An Analysis of Cohesion Markers on *John Terry to Leave Chelsea at end of the season* in The Jakarta Post

A Thesis

Submitted to Faculty of Letters and Humanities

In Partial Fulfillment of the Requirements for the Degree Strata One

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JAKARTA

2017
ABSTRACT


This research examined cohesion markers in the article of The Jakarta Post. The objective of the research is to know the kinds of cohesion markers which are used in the article, and to know how the cohesion markers show the cohesiveness of the news in the article. This study applied qualitative method and descriptive analysis technique for data analysis. The articles about John Terry to leave Chelsea at the end of the season in The Jakarta Post, next the article is read and the cohesion markers that occurred in the texts was analyzed to know how the cohesion markers represented perspective of the journalist in the article. The writer used the theory of cohesion markers of Halliday and Hasan. There are 42 items of grammatical cohesion markers and 12 items of lexical cohesion markers in the article of The Jakarta Post. The cohesion markers showed the perspective of the journalist on John Terry to leave Chelsea at the end of the season in The Jakarta Post. *Through the using of cohesion markers, the journalist of The Jakarta Post tried to ensure that John Terry will leave his club at the end of the season in the Premier League*. The journalist gift some profiles of John Terry during in the Chelsea as the captain and what the gift of John Terry for his club.
APPROVEMENT

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Approved by:

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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, 20 Juli 2017
ACKNOWLEDGEMENT

_Bismillahirrahmanirrahim_

In the name of Allah, the most Gracious, the most Merciful.

_Alhamdulillah_, all praises to Allah, the Lord of the universe, who always blessed us every time. Peace and Blessing be upon to the great messenger of Allah our prophet Muhammad SAW and his families, his relives and all of his followers.

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May Allah always bless them in every step they take and the writer hopes this research will give benefit for all the readers.

Jakarta, 22 Juli 2017

The Writer
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CHAPTER I

A. Background of Research

Language is a communication marker, that always used by us. Idea or purpose will be achieved and understood by language. We will never understand the natural and true language, if we are to be simple (static) of scientifically trained people today, who consider the words that he used as a means to communicate, or may develop by itself\(^1\).

Here we are charged in a dynamic science of language that will be delivered one element as the framer of discourse in cohesion. Discourse in linguistics can be shaped in talks (oral) and written. Something that creates a discourse (the property of being the text), is the state of the elements of language and refer to each other semantically related\(^2\).

So cohesion is a syntactic organization which is a container - phrases arranged in dense and to produce speech. With cohesion, a discourse will be coherent and each section forming part of the discourse of the other binding is intimate and reasonable\(^3\).

In interaction, human can use two kinds of communication: spoken and written. Both kinds of communication can be used in many different communicative purposes; spoken such as a sermon, a speech, a causal conversation, singing a song, and written text such a reading textbook, a

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poem, an advertisement, a wall poster, a novel, etc. Moreover, those kinds of communicative purposes either spoken or written in linguistic field can also be called as discourse. Discourse is a large unit which pervades combination of phoneme into morpheme, morpheme into words, words into sentence and that also combine sentence to express complex thought and ideas. With the existence of such an arrangement, the organization is useful for generating speech proficiency level. With mastery and knowledge of good cohesion, a writer will produce a discourse to be good and right.

Cohesion does not come by itself, but is created formally by means of a language called cohesion markers. Linkages between elements the one with the other elements in a discourse can be characterized formally by markers. The marker may be contained in the beginning of the sentence or at the beginning of the paragraph, or perhaps there are also between the two clauses that form sentences. Marker of cohesion consists of two parts, namely cohesion grammatical and lexical cohesion. Grammatical cohesion is the relationship between elements of the other elements that build a coherent text, whereas lexical cohesion is the relationship between elements in the discourse semantically. Lexical cohesion is an important aspect in the vocabulary section can be connected and unite.

In connection with the cohesion markers, grammatical cohesion can be reference, substitution, ellipsis, and the conjunction. And lexical cohesion can

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5 Ibid, p.96.
be realized with collocation and reiteration. One example that we take:

a) The Anti-Corruption Commission set Alex as a suspect in the case of corruption in the company HMB. The suspect is currently detained in the Detention Cipinang.

It is the case that the repetition of lexical cohesion. Repetition that creates cohesion discourse in the example above occurs in the word *suspect*. Repetition performed to mark the words that matter.

In connection with the review above, it is clear that the research of cohesion markers is important to investigate. Cohesion markers are also contained in the Jakarta Post newspaper article especially in the sport articles. Jakarta post is one of the daily newspapers by presenting a wide variety of advertising, stories, and so forth. Grammatical and lexical cohesion marker also found in literature and newspaper, for example in *The Jakarta Post in 1 February 2016*. Especially in this article, the language used directly because it found the speech or dialogue in it, for example naming someone in the article, for The next term use personal pronouns such as he, his, and their, which is one form of grammatical cohesion namely that the reference. Speakers showed where things in this world (including people) who are talking about.

In addition to the using of this reference, in the article also contained the replacement of one element with another element called with substitution. Likewise with deletion (ellipsis) are often used in sentences article, the deletion is no missing element in it, and that element is a gap in the structure.

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to be filled from other parts of the text. Also the use of the same meaning called synonymy, grammatical and lexical elements others, will be discussed in this research.

B. Focus of the Study

This research focused on grammatical cohesion and lexical cohesion in the sport articles of The Jakarta Post in 1 February 2016.

C. Research Question

1. What kinds of cohesion markers are used in the news sport text about The Jakarta Post in 1 February 2016?

2. How do the cohesion markers show cohesiveness of the news?

D. Objectives of The Study

The research objectives are:

1. To know the kinds of cohesion markers which are used in the news sport text about The Jakarta Post in 1 February 2016.

2. To know how the cohesion markers show cohesiveness of the news.

E. Significance of the Study

The significance of the study is to give a new contribution in linguistic study, especially about cohesive markers in journalistic text, especially in sport feature. Furthermore, the research is expected to be useful for the public to know the using of cohesion markers in the news. The reader must have knowledge about it to understand the message of the text well. Finally, this research also, hopefully, can give an inspiration to other student who wants to develop the similar studies in the future.
F. Research Methodology

1. The Method of Research

This research takes sport news as the major of data. Therefore, the method of the research is descriptive study by applying qualitative method. Qualitative method is a research method which is used in a problem that is not designed using procedural statistic. Through this method, the research will try to find kind of cohesion markers that used in the text, and then analyze how the cohesion markers used by the journalist show cohesiveness in each article. In addition, this study uses cohesion theory by M. A. K Halliday and Ruqaiya Hasan to analyze the collected data.

2. The Technique of Data Collection

To collect the data, this research uses bibliography technique. It is the technique which uses the written resources to acquire the data. The step of data collecting are conducted as follow:

1. The articles about The Jakarta Post in 1 February 2016 by John Terry to leave Chelsea at end of the season as the data corpus.

2. The texts are read.

3. All the cohesion markers in the texts are markers.

4. All the cohesion markers that is found are written down on the data card.

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9 Ibid., p. 42.
3. **Technique of Data Analysis**

Because of this research uses qualitative method, the non-statistical analysis is used. According to Wasito, non-statistical analysis is the most appropriate for qualitative data.\(^{10}\) The process of analysis is in some steps, i.e.: (a) the writer reads and observes the data that has been collected (b) the writer does the analysis process by using the cohesion theory of Halliday and Hasan.

4. **The Instrument of Research**

Data card is used as the instrument in this research. Data card is a card which is used to put relevant data with data sources at the end of line.\(^ {11}\) After collecting data, the data is put in data card. Then, those data will be examined one by one.

5. **The Analysis Unit**

The unit of analysis in this research is two articles from sport feature at *The Jakarta Post* accessed at [www.thejakartapost.com](http://www.thejakartapost.com). The data are chosen on 1 February 2016. Those data are:

1. “John Terry to leave Chelsea at end of the season” (*The akarta Post*, 1 February 2016).

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CHAPTER II
THEORETICAL FRAMEWORK

A. Previous Research

This research is not the only one that analyzes grammatical and lexical cohesion in the journalistic text. In this section, some previous researches will be compared with this research. The first research comes from Al-Faith journal written by Hind Tahseen Hameed. The second previous research comes from student of State Islamic University Jakarta made by Nurul Laili Mariani Fadjrin (2011) and the third research also comes from student of State Islamic University Jakarta which was conducted by Abdul Rohim (2010).

The first research is from Al-Faith journal written by Hind Tahseen Hameed. The study is entitled “Cohesion in Texts: A Discourse Analysis of a News Article in a Magazine”. Using Newsweek article “Ruins with a View”, the textual aspect of meaning through cohesion analyzed. He used theory by Halliday and Hasan for the main theory and he also used theory by Bloor and Bloor to support this research. From the research, he found the most often occurred of grammatical cohesion is reference. Another cohesion marker which has function to create texture is lexical cohesion. Therefore, cohesion is an important aspect for creating meaning within text.

The second research by Nurul Laili Mariani Fadjrin is entitled “An

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Analysis of Grammatical and Lexical Cohesion on the Journalistic Text of VoANews.com. This research focused on the grammatical and lexical cohesion and its markers of the journalistic text at VoANews.com (edition of December 27th 2010 - December 30th 2010). She used theory of Halliday and Hasan to analyze the cohesion and to determine the degree of cohesiveness of the texts, she used Scinto Formula by Carolyn Harnett. She found that the dominant marker of grammatical cohesion is reference, its percentage reached 56.64%. Meanwhile the dominant marker of lexical cohesion is repetition, its percentage attained 15.39%. The cohesiveness degree each markers are different, grammatical cohesion markers reached very high level of cohesiveness degree, the percentage average of cohesiveness degree attained 85.77%. Contrast to grammatical cohesion, lexical cohesion markers is low. Its percentage average only reached 50.01%.

The third research by Abdul Rohim is entitled “Cohesion Analysis on the Jakarta Post’s Editorial”. This research focused on the written text of the Jakarta Post’s Editorial (edition of April 2009). He analyzed how to identify how cohesive markers in the Jakarta Post’s Editorial and described the cohesive marker which has the highest occurrence. For the main theory, he used theory by Halliday and Hasan. Through his research, he found the highest occurrence and the lowest occurrence of the cohesive marker either through the grammatical cohesive or lexical cohesive in the Jakarta Post’s Editorial. The cohesion through the grammatical cohesive which has the

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14 Abdul Rohim, “Cohesion Analysis on the Jakarta Post’s Editorial” (Jakarta: UIN Jakarta, 2010).
highest occurrence is reference item especially personal reference. It contrasts with other cohesion markers such as substitution that appeared in the one text, and it is only nominal substitution. He also found some repetition words stretches across several in every text and it is the highest occurrence lexically.

Based on the previous researches above, there are some differences with this research. The first is the unit of analysis, the unit of analysis in this research is New York Daily News and The Village Voice. The second is the focus of the research, the focus of this research is grammatical and lexical cohesion in two articles which are taken from crime feature. Besides that, this research also has purpose to know how the cohesion markers show the cohesiveness of the texts.

B. The Definition of Text Unity

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 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 by meaning. It is a glance about text definition according Halliday and Hasan. From their explanation above, text cannot be supposed by grammatical aspect but it is the semantic one. Text is a combination of the sentences that connect each other and make a unity.

Halliday and Hasan through their book Cohesion in English states “the

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word text is used in linguistics to refer any passage, spoken, or written, or whatever length, that does form a unified whole.\textsuperscript{16} It is equal from Crystal assertion that text is a piece of naturally occurring spoken, written, or signed discourse identified for purposes of analysis.\textsuperscript{17}

From the official statements above, we know that text can be spoken or written form. Spoken or oral form can be seen in a speech, conversation, presentation, etc. Whereas written text can be seen in newspapers, articles, stories, etc, are considered as to be the part of written language.

Texts also have texture because they contain numerous linguistic markers establishing what Halliday and Hasan refer to as a ‘tie’. Some of linguistic marker that links two part of a text together.\textsuperscript{18} The concept of texture is entirely appropriate to express the property of ‘being a text’. And then, tie is a term for one occurrence of a pair of cohesively relation items.\textsuperscript{19}

C. 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 Halliday and Hasan in 1976, through their book Cohesion in English. The simplest definition proposed by Halliday and Hasan is that "it refers to relation of meaning that exist within the text, and that define it as a text”.

Cohesion occurs where the interpretation of some element in the

\textsuperscript{16} ibid.
\textsuperscript{17} David Nunan. Introducing Discourse Analysis. (London: Penguin Group, 1993), p. 6
\textsuperscript{18} Ronald Wardhaugh, Introduction to Linguistics, (New York: University of Michigan, 1972), p. 81
\textsuperscript{19} M.A.K. Halliday and Ruqaiya Hasan (1976), op.cit., pp. 2-3
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 presupposing and the presupposed, are thereby at least potentially integrated into a text.

According the simple example that proposed Halliday 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. Halliday and Hasan give details of the example that the word them presupposes for its interpretation something other than itself. This 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.

Halliday and Hasan, moreover, put forward that the function of cohesion is to relate one part of a text to another part of the same text. In other words cohesion functions as a tie to link one sentence to another. The actualization of cohesion in any given instance, Halliday and Hasan examine, does not depend merely on the selection of some option from within those resources, but also on the selection of some other element which resolves the presupposition that this sets up. For example in the selection of the word apples we cannot see. that it has. cohesive power by itself, a cohesive relation.

Ibid. pp.2-5
is set up only if the same word or a word related to it such as fruit has arise previously. Halliday and Hasan point out that the cohesion lies in the relation that is set up between the sentences.

1. The Cohesion Markers

   However, cohesion refers to the grammatical and lexical elements on the surface of text which can form connections between parts of the text.\(^{21}\) Furthermore Halliday and Hasan classify cohesion into two category, 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. All of cohesion markers, being on the surface on the text, can be observed, counted, and analyzed, and are therefore more objective.

   a. Grammatical Cohesion Markers Grammatical cohesion is a semantic element connection that marked by grammatical markers. Grammatical cohesion markers are reference, substitution, ellipsis, and conjunction.

   1) Reference

      The term reference is traditionally used in semantics for the relationship, which holds between a word and what it points to in the real world. Reference is the relation between an element of the text and something else by reference to which it is interpreted in the given instance. Reference is a potentially cohesive relation because the thing

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that serves as the source of the interpretation may itself be an element of text. From the point of discourse analysis, reference has an object that refers a word in the outside of language and in the inside of language.

In addition, Halliday and Hasan classify reference into exophoric and endophoric. Exophoric is a reference that has antecedent in the outside of language (extra textual), whereas endophoric is reference that its antecedent in the inside of text (intra textual). Based on the antecedent location or the direction of its reference, reference divided into two part; anaphoric and cataphoric. For more details, in can be seen in this following figure;

![Reference Diagram](image)

**Figure 1 : Reference**

From the figure above, as a general rule, reference items may be exophoric

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22 M.A.K. Halliday and Ruqaiya Hasan (1976), op.cit., pp. 308-309
or endophoric; and if it endophoric, it may be anaphoric or cathaporic. Exophoric, according to them is one, which does not name anything; it signals that reference must be made to the context of situation. Endophoric is textual reference, that is, referring to anything as identified in the surrounding text: Endophoric reference is further classified into anaphoric and cataphoric. Anaphoric is a relationship whereby the meaning of expressions is recovered from previous mention, whereas cataphoric is a relationship whereby the meaning of expressions is recovered from subsequent mention.  

For instance, attention these following sentences:

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

According the example above, a word “they” refers to the old-man and his seven-year old grandson in cataphoric scale. Whereas, a word “them” refers to the old-man and his seven-year old grandson in anaphoric scale.

a) Personal reference

Personal reference is a reference by means of function in the speech situation, through the category of person. There is no general name for this category in traditional grammar, because the members of it belong to different classes with diverse structural roles; but in fact they represent a single system.  

The category of personals includes the three classes of personal pronouns, possessive determiners (usually

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24 Guy cook (1989), op.cit., p. 156
25 M.A.K. Halliday and Ruqaiya Hasan (1976), op.cit., p. 43
called “possessive adjectives”), and possessive pronouns. They serve to identify individuals and objects that are named at some other point in the text.26

TABEL 1: Personal Pronoun

<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>
<tr>
<td>3rd PERSON</td>
<td></td>
</tr>
<tr>
<td>Singular Masculine</td>
<td>He</td>
</tr>
<tr>
<td>Feminine</td>
<td>She</td>
</tr>
<tr>
<td>Singular non-Person</td>
<td></td>
</tr>
<tr>
<td>Plural</td>
<td>They</td>
</tr>
</tbody>
</table>

26 David Nunan (1993), op.cit., p. 23
This sentence below is one of example of personal pronoun “Ferry and John got gold medal on the 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 expressed through determiners and adverb. These items can represent a single word or phrase, or much longer chunks of text -- ranging across several paragraphs or even several pages. Demonstrative reference is essentially a form of verbal pointing. The speaker identities the referent by locating it on a scale of proximity. Further explanation, see the following table:

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27 Ibid.
The circumstantial (adverbial) demonstratives here, there, now, and then refers to the location of 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 Adjuncts 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) demonstratives this, these, that, those, and the refer to the 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 these sentences below:

“There's a new mall in the Gandaria called Gandaria City. Maybe we ’11 go there tomorrow and have a look.”
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.\(^{28}\) Comparative reference divided into two: ‘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.\(^{29}\) While, particular comparison expresses comparability between things in respect of a particular property. Particular comparison must be a standard of reference by which one thing is said to be superior equal, or inferior in quality or quantity. This table below is about comparative reference:

<table>
<thead>
<tr>
<th>Comparison</th>
<th>general (deictic)</th>
<th>particular (non-deictic)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identity</td>
<td>some equal</td>
<td>identity</td>
</tr>
<tr>
<td>Similarity</td>
<td>identical</td>
<td>similar</td>
</tr>
<tr>
<td>difference</td>
<td>identical</td>
<td>similar</td>
</tr>
<tr>
<td>Numerative</td>
<td>so</td>
<td>different</td>
</tr>
<tr>
<td>epithet</td>
<td>additional</td>
<td>better; so- as-</td>
</tr>
</tbody>
</table>

\(^{28}\) Ibid. p.24

\(^{29}\) M.A.K. Halliday and Ruqaiya Hasan (1976), op.cii., p. 76
2) Substitution

Substitution is a relation between linguistic items, such as words or phrases; whereas reference is a relation between meanings. In terms 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. In addition, substitution involves a wider range of constructions: not just nouns and pronoun but verbs and adverbs as well.\(^\text{30}\)

Since substitution is grammatical relation, a relation in the wording rather than in the meaning, the different types of substitution are defined grammatically rather than semantically. The criterion in grammatical function substitutes previous item. In English, the substitute may function as a noun, as a verb, or as a clause. To these correspond the three types of substitution; nominal, verbal, and clausal.
a) Nominal Substitution

Nominal substitution is concerning substitute to nominal group. The pronoun one (or its plural form ones) and same very commonly substitutes for a previously mentioned noun. E.g.: There are top ten smart kids in the stages; these ones have got medals from this competition.

b) Verbal substitution

Verbal substitution is concerning substitute to verbal group. The verbal substitute in English is do. A word like do/does for refers to a word or groups of words which have appeared in earlier sentence, for example:

E.g.: (1) : You think Peter want to married? I think everybody does.

(2) : Okay, let’s continue this assignment. Why don’t we do it tomorrow?

First in (1) does substitutes for want, and in (2) do substitutes for continue.

c) Clausal Substitution

Clausal substitution is one further type of substitution in which what is presupposed is not an element within the clause but in an entire clause the words used as substitutes 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.\textsuperscript{31}

(1) Marry design her room by replaced its wallpaper, bed, and moving almost all items in there. I do so by myself.

(2) Has everyone come late? I hope not.

Here, so in (1) presuppose the whole of clause design her room by replaced its wallpaper, bed, and moving almost all items in there, and not in (2) presupposes everyone come late.

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.\textsuperscript{32} Ellipsis is like Substitution except that it involves deleting information recoverable from some prior context rather than replacing the information with a word like do or so.\textsuperscript{33} Ellipsis does not include every instance in which the hearer or reader has to supply missing information, but those where the grammatical structure itself points to an item or items that can fill the slot in question. In the other hand ellipsis is simply “substitution by zero”. As with substitution, there are three types of ellipsis - nominal, verbal, and clausal. Examples of each type follow. (The point at which material has been omitted from the

\textsuperscript{31} MAK Halliday and Ruqaiya Hasan (1976), op.cit., pp. 130-131

\textsuperscript{32} Davi Nunan (1993), op.cit. p. 25

\textsuperscript{33} Charles F. Meyer (2009) op.cit., p. 105
second sentence of each text is marked by (0).  

a) Nominal Ellipsis

By nominal ellipsis we mean ellipsis within the nominal group. An elliptical nominal group clearly requires that there should be available from some source or the other information necessary for feeling it out. Normally, the source of information is a preceding nominal group. For example:

E.g.: My kids play an awful lot of sport. Both (0) are incredibly energetic.

b) Verbal Ellipsis

By verbal ellipsis we mean ellipsis within the verbal group. An elliptical verbal group presupposes one or more words from a previous verbal group. Technically, it is defined as a verbal group whose structure does not fully express its systemic features—all the choices that are being made within the verbal group system. For example:

E.g.: A: Have you been working?

B: Yes, I have (0)

c) Clausal Ellipsis

Clausal ellipsis means ellipsis within the clause. For example:

A: Why’d you only set three places? Paul’s staying for dinner,

34 Davi Nunan (1993), loc.cit.
35 MAK.Halliday and Ruqaiya Hasan (1976), op.cit., pp. 147-148
isn’t he?

B: Is he? He didn’t tell me (0).

4) Conjunction

Conjunction is another type of formal relation between sentences and perhaps the most apparent is provided by those words and phrases which explicitly draw attention to the type of relationship which exists between one sentence or clause and another. Conjunction involves the use of formal markers to relate sentences, clauses, and paragraphs to each other. It uses to add more information to what has already been said (and, furthermore, add to that) or elaborate or exemplify it (for instance, thus, in other words). \(^{36}\)

However, it is a cohesive marker because it signals relationships that can only be fully understood through reference to other parts of the text. \(^{37}\) Unlike reference, substitution, and ellipsis, the use of conjunction does not instruct the reader to supply missing information either by looking for it elsewhere in the text or by filling structural slots. Halliday and Hasan propose four different types of conjunction. They are additive, adversative, causal, and temporal conjunction.

a) Additive Conjunction

Additive conjunction is a type of conjunction which

\(^{36}\) Guy Cook (1989), op.cit., p. 21

\(^{37}\) Davi Nunan (1993), op.cit., p. 28
functions to give additional information to sentence related, where the whole sentence are considered as one complex sentences. Examples of this category are and, (and) also, and...too, or, besides, nor, by the way, that is etc. For example: E.g.: The citizen refuse the parliament’s plans to build a new parliament building that spend a lot of estimates, and they also ask to the parliament to consider their trip to many countries by the name “study banding”.
(Here And signals the presentation of additional information).

b) Adversative Conjunction

The next type is adversative conjunction. It includes those conjunctions, which signal that the information following conjunction is contrary expectation. This category consists of but, yet, though, however, nevertheless, despite this, etc. For example:
E.g.: Last year John lived in California, but this year he lives in Hawai
(The relationship signaled by but is adversative because the information in the second sentence of each text moderates or qualifies the information in the first).

c) Causal Conjunction

The third is causal conjunction. This type of conjunction
signals that the information in the preceding clause refers to the cause of the content of the clause that follows the conjunction. The form of causal relation is expressed by *so, thus, hence, therefore, consequently, accordingly, and a number of expression like as a result (of that), in consequence (of that), and because of that, thus, hence, therefore, as a result, because of that, because, etc.* For example:

E.g.: I am busy in my office, so I ask my driver to pick you up. (In this type of conjunction, the relationship is one of clause and consequence).

**d) Temporal Conjunction**

The last type is temporal conjunction. This type is related to sequence in time, where the one is subsequent to the other. In other words, this kind of conjunction establishes a temporal relationship between units in discourse. The simplest form of this type is expressed by then, next, after that, finally, at last, first, etc. For example:

E.g.: *My little sister went to Bandung yesterday and she visited the famous place in there. First, she visited Tangkuban Perahu. Then, she played in Kawah Putih*

(Temporal relationships exist when the events in a text are related in terms of the timing of their occurrence).
b. Lexical Cohesion Markers

David Nunan through his book “Introducing Discourse Analysis” states that 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. Lexical cohesion is the cohesive effect achieved by the selection vocabulary. Lexical cohesion refers to the rule played by the selective of vocabulary in organizing relations within a text. Halliday and Hasan add that lexical cohesion is “phoric” cohesion that is established through the structure of the lexis or vocabulary and hence as well as substitution at lexico-grammatical level. They divide lexical cohesion into two main categories; reiteration and collocation

1) Reiteration

Reiteration is the repetition of lexical item, or the occurrence of a synonym of some kind in the context of reference; that is, where the two occurrences have the same referent. Reiteration includes repetition, synonym or near synonym, superordinat, and general word. Reiteration thus fulfils a similar semantic function to cohesive reference. Typically, therefore, a reiterated lexical item is accompanied by a reference item, usually the or a demonstrative.

a) Repetition

Repetition is repeating the same words. Repetition
occurs when a word form is repeated again in a later section of the text. The following example is adapted from Halliday and Hasan;

E.g.: There is a large tower buildins near my school, almost all my friends like to visit the tower because we can see many things from the top.

In the example above, a word tower refers back to tower.

b) Synonym.

Synonym is the word that sound different but have the same or nearly the same meaning. To make it clear, see this following example:

E.g.: Accordingly … I took leave, and turned to the ascent of the peak. The climb is perfectly easy....

In the sentences above, the word climb refers back to ascent.

c) Near synonym.

Near synonym is the connection between the words that doesn’t have exactly same meaning, but close or similar. The following example is adapted from Halliday and Hasan:

E.g.: 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 sentences 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. For example apple is a superordinat of fruit, red for color, etc. Look the example below:

E.g.: My mother makes a delicious blackforest for me. It’s my first cake from my mom.

In the sentences above, the word cake is refers back to blackforest. That is, a name for general class.

e) General word.

The general words, which correspond to major class of lexical items, are very commonly used with cohesive force. It is such as thing, person, make, do, and so on; these, although limited in number, are not clearly bounded and it is hardly possible to compile a definitive list of them. For example:

E.g.: There's a new ipad in my desk. That is a sophisticated thins happening today.

That is to say, there may be various degrees of generality intermediate between the presupposed- items itself, in the example above, thing is general word of ipad.
2) Collocation

The next type of lexical cohesion is collocation. Collocation is connection between words that have close lexical meaning. Collocation has no limit scope during those items have semantically related. According Halliday and Hasan, collocation is lexical cohesion that achieved through the association of lexical items that regularly co-occur. It is not only represented by synonym or superordinate but also by pairs of opposites of various kinds. For examples, complementaries such as boy ...girl.., stand up... sit down, antonyms such as like...hate, converses such as order ...obey, and pairs of the same ordered series. If Tuesday, occurs in one sentence and Thursday in another, the effect will be cohesive; similarly dollar ...cent, north...south, likewise with any pairs drawn from unordered lexical sets, like basement...roof, road...rail.

The member of such sets often stand in some recognizable semantic relation to one another; they may be related as part to whole, like car...brake, box...lid, or as part to part, like mouth...chin, verse...chorus; they may be co- hyponyms of the same superordinate term, ie both members of the same more general class, such as chair ...table (both hyponyms of furniture).³⁸

³⁸Ibid. pp. 284-285
CHAPTER III
RESEARCH FINDINGS

A. Data Description

In the previous chapter, the theory about cohesion by Halliday and Hasan (1976) has been explicated. Here, the cohesion markers used in the Jakarta post article will be analyzed based on their theory. This analysis is aimed to find what kinds of cohesion markers that used in both texts and to know how the cohesion markers show the cohesiveness of the texts.

The unit analysis in this research is one article from the international sport football player on Monday 1 February 2016 John Terry to leave Chelsea at end of the season which can be accessed at thejakartapost.com. Data will be analyzed based on the topic units. Topic unit is a set of continuous utterances appearing to relate the same topic without being separated by introduction or renewal of topic or of a shift in turn. In the data analysis, the word unit will be abbreviated with ‘U’ as a topic unit, for the example, Unit 1 (U1). Data from the text 1 consists of 22 topic units.

The data are as follows:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Text</th>
<th>Cohesion Markers</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td><strong>Chelsea captain John Terry</strong> will leave the <strong>Premier League</strong> champions at the end of the season <strong>after</strong> the club <strong>he</strong> has served since the age of 14 told <strong>him</strong> it would not be renewing his <strong>contract</strong>.</td>
<td>Personal reference: He and him Collocation: Chelsea captain contract and the premier league Temporal conjunction: after</td>
</tr>
<tr>
<td>2</td>
<td><strong>The 35-year-old central defender, the most successful captain</strong> in Chelsea's history, <strong>was informed</strong> about the decision <strong>before</strong> last week's 1-0 league win over Arsenal.</td>
<td>Personal reference and Near synonym: the 35 years old = the most successful Repetition: the 35 years old and the most successful Ellipsis: was informed Temporal conjunction: before</td>
</tr>
<tr>
<td>3</td>
<td>&quot;I was in last week before the Arsenal game and it (my contract) is not going to be extended,&quot; he said. &quot;It's not going to be a fairytale ending, I'm not going to retire at Chelsea.</td>
<td></td>
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<tr>
<td>4</td>
<td>&quot;Ideally I would have loved to stay, but the club's moving in a different direction. I needed to know now, like I have done every January, and sometimes it takes a couple of months to get done. Unfortunately, it was a 'no'.&quot;</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Terry has been offered a faint glimmer of hope about his future at Stamford Bridge, where Dutchman Guus Hiddink has taken over as interim coach until the end of the season, following the firing of Jose</td>
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<tr>
<td>6</td>
<td>&quot;They said that when the new manager comes in, things might change. It's a 'no' at the minute,&quot; Terry said.</td>
<td>Personal reference: they Repetition: no said Causal conjunction: that</td>
</tr>
<tr>
<td>7</td>
<td>&quot;It took me a couple of days to get over.&quot;</td>
<td>Personal reference: it</td>
</tr>
<tr>
<td>8</td>
<td>Chelsea said in a statement that <strong>there</strong> was still some chance <strong>he</strong> could <strong>be</strong> at the west London club next season</td>
<td>Demonstrative reference: there Personal reference: he Ellipsis: be</td>
</tr>
<tr>
<td>9</td>
<td>&quot;<strong>John</strong> was advised that while no new deal was currently on the table, that situation could change in the coming months,&quot; the Chelsea <strong>statement said</strong>.</td>
<td>Personal reference: john = he Demonstrative reference: that Near synonym: statement – said</td>
</tr>
<tr>
<td>10</td>
<td>&quot;<strong>He</strong> is a fantastic servant of Chelsea Football Club and a superb captain <strong>and</strong> as</td>
<td>Personal reference: he Additive Conjunction:</td>
</tr>
</tbody>
</table>
such, the club will keep the channels of dialogue open.”

<p>| | | |</p>
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</table>
| 11 | Having joined the youth ranks **and then** made his senior debut in 1998, **Terry** was appointed club captain in 2004. His physical presence, anticipation **and** leadership qualities made him **the outstanding figure** in Chelsea's defense as the club enjoyed a run of trophy **success**. | Personal reference: his and he  
Additive conjunction: and  
Temporal conjunction: then  
Collocation: the outstanding figure and success |
<p>| 12 | <strong>Terry</strong> has helped the club win four Premier League titles, five FA Cups, three League Cups, the 2012 Champions League and the 2013 Europa League. He also captained England during a 78-cap career before he retired from international football in 2012. | Personal reference: he |
| 13 | <strong>He</strong> held on to the Chelsea captaincy despite being banned for four matches <strong>and</strong> fined in 2012 for racially abusing Queens Park |
|   |   |   |</p>
<table>
<thead>
<tr>
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<th>Rangers defender Anton Ferdinand. and</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td><strong>Having made 696 appearances</strong> for the Blues, <strong>Terry</strong>'s next destination is likely to be abroad.</td>
</tr>
<tr>
<td></td>
<td>Personal reference: terry = he</td>
</tr>
<tr>
<td></td>
<td>Repetition: having made 696 appearances</td>
</tr>
<tr>
<td>15</td>
<td>&quot;<strong>I</strong> couldn't play for another Premier League club. <strong>It</strong> will be elsewhere for sure,&quot; he said. &quot;I don't know where and I leave that to the people in charge.&quot;</td>
</tr>
<tr>
<td></td>
<td>Personal reference: I and it</td>
</tr>
<tr>
<td></td>
<td>Clausal substitution: where</td>
</tr>
<tr>
<td>16</td>
<td>Despite the lack of a fairytale ending, <strong>Terry</strong> wished the team well for the future.</td>
</tr>
<tr>
<td></td>
<td>Personal reference: terry = he</td>
</tr>
<tr>
<td>17</td>
<td>&quot;The club will move on, <strong>no player</strong> is ever bigger <strong>than</strong> the club,&quot; he said. &quot;No doubt they'll sign one or two great center-backs. &quot;</td>
</tr>
<tr>
<td></td>
<td>Personal reference: they</td>
</tr>
<tr>
<td></td>
<td>Ellipsis: there is</td>
</tr>
<tr>
<td></td>
<td>Adversative conjunction: than</td>
</tr>
<tr>
<td>18</td>
<td>&quot;<strong>I</strong> want to come back as a Chelsea supporter in years to come with my kids <strong>and</strong> see the team doing <strong>great</strong>. Unfortunately that's not</td>
</tr>
<tr>
<td></td>
<td>Personal reference: I</td>
</tr>
<tr>
<td></td>
<td>Ellipsis: see</td>
</tr>
</tbody>
</table>
going to be with me, **but I** want to see the team **do well.**"

| 19 | Chelsea's season has so far been a chaotic one, with the champions languishing in the wrong half of the table after a poor start under **Mourinho.** |
| 20 | However, Sunday's 5-1 win over second-tier MK Dons in the FA Cup was the latest indication of a recovery under Hiddink — a revival that **Terry** wants to see continue in his final season. |
| 21 | **Chelsea** is currently 13th in the Premier League standings on 28 points, 14 behind Tottenham in the fourth and final Champions League slot. |
"It's going to be my last year and I want to go out at the top," he said. "We spoke about my legacy and coming back to the club when I finish. The most important thing now is to get us up the league."

| 22 | "It's going to be my last year and I want to go out at the top," he said. "We spoke about my legacy and coming back to the club when I finish. The most important thing now is to get us up the league." | Personal reference: it, we and I Additive conjunction: and |

**B. Data Analysis**

**1. Text 1: “John Terry to leave Chelsea at end of the season.” (The Jakarta Post)**

**U1:** Chelsea captain John Terry will leave the Premier League champions at the end of the season after the club he has served since the age of 14 told him it would not be renewing his contract.

There are grammatical cohesion markers in the text above. First, the word ‘he and him’ in Chelsea captain john terry, are called personal reference. The word he is implied, it is called personal reference which has function as subjective case and objective case. While the word he and him has function as a subject of personal pronoun. Both he and him refer to Chelsea captain john terry in the preceding text. This personal reference makes the reader to understand the text well. If the journalist does not use he and him as the personal reference, the reader cannot understand the text well. Second, there is the lexical cohesion marker. It is
Collocation. Collocation is connection between words that have close lexical meaning. Chelsea captain John Terry is connected with his contract in his club. So, the reader will understand the text about. Third, there is the temporal conjunction. The word of temporal conjunction is after. This type is related to sequence in time, where the one is subsequent to the other. So, with the temporal conjunction, the words will be understood by the reader.

U2: The 35-year-old central defender, the most successful captain in Chelsea's history, was informed about the decision before last week's 1-0 league win over Arsenal.

There are also the grammatical cohesion markers in the text above. First, the word in Chelsea captain John Terry who has 35 years old by the central defender, it is called personal reference. Second is near synonym, John Terry captain is called by the 35 years old and the most successful captain, it is near synonym by the player the player in Chelsea club. Third is lexical marker, it's repetition in 35 years old and the most successful in the text, so the reader can understand that the player is captain John Terry. Fourth is the grammatical marker, it is ellipsis. The word lose is the subject 'he'. But, the reader constant in understanding without it. Fifth is temporal conjunction in the word before. It can make the relation meaning to the text well.

U3: "I was in last week before the Arsenal game and it (my contract) is not going to be extended," he said. "It's not going to be a fairytale ending, I'm not going to retire at Chelsea."
There are grammatical and lexical cohesion markers in the text above. First the word I who has made reference to the captain in Chelsea. Second is temporal conjunction in the word before and additive conjunction in the word and. Third is repetition in the word it which has been mentioned in the previous unit. Fourth is collocation in the word retire and extended.

U4: "Ideally I would have loved to stay, but the club's moving in a different direction. I needed to know now, like I have done every January, and sometimes it takes a couple of months to get done. Unfortunately, it was a 'no'."

There are also grammatical cohesion markers and lexical cohesion markers in the text above. First is Personal reference in the word I, the word I is john terry as the captain in Chelsea club. Journalist gives the john terry’s statement about his contract. It is a pressing meaning that the reader can believe the situation of john terry in hi his club. Second is adversative conjunction by grammatical markers in the word but. It can make the text related to each other. Third is lexical marker by repetition in the word done which has called in the previous unit.

U5: Terry has been offered a faint glimmer of hope about his future at Stamford Bridge, where Dutchman Guus Hiddink has taken over as interim coach until the end of the season, following the firing of Jose Mourinho last December.

Personal reference in the word he which made reference to john terry captain. Then the Causal Conjunction in the word where is the connection marker in order to the reader understand the text well
U6: "They said that when the new manager comes in, things might change. It's a 'no' at the minute," Terry said.

There are the Personal reference in the word they who made reference to the club. Repetition also there in the word no and said. Causal conjunction in the word that makes a good sentence in order to makes the reader read the text well.

U7: "It took me a couple of days to get over."

There is just a Personal reference in the word it, it is the singular non human. The word it has a meaning of change or alteration a club that how the manager gives his skill to the club in order to get the trophy this season.

U8: Chelsea said in a statement that there was still some chance he could be at the west London club next season.

There is Demonstrative reference in the word there. Demonstrative reference is expressed through determiner and adverb. The circumstantial (adverbial) demonstratives there refer to the location of process in space or time, and it normally does so directly. The word there refers to the club of Chelsea football, that Chelsea will give some chance that he could be in the club next season.

There is also personal reference in the word he. He refers to John Terry as the captain in Chelsea club, that personal reference is a reference by means of function in the speech situation, through the category of person. There is no general name for this category in traditional grammar, because the member of it belong to different classes with diverse structural roles, but in fact they represent a
single system. The word he is included to singular masculine that means to John Terry as the captain in Chelsea club football.

Ellipsis in the word after be. 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. The word is omitted after be is there, it means the club Chelsea football club.

U9: "John was advised that while no new deal was currently on the table, that situation could change in the coming months," the Chelsea statement said.

Personal reference in the word john = he. Demonstrative reference in the word that. Near synonym in the word statement – said

U10: "He is a fantastic servant of Chelsea Football Club and a superb captain and, as such, the club will keep the channels of dialogue open."

Personal reference in the word he. Additive Conjunction in the word and

U11: Having joined the youth ranks and then made his senior debut in 1998, Terry was appointed club captain in 2004. His physical presence, anticipation and leadership qualities made him the outstanding figure in Chelsea's defense as the club enjoyed a run of trophy success.

Personal reference in the word his and he. Additive conjunction in the word and. Temporal conjunction in the word then. Collocation: the outstanding figure and success
In total, Terry has helped the club win four Premier League titles, five FA Cups, three League Cups, the 2012 Champions League and the 2013 Europa League. He also captained England during a 78-cap career before he retired from international football in 2012.

He held on to the Chelsea captaincy despite being banned for four matches and fined in 2012 for racially abusing Queens Park Rangers defender Anton Ferdinand.

Having made 696 appearances for the Blues, Terry's next destination is likely to be abroad.

"I couldn't play for another Premier League club. It will be elsewhere for sure," he said. "I don't know where and I leave that to the people in charge."

Despite the lack of a fairytale ending, Terry wished the team well for the future.
THE CLUB WILL MOVE ON, NO PLAYER IS EVER BIGGER THAN THE CLUB," HE SAID. "NO DOUBT THEY'LL SIGN ONE OR TWO GREAT CENTER-BACKS.

I WANT TO COME BACK AS A CHELSEA SUPPORTER IN YEARS TO COME WITH MY KIDS AND SEE THE TEAM DOING GREAT. UNFORTUNATELY THAT'S NOT GOING TO BE WITH ME, BUT I WANT TO SEE THE TEAM DO WELL."

CHELSEA'S SEASON HAS SO FAR BEEN A CHAOTIC ONE, WITH THE CHAMPIONS Languishing in the wrong half of the table after a poor start under Mourinho.

HOWEVER, SUNDAY'S 5-1 WIN OVER SECOND-TIER MK DONS IN THE FA CUP WAS THE LATEST INDICATION OF A RECOVERY UNDER HIDDINK, A REVIVAL THAT TERRY WANTS TO SEE CONTINUE IN HIS FINAL SEASON.

CHELSEA IS CURRENTLY 13TH IN THE PREMIER LEAGUE STANDINGS ON 28 POINTS, 14 BEHIND TOTTENHAM IN THE FOURTH AND FINAL CHAMPIONS LEAGUE SLOT.
Personal reference in the word it = Chelsea. Additive conjunction in the word and

U22: "It's going to be my last year and I want to go out at the top," he said. "We spoke about my legacy and coming back to the club when I finish. The most important thing now is to get us up the league."

Personal reference in the word it, we and I. Additive conjunction in the word and.

CHAPTER IV
CONCLUSION AND SUGGESTION

A. Conclusion

The writer has analyzed the two articles from New York Daily News and The Village Voice. There are 42 grammatical cohesion markers and 12 lexical cohesion markers in the text of the Jakarta post article.
Based on the result of the analysis, the cohesion through grammatical marker that has the highest occurrence is reference item, especially personal reference. This is in contrast with other grammatical cohesion markers, such as ellipses which occurred just two. The text uses more repetition instead of the ellipsis. It can be seen from the result of the analysis that the repetition often occurs in the text.

Besides that, according to the analysis, the cohesion markers create the cohesive text. It can be said if the using of cohesion markers according to their functions and related to the context of the text. If the text is cohesive, it will be understood well by the readers. The news showed the content that John Terry will leave the club at end of the season.

Therefore, it means that the cohesion has correlation between clauses within a text grammatically or lexically, and cohesion markers has function to make a unity of text, so the reader can read and understand the text easily and as good as possible.

**B. Suggestion**

The writer would like to suggest some points to next researchers. The object of this research is the article from the international club football sport in London. For next researchers, the writer suggests the others research objects, such as articles from non-crime features. As a result, comprehensive understanding on how cohesion markers work in different texts and features of media will be known
and it will provide theoretical contribution to the study of cohesion within texts in media.

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- Trevor Huggins

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Chelsea's captain John Terry acknowledges the fans as he celebrates after the final whistle of the English FA Cup fourth round soccer match between Milton Keynes Dons and Chelsea at Stadium mk in Milton Keynes, England, on Sunday. Chelsea won 5-1. (AP/Kirsty Wigglesworth) (AP/Kirsty Wigglesworth)

Chelsea's captain John Terry acknowledges the fans as he celebrates after the final whistle of the English FA Cup fourth round soccer match between Milton Keynes Dons and Chelsea at Stadium mk in Milton Keynes, England, on Sunday. Chelsea won 5-1. (AP/Kirsty Wigglesworth)

Chelsea captain John Terry will leave the Premier League champions at the end of the season after the club he has served since the age of 14 told him it would not be renewing his contract.

The 35-year-old central defender, the most successful captain in Chelsea's history, was
informed about the decision before last week's 1-0 league win over Arsenal.

"I was in last week before the Arsenal game and it (my contract) is not going to be extended," he said. "It's not going to be a fairytale ending. I'm not going to retire at Chelsea.

"Ideally I would have loved to stay, but the club's moving in a different direction. I needed to know now, like I have done every January, and sometimes it takes a couple of months to get done. Unfortunately, it was a 'no'."

Terry has been offered a faint glimmer of hope about his future at Stamford Bridge, where Dutchman Guus Hiddink has taken over as interim coach until the end of the season, following the firing of Jose Mourinho last December.

"They said that when the new manager comes in, things might change. It's a 'no' at the minute," Terry said.

"It took me a couple of days to get over."

Chelsea said in a statement that there was still some chance he could be at the west London club next season.

"John was advised that while no new deal was currently on the table, that situation could change in the coming months," the Chelsea statement said.

"He is a fantastic servant of Chelsea Football Club and a superb captain and, as such, the club will keep the channels of dialogue open."

Having joined the youth ranks and then made his senior debut in 1998, Terry was appointed club captain in 2004. His physical presence, anticipation and leadership qualities made him the outstanding figure in Chelsea's defense as the club enjoyed a run of trophy success.

In total, Terry has helped the club win four Premier League titles, five FA Cups, three League Cups, the 2012 Champions League and the 2013 Europa League. He also captained England during a 78-cap career before he retired from international football in 2012.

He held on to the Chelsea captaincy despite being banned for four matches and fined in 2012 for racially abusing Queens Park Rangers defender Anton Ferdinand.

Having made 696 appearances for the Blues, Terry's next destination is likely to be abroad.

"I couldn't play for another Premier League club. It will be elsewhere for sure," he said. "I don't know where and I leave that to the people in charge."

Despite the lack of a fairytale ending, Terry wished the team well for the future.

"The club will move on, no player is ever bigger than the club," he said. "No doubt they'll sign one or two great center-backs.

"I want to come back as a Chelsea supporter in years to come with my kids and see the team doing great. Unfortunately that's not going to be with me, but I want to see the team do well."
Chelsea's season has so far been a chaotic one, with the champions languishing in the wrong half of the table after a poor start under Mourinho.

However, Sunday's 5-1 win over second-tier MK Dons in the FA Cup was the latest indication of a recovery under Hiddink "a revival that Terry wants to see continue in his final season.

Chelsea is currently 13th in the Premier League standings on 28 points, 14 behind Tottenham in the fourth and final Champions League slot.

"It's going to be my last year and I want to go out at the top," he said.

"We spoke about my legacy and coming back to the club when I finish. The most important thing now is to get us up the league." (+)