co-grammatical level, the level of grammar and vocabulary. In addition, substitution involves a wider range of constructions: not just nouns and pronoun but verbs and adverbs as well.²²

Furthermore, Haliday and Hasan state that Substitution is a relation between linguistic items or it is as replacement of one item to another. Substitution, on the other hand, is a relation within text. A substitute is a sort of counter which is used in place of the repitition of particular item. For example;

1. My axe is too blunt. I must get a sharper **one**.

2. You think John already knows? I think everybody **does**.

**One** and **does** are both substitutes: **one** substitutes for **axe**, and **does** for **knows**, and it would be entirely possible to replace **one** by **axe** and **does** by **knows**.\(^{23}\)

Since substitution is grammatical relation, a relation in the wording rather than in meaning, the different types of substitutions are defined by grammatically rather than semantically. The criterion is the grammatical function as a noun, as a verb, as a clause. To these corresponds the three types of substitutions: nominal, verbal and clausal.\(^{24}\)

1. **Nominal Substitution**

   Nominal substitution is substitution of nominal with an item that is appropriate with the nominal genus. It is commonly expressed with the substitute **one/ones** (singular and plural) and same. One is not only as substitution but also it is personal person and one is also as cardinal number. The item same, occurs as cohesive element of the comparative type. In such instance, same is reference item. But, there is another cohesive use of same, as nominal substitute, typically accompanied by **the**. Unlike one, the

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same presupposes an entire nominal group including any modifying elements. For example:

a. I lost my way in the galleries-The \textit{same} thing happened to me

Meaning “I also lost my way in the galleries”\textsuperscript{25}

2. Verbal Substitution

The verbal substitute 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 Alice; in both, the substitute is the word that has the form \textit{do} (not did or don’t)

a. ... the words did not come the same as they used to \textit{do}

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

The first \textit{do} in (a) substitutes for \textit{come}; that in (b) substitutes for \textit{know the meaning of half those long words}.\textsuperscript{26}

3. Clausal Substitution

There is one further types of substitution in which what is presupposed is not an element within the clauses but an entire clause. The words used as substitutes are \textit{so} and \textit{not}.

For examples:

a. is there going to be an earthquake?-It says \textit{so}

\textsuperscript{25} \textit{Ibid.}, p. 109.

\textsuperscript{26} \textit{Ibid.}, p. 112.
Here the *so* presupposes the whole of the clause *there going to be an earthquake*, and the contrastive environment is provided by *the says* which is outside it.

b. we should recognize the place when we come to it—Yes, supposing not: then what do we do?

Here not substitutes *we do not recognize the place when we come to it*.

There are three environments in which clausal substitution takes place: report, condition and modality. In each of these environments it may take either of two forms, positive or negative; the positive is expressed by *so* and negative by *not*.  

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 sentence.

It is exactly the same as presupposition by substitution, except that in substitution an explicit ‘counter’ is used, e.g: *one* or *do* as place—marker for what is presupposed, whereas is ellipsis nothing is inserted into the slot. That is why Halliday

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and Hasan say that elipsis can be regarded as substitution by zero.\textsuperscript{29}

For example,

\textit{Joan brought some carnations and Catherine some sweet peas.}

The structure of the second clause is Subject and Complement. There is no possible alternative here; the second clause can be interpreted only as Catherine \textit{brought} some peas. This structure normally appears only in clause in which at least one element, the Predicator (brought) is presupposed to be supplied from the preceding clause. Actually the normal sentence should be \textit{Joan brought some carnations and Catherine brought some sweet peas.}

There are three types of elipsis: nominal elipsis, verbal elipsis and clausal elipsis.

1. Nominal elipsis

Nominal elipsis means the omission of the nominal group or ellipsis within the nominal group.

For example,

\textit{These students are clever. Those are stupid.}

If we want to fill out an elliptical nominal group, the example above will be *These students are clever. Those students are stupid*.

2. **Verbal ellipsis**

Verbal ellipsis means ellipsis within the verbal group.

For example,

*Have you been swimming? – Yes, I have.*

The verbal group in the answer *have* (yes I have) instances of verbal ellipsis. It can be said to ‘stand for’ *Yes I have been swimming*, and there is no possibility of ‘filling out’ with any other items.

3. **Clausal ellipsis**

Clausal ellipsis means ellipsis within the clause. The clause in English, considered as the expression of the various speech functions, such as statement, question, response and so on, has two part structure consisting of Modal Element plus Propositional Element, for example,

*The Duke was going to plant a row of poplars in the park*  
(modal element)  
(propositional element)

What was the Duke going to do? – plant a row of poplars in the park.
In the answer, the modal element is omitted: the subject and, within the verbal group, the finite operator *was*. Hence there is operator ellipsis in verbal group: what was the Duke going to do? – *(The Duke was going to plant a row of poplars in the park).* In other circumstance, there may be ellipsis of the propositional element: (what was the Duke going to do in the park? - The Duke *was going to plant a row of poplars in the park*).

4) **Conjunction**

The fourth and the final cohesive relation in the grammar is conjunction. Conjunction is the relationship which indicates how the subsequent sentence or clause should be linked to the preceding or the following (parts of the) sentence. This is usually achieved by the use of conjunction. And the relationship of conjunction can be hypotactic (which combine a main clause with subordinate clause or phrase) or paratactic (which have two main clauses).\(^{30}\)

Conjunction is rather different in nature from the other cohesive relations, from both reference, on the one hand, and substitution and ellipsis on the other.\(^{31}\) Halliday and Hasan


classified four types of conjunction, there are: additive, adversative, causal, and temporal.\[^{32}\]

1. Additive conjunction

Additive conjunction contributes to give additional information without changing information in the previously clause or phrase. Here are some items of the conjunction relations of additive type: and, and also, further (more), moreover, besides that, by the way, or, nor, neither, etc. For examples:

a. besides being mean, he is also hateful.

b. he no longer goes to campus and is planning to look for a job.

The conjunction relationship in (a) is hypotactic (which combine a main clause with subordinate clause or phrase) and in (b) is paratactic (which have two main clauses).

2. Adversative conjunction

The basic meaning of adversative relation is ‘contrary to expectation’. The expectation may be derived from the content of what is being said, or from communication process.\[^{33}\] Here are the conjunctive

\[^{32}\]Ibid., p. 238.
\[^{33}\]Ibid., p. 250.
relations of the adversative type: however, but, in fact, nevertheless, instead, etc. for example,

She failed. However, she tried her best.

In this sense, the meaning is ‘as against’. This is normally a true adversative and it can be expressed in although clause.

‘she failed although she is tried her best’

3. Causal conjunction

Causal conjunction expressed “result, reason and purpose”, and the simple form of causal relation is expressed by so, thus, hence, therefore, consequently, accordingly, and number of expressions like as a result (of that), in consequence (of that), because of that. All these regularly take place in the initial clause or sentence and they express causality. For example,

... she felt that there was no time to be lost, as she was shrinking rapidly; so she got to work at once to eat some of other bit.

4. Temporal conjunction

The relation between the two of successive sentences is that may be simply one of sequence in time.

This temporal relation is expressed in its simplest form by then. For example,
I heard Mr. Andre’s lecture. Then, I am inspired to conduct the action of selling.

Besides then, there are still many sequential sense like next, afterwards, after that, soon, subsequently and number of other expressions.

b. Lexical Cohesion

According to David Nunan, lexical cohesion occurs when two words in a text are semantically related in some way, in other words, they are related in terms of their meaning. Then, Jan Rankema states that Lexical cohesion doesn’t deal with grammatical and semantic connections but with connections based on the word used.

Haliday and Hasan state that lexical cohesion is the cohesive effect achieved by the selection vocabulary. Then, lexical cohesion refers to the rule played by the selective of vocabulary in organizing relations within a text. They add that lexical cohesion is “phoric” cohesion that established through the structure of the lexis or vocabulary and hence as well as substitution at lexicogrammatical level. They also divide lexical into two main categories; reiteration and collocation.

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37 Ibid., p. 318.
1) Reiteration

Reiteration is as form of lexical cohesion which involves the repetition of lexical item, at one of the scale; the use of the general word to refer back to a lexical item, at the other end of scale; and a number of things in between the use of synonym, near-synonym, or superordinate.38

In general, according to definition above reiteration is divided into following five types:

a) Repetition

All of the lexical devices, the most common form is repetition, which is simply repeated words or word phrases, threading to the text.39

For example:

A conference will be held on national environmental policy. At this conference, the issue of salinity will play an important role.

From the example above, the word ‘conference’ is repeated twice.

b) Synonym

Instead of repeating the exact same word, a speaker or writer can use another word that means the same or almost

38 ibid., p. 278.
the same. This is a synonym. Here the example of synonym:

A *conference* will be held on national environmental policy. This *environmental symposium* will be held primarily a conference dealing with water.

Here we will see that ‘conference’ and ‘environmental symposium’ are two ways of referring the event.

c) Near-synonym

Near synonym is the connection between the words that doesn’t have exactly same meaning, but close or similar.

For example,

Then quickly rose Sir Bedivere, and ran, and leaping down the ridges lightly, plung’d among the bulrush beds, and clutch’d the *sword* and lightly wheel’d and threw it. The great *brand* made lightning in the splendor of the moon…

In the sentence above, the word *brand* refers back to *sword*.

d) Superordinate

Superordinate or hyponymy is the relation of the meaning between the more general term and the more specific
term.\textsuperscript{40} We can use what we know about superordinate to help explain the absurdity of the rhyme:

The elephant is a bonny bird
It flits from bough to bough
It makes its nest an a rhubarb tree
And whistles like a cow

Of course, ‘bird’ is wrong superordinate for ‘elephant’, because ‘bird’ include ‘seagull’, ‘blackbird’, ‘hummingbird’, and so on, and ‘elephant’ comes under superordinate ‘animal’, which includes ‘giraffe’, ‘cow’, ‘dog’ and so on. Even these can be superordinate on a lower level, for example ‘dog’ is overall term including ‘labrador’, ‘poodle’, ‘irish wolfhound’ and so on.

c) General Word

The last form of lexical cohesion that we are going to cover here is general word. These can be general nouns, as in ‘thing’, ‘stuff’, ‘place’, ‘person’, ‘women’, and ‘man’, or general verbs as in ‘do’ and ‘happen’. In a way, general word is a higher level than superordinate: it is umbrella that can cover almost everything.\textsuperscript{41} In the following, Peter a 49 year-old chemist, uses the general noun ‘place’ to refer back either to ‘poly’ or to the city.

And so he went off to Wolferhampton Poly which he selected for, you know, all the usual reason, reasonable place, reasonable course, reasonable this reasonable that term to do computer science which of course all the kids want to do now term twentieth century- no it isn’t, it is sort of nineteen eighties version of wanting to be engine driver.

2) Collocation

The second type of lexical cohesion is collocation. It deals with the relationship between words on basis of the fact that these often occur in the same surrounding. For example:

Congress and politician or college and study

Collocation is part of lexical cohesion that is achieved through the association of lexical items that regularly co-occur. Collocation is regular combination of words in which to fullfil the meaning, these words must occur together such as black coffee instead of thick coffee and drink medicine instead of eat medicine.

Collocation is the reoccurrence of an item on the text but the repeated item is not exactly the same with the referred item, but the item in some way is typically much the same with one to another because they tend to occur in similar environment.
Halliday and Hasan state that collocation is the various lexical relations that do not depend on referential identity and not of the form of reiteration accompanied by “the” or demonstrative. And collocation includes pairs of words drawn from the same series and part to whole also part to part. In other words, collocation is a certain word that can only occur with certain word.

1. Pair of words that have opposite meaning
   For example: basement...roof, roads...rail, red...green.

2. Pair of two words drawn from the same series
   For example: dollar...cent, north...south, colonel...brigadier

3. Part to whole
   For example: car...brakes, box...lid

4. Part to part
   For example: mouth...chin, verse...chorus (on refrain)

**B.3. The Degree of Cohesiveness**

To determine the degree of text cohesiveness, the writer uses Scinto formula that recognized by Hartnett’s book “Static and Dynamic Cohesion”. According to the frequency of cohesion device using on the text, Scinto develops a formula that establish the degree of cohesiveness. This formula observes the text cohesiveness

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according to the cohesion devices using and compare them by total of topic units in the text.

Topic unit defined as a set of continuous utterances appearing related to the same topic without being separated by introduction or renewal of topic or of a shift in turn. Topic units were first categorized globally as either topic maintenance a topic shift category. ⁴³

We can measure the degree of cohesiveness by compare the number of cohesion that applied on the text with the topic units and multiplied by 100 %. ⁴⁴

\[
\frac{\text{The number of cohesion device}}{\text{The number of topic units}} \times 100 \%
\]

The guidelines to determine the degree of cohesiveness as follows:

Table 4. Degree of Cohesiveness Categories

<table>
<thead>
<tr>
<th>Categories</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very high</td>
<td>&gt; 85 %</td>
</tr>
<tr>
<td>High</td>
<td>70 – 85 %</td>
</tr>
<tr>
<td>Medium</td>
<td>55 – 69 %</td>
</tr>
<tr>
<td>Low</td>
<td>35 – 54 %</td>
</tr>
<tr>
<td>Very low</td>
<td>&gt; 35 %</td>
</tr>
</tbody>
</table>

CHAPTER III

RESEARCH FINDING

A. Data Description

In this chapter, the writer will explain analysis of sport news text with applying the Haliday and Hasan’s concept of cohesion. According to them, cohesion divided into two aspects; grammatically and lexically. The unifying text is seen from the connection among sentences expressed through grammatical agencies and lexicon element.

Table 5. Statistical Table

<table>
<thead>
<tr>
<th>Grammatical Cohesion</th>
<th>Amount</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reference</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Personal Reference</td>
<td>43 items</td>
<td></td>
</tr>
<tr>
<td>b. Demonstrative Reference</td>
<td>66 items</td>
<td></td>
</tr>
<tr>
<td>c. Comparative Reference</td>
<td>6 items</td>
<td>115</td>
</tr>
<tr>
<td>Total of Reference</td>
<td></td>
<td>115</td>
</tr>
<tr>
<td>2. Substitution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Nominal Substitution</td>
<td>2 items</td>
<td>2</td>
</tr>
<tr>
<td>Total of Substitution</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>4. Conjunction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Additive Conjunction</td>
<td>12 items</td>
<td></td>
</tr>
<tr>
<td>b. Adversative Conjunction</td>
<td>6 items</td>
<td></td>
</tr>
<tr>
<td>c. Temporal Conjunction</td>
<td>3 items</td>
<td></td>
</tr>
<tr>
<td>Total of Conjunction</td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>Total of Grammatical Cohesion</td>
<td></td>
<td>138</td>
</tr>
</tbody>
</table>

Lexical Cohesion

1. Reiteration
   a. Repetition 29 words
   b. Synonym 4 words
### 2. Collocation

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total of Reiteration</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>2. Collocation</td>
<td>1 item</td>
<td></td>
</tr>
<tr>
<td>Total of Lexical Cohesion</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td><strong>Total of Grammatical and Lexical Cohesion</strong></td>
<td><strong>175</strong></td>
<td></td>
</tr>
</tbody>
</table>

## B. Data Analysis

In this chapter, the writer will analyzes the data by using Cohesion Theory of Haliday and Hasan, and the Degree Cohesiveness by using Scinto Formula. The writer will analyze the text which contains cohesion device per sentence with sign (S).

**Title “Terry Inspire Chelsea to League Cup Win Over Tottenham”**

### 1. Grammatical and Lexical Cohesion

1) Reference

   a. Personal reference

   The personal reference items which occur in the text are personal pronoun as a subject I, me, we, it, and possessive adjective my, his, our, one’s.

   S.1) … and **his** first-ever cup final goal, evergreen captain John Terry ... (**his** refers to John Terry)

   S.2) … after collecting **Chelsea’s** last silverware in the Europa League. (**Chelsea’s** refers to Chelsea)
S.3) … , it gave Jose Mourinho the first trophy of his second spell as Chelsea Manager. (it refers to the victory and his refers to Jose Mourinho)

S.4) … when Mourinho won his first title in England. (his refers to Jose Mourinho)

S.5) "It's difficult for me to live without titles," Mourinho said. (me refers to Jose Mourinho)

S.6) "I need to feed myself with titles." (myself refers to Jose Mourinho)

S.7) And Terry helped to satisfy Mourinho's hunger. (Mourinho's refers to Mourinho)

S.8) … in the 45th minute when his strike took a slight deflection off defender Eric Dier. (his refers to John Terry)

S.9) "We handled the game well and the pressure well," said Terry, … (we refers to Chelsea’s players)

S.10) "I don't see it as my last (visit to Wembley), hopefully there are many more to come for me." (I, my, me refer to John Terry and it refers to match)

S.11) … striker Diego Costa's shot into the net in the 56th minute. (Costa's refers to Costa)

S.12) The triumph ended the longest trophy drought in Mourinho's managerial career, … (Mourinho’s refers to Mourinho)
The Portuguese, who collected the League Cup twice in his 2004-07 Chelsea reign, … (his refers to Jose Mourinho)

"This is the first one and we have to build on it," Terry said. (we refers to Chelsea’s players and it refers to victory)

"Hopefully we can kick on now." (we refers to Chelsea’s players)

For Tottenham it is the second cup disappointment in three days, … (it refers to match)

Mauricio Pochettino’s first season in charge of Tottenham will be a trophyless one, but his young team is still developing. (Pochettino and his refers to Pochettino)

"We played much better in the first half, and we respected our style and philosophy," Pochettino said. (we and our refer to Tottenham’s players)

"We were better than Chelsea, and unlucky to concede the goal we did. (we refers to Tottenham)

It was hard for us." (it refers to unlucky)

… that the north London club’s attacking enterprise on this occasion. (north London club’s refers to Tottenham)

But it was Terry who so masterfully marshalled Chelsea’s rearguard —… (It refers to defensive shield and Chelsea’s refers to Chelsea)
S.25) … , Christian Eriksen's dipping free kick hit the crossbar.  
(Eriksen refers to Eriksen)

S.27) … , Michel Vorm lost his usual spot in goal for Tottenham's cup games in favor of Hugo Lloris. (his refers to Michel Vorm and Tottenham's refers to Tottenham)

S.29) Willian's free kick was half cleared by Dier and Terry's low shot was then helped over the line by the defender's deflection. (willian's refers to willian, terry's refers to terry, and defender's refers to defender)

S.30) Lloris did limit the damage before the break by collecting Gary Cahill's header and then saving Fabregas' overhead kick at the start of the second half. (Gary Cahill's refers to Gary Cahill and Fabregas' refers to fabregas)

S.31) … to Costa, the Spain striker beat Lloris at his near post. (his refers to costa)

S.32) It was game over. (It refers to match)

S.34) "… we controlled it a bit better and deserved the win," Terry said. (we refers to Chelsea’s player)

From the personal reference above, we can know that there are personal pronoun and possessive adjective. Personal pronoun consist of; it on sentence (1, 10, 15, 17, 21, 24 and 32), me on sentence (5 and 10), we on sentence (9, 15, 16, 19, 29 and 34), and I on sentence 10. The total of personal pronoun is 18 items.
Possessive adjective consist of; his on sentence (1, 3, 4, 13, 18, 27, and 31), myself on sentence 6, my on sentence 10, our on my sentence 19, and one’s on sentence (2, 7, 11, 12, 18, 22, 24, 25, 27, 29 and 30). The total of possessive adjective is 25 items. So, the total of personal reference is 43 items.

Personal reference is used by the author to avoid a repetition of subject. It refers to previous mentioned subject, nut it has to put exactly as personal pronoun in order to not create an ambiguity.

b. Demonstrative reference

The demonstrative reference agencies that appear in the text are neutral demonstrative represented by the, the selective by near, the selective participant demonstrative represented by this, and selective circumstance demonstrative represented by there, now, and then.

S.2) The 34-year-old Terry lifted … after collecting Chelsea’s last silverware in the Europa League.

S.3) …, it gave Jose Mourinho the first trophy of his second spell as Chelsea Manager.

S.4) Terry and goalkeeper Petr Cech were the only players on the Wembley Stadium pitch who also started the League Cup final …
The center back successfully contained Tottenham throughout the first half and then made the scoring breakthrough in the 45th minute when …

"We handled the game well and the pressure well," said Terry, whose contract expires at the end of the season.

…, hopefully there are many more to come for me."

Victory in the first final of … into the net in the 56th minute.

The triumph ended the longest trophy …, having last won the 2012 Spanish title …

The Portuguese, who collected the League Cup twice in his 2004-07 Chelsea reign, remains in contention this season to also win for the Champions League and the Premier League.

…— now with a game in hand.

"This is the first one and we have to build on it," Terry said.

For Tottenham it is the second cup disappointment in three days, having exited the Europa League …

"We played much better in the first half, and …

…, and unlucky to concede the goal we did.

Two months ago to the day Tottenham stunned Chelsea 5-3 on Jan. 1, but the west London club managed to largely that
the north London club's attacking enterprise on this occasion.

S.23) The suspension of Chelsea midfielder Nemanja Matic led to center back Kurt Zouma being deployed as the defensive shield.

S.24) — particularly quelling 21-year-old Harry Kane, the striking revelation of the season.

S.25) When Kane was brought down on edge of the penalty area by Cesc Fabregas, Christian Eriksen's dipping free kick hit the crossbar.

S.26) And after Kane brought the ball forward from the halfway line to the edge of the area, the breakthrough star of the season saw a low shot saved by Petr Cech.

S.27) Although Chelsea used the final to rest first-choice goalkeeper Thibaut Courtois,...

S.28) The captain was beaten ...

S.29) … then helped over the line by the defender's deflection.

S.30) Lloris did limit the damage before the break by collecting Gary Cahill's header, and then saving Fabregas' overhead kick at the start of the second half.

S.31) But after Fabregas threaded the ball through to Costa, the Spain striker beat Lloris at his near post.
S.33) And a fine intervention from Terry in the penalty area in the 87th prevented Kane ...

S.34) "The first half was even, but (the) second half we controlled it a bit better and deserved the win," Terry said.

From the demonstrative reference above, there are 6 markers which build the text, namely; the, near, now, then, this and there. Then, we will explain them as follows.

*The* is a signal of identity that shows to identify something. For example on sentence 13 “*The* Portuguese, who collected the League Cup twice in his 2004-07 Chelsea reign …”. That shows to identify Jose Mourinho who are from Portugal and has succeed as a manager of Chelsea. *The* in here is anaphoric, it means the always refers to the preceding text. *The* is a neutral demonstrative pronoun. We can also see *the* almost all sentence in that text on sentence (2, 3, 4, 8, 9, 11, 12, 13, 15, 17, 19, 20, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, and 34).

*This* on sentence 13 “*This* is the first one and we have to build on it”, refers to the trophy which has mentioned before. The author uses demonstrative pronoun to point out something according to its own proximity. We can also see *this* on sentence 13 and 22.

*Now* on sentence 14 “What made Sunday even better for Chelsea was second-place Manchester City losing to leave Chelsea
five points in front — now with a game in hand.”, means Chelsea has now 1 match which has not played yet. Chelsea has 5 points more than Manchester City, if Chelsea win the next match, they will has 8 points more than City. Now is used to point out near time. It is a part of the selective demonstrative reference.

Near on sentence 31 “But after Fabregas threaded the ball through to Costa, the Spain striker beat Lloris at his near post.”, refers to the Lloris’ post. Near, points out the place. It is the selective demonstrative reference.

There on sentence 10 "I don’t see it as my last (visit to Wembley), hopefully there are many more to come for me.”, means the trophy which has waited for Chelsea to reach, they are premier league and champions league. There is a part of demonstrative reference, particularly selective circumstance of place. The rests trophies are still far to reach for Chelsea, so there is used to point out far of place or something.

So, the total of demonstrative reference is 67 items which is divided into 5 agencies. They are; the, near, this, now and there.

c. Comparative reference

The comparative reference agencies in this text are numerative particular comparison represented by more and so, and epithet by better and longest.
S.3) Perhaps more significantly, it gave Jose Mourinho the first trophy of his second spell as Chelsea Manager

S.10) …, hopefully there are many more to come for me."

S.20) The triumph ended the longest trophy drought in Mourinho’s managerial career, …

S.24) But it was Terry who so masterfully marshalled Chelsea’s rearguard — …

S.34) "The first half was even, but (the) second half we controlled it a bit better and deserved the win," Terry said.

On the comparative reference above, we found two kinds of particular comparison, they are numerative and epithet. Numerative comparison consist of more on sentence (3 and 10) and so on sentence 24, and epithet consist of better on sentence (20 and 34) and longest on sentence 12. For example, on sentence 20, Tottenham’s Manager compares his team and Chelsea in playing at that match. He feels his team play better than Chelsea, but in fact, Chelsea wins the game. So, the total of comparative reference used in the text is 6 items.

2) Substitution

In that text, the writer only found two to three kinds of substitution. They are nominal substitution and verbal substitution. The explanation of them will be described as follows:

a. Nominal substitution
S.15) "This is the first one and we have to build on it," Terry said.

S.18) Mauricio Pochettino's first season in charge of Tottenham will be a trophyless one, but his young team is still developing.

In this context one is a form of nominal substitution, it is used to substitute nominal item. In this case, one on sentence 15 refers to trophy and one on sentence 18 refers to team.

3) Conjunction

In that text, the writer found three to four of conjunction. They are;
- Additive conjunction, Adversative conjunction, and Temporal conjunction.
- a. Additive conjunction

S.1) With a commanding defensive display and his first-ever cup final goal, …

S.4) Terry and goalkeeper Petr Cech were the only players on the Wembley Stadium pitch …

S.7) And Terry helped to satisfy Mourinho's hunger.

S.9) "We handled the game well and the pressure well," said Terry, …

S.13) The Portuguese, …, remains in contention this season to also win for the Champions League and the Premier League.
S.15) "This is the first one and we have to build on it," Terry said.

S.19) "We played much better in the first half, and we respected our style and philosophy," Pochettino said.

S.20) "We were better than Chelsea, and unlucky to concede the goal we did. It was hard for us."

S.26) And after Kane brought the ball forward from the halfway line to the edge of the area, the breakthrough star of the season saw a low shot saved by Petr Cech.

S.29) Willian's free kick was half cleared by Dier and Terry's low shot was then helped over the line by the defender's deflection.

S.33) And a fine intervention from Terry in the penalty area in the 87th prevented Kane from giving Tottenham any hope of a comeback.

S.34) "... we controlled it a bit better and deserved the win," Terry said.

*And* is expressed additive conjunction. It contributes to give additional information without changing information in the previous clause or phrase. Additive conjunction is used by author to pour the addition of ideas within an existing idea. For example on sentence 19, Manager of Tottenham, Pochettino said the positive points of their team which has defeated by Chelsea in Final. He said that Tottenham
played better than Chelsea, and to add positive point, he said that we respected our style and philosophy about open play to face Chelsea. So, and is used to give additional information and to connect two sentences. Furthermore, we also can see the nominal conjunction of and on sentence 1, 4, 7, 9, 13, 15, 20, 26, 29, 33, and 34)

b. Adversative conjunction

S.18) Mauricio Pochettino's first season in charge of Tottenham will be a trophyless one, but his young team is still developing.

S.22) Two months ago to the day Tottenham stunned Chelsea 5-3 on Jan. 1, but the west London club managed to largely thwart the north London club's attacking enterprise on this occasion.

S.24) But it was Terry who so masterfully marshalled Chelsea's rearguard — particularly quelling 21-year-old Harry Kane, the striking revelation of the season.

S.27) Although Chelsea used the final to rest first-choice goalkeeper Thibaut Courtois, Michel Vorm lost his usual spot in goal for Tottenham's cup games in favor of Hugo Lloris.

S.31) But after Fabregas threaded the ball through to Costa, the Spain striker beat Lloris at his near post.
"The first half was even, but (the) second half we controlled it a bit better and deserved the win," Terry said.

*But* and *although* are the items of adversative conjunction which has been found in that text by the writer. The basic meaning of adversative conjunction is ‘contrary to expectation’. For example on sentence 18, this is the first season for Pochettino manage Tottenham, and because of this lost, Tottenham potentially will get no trophy for this season. That first sentence is a minus points for Tottenham, but the author want to add the plus point on second sentence. That is, although Tottenham potentially will be get no trophy, but their effort has to be admitted because they can fight in Final against Chelsea. So, *but* is used to connect two contrary sentences. Furthermore, we can found items of adversative conjunction on sentence (22, 24, 31, and 34) for *but*, and on sentence 27 for *although*.

c. Temporal conjunction

The center back successfully contained Tottenham throughout the first half and then made the scoring breakthrough in the 45th minute when his strike took a slight deflection off defender Eric Dier.

Willian's free kick was half cleared by Dier and Terry's low shot was then helped over the line by the defender's deflection.
S.30) S.30: Lloris did limit the damage before the break by collecting Gary Cahill’s header, and then saving Fabregas' overhead kick at the start of the second half.

*Then* is the simplest form of temporal conjunction and it is used as a sequence of time. For example on sentence 29, the first moment is, willian’s free kick was half cleared by Dier. The second moment is, Terry’s low shot made a goal for Chelsea. So, *then* is used to connect 2 moments in one sentence. Furthermore, we found the same items on sentence 8 and 30.

Lexical Cohesion

1. Reiteration

   The next marker of cohesion is lexical cohesion, and repetition is one of its devices that often appear in the text.

   a. Repitition

   S.1) With a commanding defensive display and his first-ever cup final goal, evergreen captain John Terry ensured Chelsea would not endure another trophyless season.

   S.2) The 34-year-old Terry lifted the League Cup at Wembley Stadium following a 2-0 victory over Tottenham almost two years after collecting Chelsea’s last silverware in the Europa League.
S.3) … it gave Jose Mourinho the first trophy of his second spell as Chelsea Manager.

S.4) Terry and goalkeeper Petr Cech were the only players on the Wembley Stadium pitch who also started the League Cup final a decade ago when Mourinho won his first title in England.

S.5) "It's difficult for me to live without titles," Mourinho said.

S.6) "I need to feed myself with titles."

S.7) And Terry helped to satisfy Mourinho's hunger.

S.8) The center back successfully contained Tottenham throughout the first half … when his strike took a slight deflection off defender Eric Dier.

S.9) "We handled the game well and the pressure well," said Terry, whose contract expires at the end of the season.

S.10) "I don't see it as my last (visit to Wembley), …

S.11) Victory in the first final of the English season was secured when Tottenham defender Kyle Walker deflected striker Diego Costa's shot into the net in the 56th minute.

S.12) The triumph ended the longest trophy drought in Mourinho's managerial career, having last won the 2012 Spanish title with Real Madrid before rejoining Chelsea in 2013.
S.13) The Portuguese, who collected the League Cup twice in his 2004-07 Chelsea reign, remains in contention this season to also win for the Champions League and the Premier League.

S.14) What made Sunday even better for Chelsea was second-place Manchester City losing to leave Chelsea five points in front — now with a game in hand.

S.15) "This is the first one and we have to build on it," Terry said.

S.16) "Hopefully we can kick on now."

S.17) For Tottenham it is the second cup disappointment in three days, having exited the Europa League at Fiorentina on Thursday.

S.18) Mauricio Pochettino's first season in charge of Tottenham will be a trophyless one, but his young team is still developing.

S.20) "We were better than Chelsea, and unlucky to concede the goal we did.

S.22) Two months ago to the day Tottenham stunned Chelsea 5-3 on Jan. 1, ...

S.23) The suspension of Chelsea midfielder Nemanja Matic led to center back Kurt Zouma being deployed as the defensive shield.
S.24) But it was **Terry** who so masterfully marshalled **Chelsea**'s rearguard — particularly quelling 21-year-old Harry **Kane**, the striking revelation of the season.

S.25) When **Kane** was brought down on edge of the penalty area by Cesc **Fabregas**, Christian Eriksen's dipping free kick hit the crossbar.

S.26) And after **Kane** brought the ball forward from the halfway line to the edge of the area, the breakthrough star of the season saw a low shot saved by Petr Cech.

S.27) Although **Chelsea** used the **final** to rest first-choice goalkeeper Thibaut Courtois, Michel Vorm lost his usual spot in goal for **Tottenham**'s cup games in favor of Hugo Lloris.

S.28) The **captain** was beaten ...

S.29) Willian's free kick was half cleared by Dier and **Terry**'s low shot was then helped over the line by the **defender**'s deflection.

S.30) …, and then saving **Fabregas**' overhead kick at the start of the second half.

S.31) But after **Fabregas** threaded the ball through to **Costa**, the Spain **striker** beat Lloris at his near post.

S.32) It was **game** over.
S.33) And a fine intervention from Terry in the penalty area in the 87th prevented Kane from giving Tottenham any hope of a comeback.

S.34) … and deserved the win," Terry said.

On the text above, there are so many repetitions that author uses to build the text. Those words are; Chelsea for 12 times on sentence (1, 2, 3, 12, 13, 14, 20, 22, 23, 24, and 27), Terry for 10 times on sentence (1, 2, 4, 7, 9, 15, 24, 29, 33, and 34), Tottenham for 8 times on sentence (2, 8, 11, 17, 18, 22, 27, 33), season for 7 times (on sentence (1, 9, 11, 13, 18, 24, and 26), League for 7 times on sentence 2, 4, 13, and 17), Cup for 6 times on sentence (1, 2, 4, 13, 17, and 27), Mourinho for 5 times on sentence (3, 4, 5, 7, and 12), Game for 4 times on sentence (9, 14, 27, and 32), Final for 4 times on sentence (1, 4, 11, and 27), Title for 4 times on sentence (4, 5, 6, and 12), Kick for 4 times on sentence (16, 25, 29, and 30), and the last words have repeated twice, they are captain, trophy, trophyless, stadium, victory, win, defensive, Europa, goalkeeper, striker, Costa, and deflection.

From the repetitions above, we can know the highest word which has been repeated is Chelsea. It can be happened because the title of the text is “Terry Inspires Chelsea to League Cup Win over Tottenham”. Chelsea becomes the most important word to build in that text, so word of Chelsea has repeated 12 times.
b. Synonym

Synonym is the way to avoid repetition. In this research, the writer found 3 words which have synonym as follows:

S.1) ... his first-ever cup final goal, evergreen captain John Terry ensured Chelsea would not endure another trophyless season.
S.3) ... it gave Jose Mourinho the first trophy of his second spell as Chelsea Manager.
S.11) Victory in the first final ... striker Diego Costa's shot into the net in the 56th minute.
S.12) The triumph ended the longest trophy drought in Mourinho's managerial career, having last won the 2012 Spanish title with Real Madrid before rejoining Chelsea in 2013.
S.30) ... and then saving Fabregas' overhead kick at the start of the second half.
S.34) ... and deserved the win," Terry said.

The author utilizes synonyms to avoid too much repetition on the text. So the author chooses an alternative way by using synonyms which is another word that still has same meaning. Those words are; 
cup (s.1) – trophy (s.3), victory (s.11) – triumph (s.12) - win (s.34),
season (s.1) – spell (3) and shot (s.11) – kick (s.30).

c. Superordinate

S.1) ... evergreen captain John Terry ensured Chelsea ...
S.2) …. it gave Jose Mourinho the first trophy of his second spell as Chelsea Manager.

S.4) Terry and goalkeeper Petr Cech were the only players on the Wembley Stadium pitch ...

S.8) … his strike took a slight deflection off defender Eric Dier.

S.11) … when Tottenham defender Kyle Walker deflected striker Diego Costa’s shot into the net in the 56th minute.

S.18) Mauricio Pochettino’s first season …

S.23) The suspension of Chelsea midfielder Nemanja Matic led to ` being deployed as the defensive shield.

S.25) When Kane was brought down on edge of the penalty area by Cesc Fabregas, Christian Eriksen’s dipping free kick hit the crossbar.

S.27) Although Chelsea used the final to rest first-choice goalkeeper Thibaut Courtois, Michel Vorm lost his usual spot in goal for Tottenham’s cup games in favor of Hugo Lloris.

S.29) Willian’s free kick was ...

S.30) Lloris did limit the damage before the break by collecting Gary Cahill’s header, and …

Superordinate is used by the author to reveal a specific word (hyponym) by its general reference (hypernym). The words Captain John Terry (s.1), goalkeeper Petr Cech (s.4), defender Eric Dier (s.8), defender Kyle Walker and striker Diego Costa (s.11), midfielder
Nemanja Matic (s.23), Kane, Cesc Fabregas, Christian Eriksen (s.25), Goalkeeper Thibaut Courtois, Michel Vorm, Hugo Lloris (s.27), Willian (s.29), and Gary Cahill (s.30) have superordinate link with the word players (s.4).

Then the words Jose Mourinho (s.3) and Mauricio Pochettino (s.18) have also superordinate link with the word Manager (s.3). Last, the words Premier and Champions have superordinate link with the league d. General word

The last form of lexical cohesion is general word. These can be general nouns, as in ‘thing’, ‘stuff’, ‘place’, ‘person’, ‘women’, ‘man’, or general verbs as in ‘do’ and ‘happen’. In that text, the writer found did as general word.

Did on sentence 30, “Lloris did limit the damage before the break by collecting Gary Cahill’s header, and then saving Fabregas' overhead kick at the start of the second half.”, is the general word of collecting and saving.

2. Collocation

The second device of lexical cohesion is collocation. In this text, the writer only found 1 collocation as under.

The word captain on sentence 1, players on sentence 4, and the word manager on sentence 3 are collocated to the word team on
sentence 18. It is part to whole, because captain, players and manager are part of team.

2. The Dominant Device of Cohesion

<table>
<thead>
<tr>
<th>Device</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference</td>
<td>115</td>
<td>65, 71%</td>
</tr>
<tr>
<td>Substitution</td>
<td>2</td>
<td>1, 14%</td>
</tr>
<tr>
<td>Conjunction</td>
<td>21</td>
<td>12%</td>
</tr>
<tr>
<td>Repetition</td>
<td>29</td>
<td>16, 57%</td>
</tr>
<tr>
<td>Synonym</td>
<td>4</td>
<td>2, 28%</td>
</tr>
<tr>
<td>Superordinate</td>
<td>2</td>
<td>1, 14%</td>
</tr>
<tr>
<td>General Word</td>
<td>1</td>
<td>0, 57%</td>
</tr>
<tr>
<td>Collocation</td>
<td>1</td>
<td>0, 57%</td>
</tr>
</tbody>
</table>
From the cohesion chart above, the writer found the dominant device of cohesion which is divided into two types. On the grammatical cohesion, Reference becomes the dominant device appearing in the text with 65.71%. Whereas, on the lexical cohesion, Repetition becomes the dominant device appearing in the text with 16.57%.

3. The Degree of Cohesiveness

The writer determines the degree of cohesiveness in sport news text of The Jakarta Post through Scinto Formula by this following concept:

\[
\text{Degree of Cohesiveness} = \frac{\text{The number of cohesion device}}{\text{The number of topic units}} \times 100\%
\]

According to the Scinto Formula’s concept above, the writer establishes the degree of cohesiveness on the text whether their categories are very high,
high, medium or low. The writer counts the degree of cohesiveness by the grammatical and lexical sight. The result of them will be described on the table below.

<table>
<thead>
<tr>
<th>Table 6. Degree of Cohesiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Grammatical Cohesion Devices</strong></td>
</tr>
<tr>
<td>138 devices</td>
</tr>
</tbody>
</table>

| **Number of Lexical Cohesion Devices** | **Number of Topic Units** | **Percentage** | **Categories** |
| 37 devices | 34 units | 108, 82 % | Very high |

From the table above, the degree of grammatical cohesion is higher than lexical cohesion. But, both of them are in very high categories of the degree of cohesiveness. The grammatical cohesion gets 405,88% and reference is the dominant device. It means the grammatical cohesion device is too much in building a text. While, the lexical cohesion is almost appropriate with 108,82% and the dominant device is repetition. Based on the degree of cohesiveness, the appropriate text is the text which has grammatical and lexical cohesion around 100%. So, the readers can get message and information clearly.
A. Conclusion

Considering the result of the research in chapter III, the writer concludes that not all of the grammatical and lexical cohesion devices in that sport news text are used. Grammatical cohesion devices which have been analyzed are Reference, Substitution, and Conjunction. While, lexical cohesion devices which have been analyzed are Reiteration (Repetition, Synonym, Superordinate, and General Word) and Collocation.

The dominant grammatical cohesion device appearing in the text is Reference with percentage 65.71%. In this case, the kind of reference which often appears is Demonstrative Reference. While, in lexical cohesion, the dominant one is Repetition with percentage 16.57%. All of them appropriately in the text therefore cohesiveness in the text is established.

Based on the degree of cohesiveness in the text, the writer concludes that the using of grammatical cohesion device is higher than lexical cohesion device. The difference is about four times. The percentage of lexical cohesion is very high with 108.82%, but the grammatical cohesion is higher with 405.85%. It shows that the lexical cohesion
devices have built the text appropriate, and grammatical cohesion devices have built the text important.

B. Suggestion

The basic function of news text is to deliver the message to the readers clearly and interestingly. Based on the degree of cohesiveness, the grammatical should be reduce especially demonstrative reference which has percentage 65.71%, it cause the degree of cohesiveness become 405.85%. To make it appropriate, it should be reduce to near 100%. While, the repetition on lexical cohesion is also dominant with percentage 16.57%, so it cause the degree of cohesiveness become 108.82%. Actually, it’s almost appropriate, but it should be little reduced by replacing to the synonym word. So, the reader can be ease to read the whole text and get the information clearly.

In this research, the writer only analyzes one text of sport news, and the writer suggests to the next researcher to explore the object of analysis. You can use the data from another print media, such as newspaper, magazine, tabloid, even from online media. You can also compare the use of cohesion in the different media to know the degree of cohesiveness and the effectiveness of the text to give the message or information to the readers.
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Terry inspires Chelsea to League Cup win over Tottenham

With a commanding defensive display and his first-ever cup final goal, evergreen captain John Terry ensured Chelsea would not endure another trophyless season.

The 34-year-old Terry lifted the League Cup at Wembley Stadium following a 2-0 victory over Tottenham almost two years after collecting Chelsea's last silverware in the Europa League. Perhaps more significantly, it gave Jose Mourinho the first trophy of his second spell as Chelsea manager.

Terry and goalkeeper Petr Cech were the only players on the Wembley Stadium pitch who also started the League Cup final a decade ago when Mourinho won his first title in England.

"It's difficult for me to live without titles," Mourinho said. "I need to feed myself with titles."

And Terry helped to satisfy Mourinho's hunger. The center back successfully contained Tottenham throughout the first half and then made the scoring breakthrough in the 45th minute when his strike took a slight deflection off defender Eric Dier.

"We handled the game well and the pressure well," said Terry, whose contract expires at the end of the season.

"I don't see it as my last (visit to Wembley), hopefully there are many more to come for me."

Victory in the first final of the English season was secured when Tottenham defender Kyle Walker deflected striker Diego Costa's shot into the net in the 56th minute.

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When Kane was brought down on edge of the penalty area by Cesc Fabregas, Christian Eriksen's dipping free kick hit the crossbar. And after Kane brought the ball forward from the halfway line to the edge of the area, the breakthrough star of the season saw a low shot saved by Petr Cech.

Although Chelsea used the final to rest first-choice goalkeeper Thibaut Courtois, Michel Vorm lost his usual spot in goal for Tottenham's cup games in favor of Hugo Lloris.

The captain was beaten on the stroke of half time having had little to do before then. Willian's free kick was half cleared by Dier and Terry's low shot was then helped over the line by the defender's deflection.

Lloris did limit the damage before the break by collecting Gary Cahill's header, and then saving Fabregas' overhead kick at the start of the second half.

But after Fabregas threaded the ball through to Costa, the Spain striker beat Lloris at his near post. It was game over. And a fine intervention from Terry in the penalty area in the 87th prevented Kane from giving Tottenham any hope of a comeback.

"The first half was even, but (the) second half we controlled it a bit better and deserved the win," Terry said.