**CHAPTER I**

**INTRODUCTION**

**1.1 Background of the study**

Cohesion is part of discourse analysis. Talking about cohesion is one of the linguistic devices that show connectedness in the text and sentence. So in discourse, when we develop a good discourse it must have a good connection so that there are understand easily the whole idea in a text (Halliday&Matthienssen, 2014) define cohesion as a relation of meaning that exists within a text. In creating a good text there are two kinds of cohesion, one of them is lexical cohesion. Lexical cohesion is about the meaning of the influenced with the selection of vocabulary (Halliday&Matthienssen, 2014). It deals with the lexical cohesion item related to each other cohesive so that a good textual in the text is created.

Lexical cohesion is very important to know because when we were reading a text or discourse it helps us to understand the content of the text. Regarding tagging for determining the clause as signal relation is one of part of lexical cohesion and in this category is a group of nouns that labeled unspecified nouns and have a function to connect for each meaning in a clause main function is to make an explicit semantic that probably there was a relation between clause and sentence Lexical cohesion according Newspaper is one of the media. It contains many information such as international

Information, sport information, national information and soon. It

published in every day or in every week(Benjamin,2019)Lexical cohesion is about the meaning in the text and how lexical items relate to each other. So from the expert definition above lexical cohesion is about the how the continuity of the vocabulary with another word, to be able to create a good text. So the reasons why the writer chooses this study are because first, the Lexical cohesion has an important role in language learning, especially in learning English. This is because lexical cohesion consists of several important aspects in language learning such as synonymy, antonymy, hyponymy, meronymy, and collocation, which are almost entirely used to develop ideas in oral and written form. Second, Journal articles product of language found from out more than six lexical items, so this study will show the use of lexical cohesion to make the written product such as thesis and journal articles be more coherent and good writing because it will be used by people as a reference even in further research. Finally, journal articles take as data because of their importance to analysis as academic writing, especially English language teaching.

Lexical cohesion can be divided into two types(Halliday andHassan1976)namely Reiteration and Collocation. The types of reiteration include repetition ,synonymy ,hyponymy ,and meronymy .Lexical cohesion has two functions namely:1.To relate word and word, phrase and phrase within in the text and it can be categories as a repetition, synonym, meronymy, hyponymy, and collocation. 2. Used to show the occurrence of whose words have a relationship to the same environment. Lexical cohesion is always found in the article, lyric song, and the other

discourse. By analyzing lexical cohesion the writer will know the kind and function of lexical cohesion.

One of the lexical cohesion analyses on educational articles of Jakarta post is proven by mini-research conducted by the author himself. The mini-research was entitled 'Analysis the lexical cohesion on students  writing spoof text in SMP GKPI PAMEN MEDAN. The research starts on 23rd August and is completed on9th October. This  research was conducted to find the lexical cohesion that in students spoof text student writing. The following are the results of the data findings :two types of lexical cohesion, reiteration which includes, repetition, synonymy, antonymy, hyponymy, and Meronymy while each kind was collocation.

**1. First story**

**The story of the father's beard**

For the past few years, Pak Iwan has let his face grow a thick beard, mustache, and sideburn. One day, he shaved it all off. After returning from the barbershop, he saw his son playing in front of the house. He wanted to know if his son still knew him in such a state. Therefore, he asked his son ran into the house, "mom you have shaved his beard, and now you have forgotten where our house is!'

**2. The second story**

**Nervous**

This funny story happened when a friend of my friend's birthday went to celebrate at a beach. There is a lot of food and also guests. When almost all the events were over it was time to eat together, when the parents of my friend's lover asked someone to lead the prayer with the spirit of my

friend accepting the offer and everyone happily prepared to pray, and it turned out that during prayer my friend became nervous and suddenly forgot and didn't know what he was going to say, as a result, he said the name of God four times in a row because he was too nervous. While we were praying, we couldn't hold back laughter, so we heard a small chuckle. We could no longer focus on praying because we were holding back laugh until we said amen.

## 3. The third story

### Missed the exam card

This story begins when we want to carry out final exams at school. The clock shows that I have to go to school first. When the bell almost rang for us to enter the classroom to immediately do the exam I checked my card first, and it turned out that I left my card at home. That means I will not be allowed to enter without a card. I hastily looked for a friend of mine whose motorbike could be borrowed. And soon this friend of mine came and gave me help it was no longer possible for me to catch up with time because the distance from my house to school is quite far As a result, my friend asked if his house is still far away? and Iquicklyrepliedyes,because,inmymind,Ihadtotaketheexamcard.Asaresult my friend was annoyed because it turned out that my house was far away. we are very close friends so it became a funny thing for us. We arrived at class and it turned out that the exam was over, as a result, we both had to take a follow-up examand it had to bepaid for

**4. The fourth spoof text**

**Wrong Class Entering**

this story begins with rani which junior high school student was walking to the toilet. on the day he was permitted to leave out while the learning process wasstill going because he can't wait anymore, looking forward to going any more. shewastalkinghedon'tknowhisclasswasskilled,becauserani'sclasswasinthefirst line with his friend's class, but was inspected by3 classes, so she was skilled with his class. he was aware that the teacher that was a different course of teachers and she was looking at the student's seats and realized that it was nota classfriend,heshockedhewasinthewrongclass,I'msorry,sorryallthestudentsintheclass laugh and even rani leaves the class with shame

**5. The fifth spoof text**

**STOLEA GUAVA**

One day my friends and I were walking home from school in the middle of the road we saw a guava tree whose fruit was very tempting, we planned to take the fruit without the permission of the owner, with uniforms we immediately climbed the guava tree, while collecting the fruit arrived - Suddenly the owner of the guava shouted at us from a distance, we panic immediately down from the guava tree, in a hurry someone quickly jumped from the top of the tree down to the bottom until there was a friend of mine who when he wanted to get down hisskirt instead stuck in the stem of the guava which made us laugh, and didn't runaway, in the end, we all surrendered to being caught and advised by the guava owner

## 6. The sixth Story

### Binjai story

Three months ago when I went to binjai to accompany them to do her research we started from our drop, we go first to our station and then we try to check the grab car and after that, we go down with In hurry. Then after we arrived at the train station we wanna go to buy. the ticket and then we go to the security, you know what? He asked me am l had enough Age to vaccinate and then both of my friends laughed at me the security was hesitant about my age because my body look like a kid's. he asked me again how old are you dek? Because kids cannot join with this trip before they got vaccinated.

While We go to the place where we buy the ticket, my friend always mocked me, they said ahh there is boil here guys after we arrived at the ticket place. the stated asked about the identity

card, then when will give it, the card was my friend was my photo they also mocking me again because of my photo at there bad, like the criminal.

After waiting for two hours we go to the train we need comminute still we arrived in Binjai we enjoyed this trip because the news is awesome, my friend also tries to sleep although just a moment we will arrive. Finally, after so minutes left we want to go down from the train, when my turns I event don't give attention to around there and then yeah I thought that the road          wad          good          then          make          me          felt.

**Table1.1TypesofLexicalCohesionfoundinStudents'Writing**

| NO | Nameofstudents | Kindoflexicalcohesion | | | | | |
|----|------|------------|------|------|------|------|------|
| | | Reiteration | | | | | Collacation |
| | | Repitition | Synonymy | Antonymy | Hyponym | Meronymy | |
| 1 | N.S | 3 | - | - | 1 | - | 2 |
| 2 | J.N | 2 | - | 1 | 1 | | 4 |
| 3 | U.H | 3 | - | - | - | - | - |
| 4 | A.N | 3 | 1 | - | 1 | 2 | 2 |
| 5 | P.S | 5 | 2 | 3 | - | 1 | 3 |
| 6 | W.N | 3 | 1 | - | - | 2 | 3 |
| | | 25 | 4 | 4 | 3 | 5 | 15 |
| | Total | 57 | | | | | |

Based on the table above, were found57the total lexical cohesion on students writing spoof text in SMP GKPI PADANG BULAN, For each kindrepetitionis24words,antonymy4,hyponymy4,meronymy5,and15ofcollocation.

For N.S students with the title spoof text' The story of the father's beard' werefound6 lexical cohesion namely:

Sentence 1 For the past few years Pak Iwan has let his face grow a thick beard, mustache, and sideburns

Sentence2.Oneday,he shaved it all off. if

Sentence 3. After returning from the barber shop, he saw his son playing in front of the house

Sentence 4. He wanted to know if his son still knew him in such a stateSentence5.Therefore,heaskedhis son, where is Pak Iwan'shouse

Sentence 6. Terrified, her son ran into the house, "Mom, you have shaved his beard, and now you have forgotten where our house is!"

From the sentence above the writer found the Repetition is 3 words namely, thereare4timesof'the'wordinasentence(2,3,4,5),'shaved'word2times,insentence(2,6)'house 'word 2 times in sentence(3,6) Synonym In this text does not have a Synonym so the writer did not found it for Antonymy also  In this text is not have an Antonymy so the writer did not found it

Hyponymy was found in two phrases in(Sentence 1) For the past few years Pak Iwan has let his face grow a thick beard, mustache, and sideburn

A thick beard, mustache, and sideburn are the hyponymy of facial growth. For meronymy

This text does not have a meronymy so the writer did not find  it. Collocation was found in  Sentence2. One day, heshaved it all off.

Sentence 6. Terrified, her son ran into the house, "Mom,  you have shaved his beard, and now you have forgotten where our house is!" In the text are found two kind clauses that have relationships in which word namely

shaved it all off and shaved his beard.

For J.N students with title spoof text" Nervous"were found6 lexical cohesion namely:

sentence1. This funny story happened when a friend of my friend's birthday went to celebrate at a beach.

sentence2.Thereisalot of food and also guests.

sentence 3. When almost all the events were over it was time to eat together, when the parents of my friend's lover asked someone to lead the prayer with the spirit of my friend accepting the offer and everyone happily prepared to pray, and it turnedoutthatduringprayermyfriendbecamenervousandsuddenlyforgotanddidn't know what he was going to say, as a result, he said the name of God four times in arrow because he was too nervous.

sentence 4 While we were praying, we couldn't hold back laughter, so we heard  a small chuckle.

sentence 5. We could no longer focus on praying because we were holding back laugh  until we said amen.

From the sentence above the writer found the Repetition is 2 words namely, thereare3 times of 'my friend' word in a sentence(2,3,4,),' we' word 2 times, in sentence(4,5) Synonym In this text is not have a Synonym so the writer did not found it for Antonym also In this text is not have an Antonym so the

writer did not found it Hyponymy in this story was not found.

Collocation were found 4 word, namely invited guests(verb+ noun),asked someone,(verb+ noun) holdback (verb+ noun), small chuckle(adj+ noun)

For U.H students with title spoof text " Nervous" were found 8 lexical cohesion namely:

Sentence 1 This story begins when we want to carry out final exams at school.

Sentence 2 The clock shows that I have to go to school first.

Sentence 3When the bell almost rang for us to enter the classroom to immediately do the exam I checked my card first, and it turned out that I left my card at home.

Sentence 4That means I will not be allowed to enter without a card. I hastily looked for a friend of mine whose motorbike could be borrowed.

Sentence 5.Soonly this friend of mine came and gave me help, actually it was no longer possible for me to catch up with time because the distance from my house to school is quite far As a result, my friend asked if his house is still far away? and I quickly replied yes, because in my mind, I had to take the exam card.

Sentence 6.As a result my friend was annoyed because it turned out that my house was actually far away. we are very close friends so it became a funny thing for us.

Sentence7.We arrived at class and it turned out that the exam was over, as a result we both had to take a follow-up exam and it had to be paid for

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From the sentence above the writer found the Repetition are 3 word namely, there are 4 times of 'he" word in sentence(2,3,4,5),"shaved" word 2 times, in sentence(2,6)"house "word 2 times in sentence(3,6) Synonym In this text is not have a Synonym so the writer did not found it for Antonymy also In this text is not have a Antonymy so the writer did not found it

Hyponymy were found two phrase in(Sentence 1) For the past few years Pak Iwan has let his **face grow** a **thick beard**, **mustache** and **sideburn**

Thick beard,mustache and sideburn is the hyponymy of face grow. For meronymy

In this text is not have a meronymy so the writer did not found it.

Collacation were found  in Sentence 2.One day, he **shaved it all off**.

Sentence 6. Terrified, her son ran into the house, "Mom, you have **shaved his beard**, and now you have forgotten where our house is!" In the text are found two kind clause that have relation in which word namely shaved it all off and shaved his beard.


 For A.N students with title spoof text " missed the exam" were found 8 lexical cohesion namely:

Sentence 1 This story begins when we want to carry out final exams at school.

Sentence 2 The clock shows that I have to go to school first.

Sentence 3When the bell almost rang for us to enter the classroom to immediately do the exam I checked my card first, and it turned out that I left

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my card at home.

Sentence 4That means I will not be allowed to enter without a card. I hastily looked for a friend of mine whose motorbike could be borrowed.

Sentence 5.Soonly this friend of mine came and gave me help, actually it was no longer possible for me to catch up with time because the distance from my house to school is quite far As a result, my friend asked if his house is still far away? and I quickly replied yes, because in my mind, I had to take the exam card.

Sentence 6.As a result my friend was annoyed because it turned out that my house was actually far away. we are very close friends so it became a funny thing for us.

Sentence7.We arrived at class and it turned out that the exam was over, as a result we both had to take a follow-up exam and it had to be paid for

From the sentence above the writer found the Repetition are 3 word namely, there are 4 times of 'he" word in sentence(2,3,4,5),"shaved" word 2 times, in sentence(2,6)"house "word 2 times in sentence(3,6) Synonym In this text is not have a Synonym so the writer did not found it for Antonymy also In this text is not have a Antonymy so the writer did not found it

Hyponymy were found two phrase in(Sentence 1) For the past few years Pak Iwan has let his **face grow** a **thick beard**, **mustache** and **sideburn**

Thick beard,mustache and sideburn is the hyponymy of face grow. For meronymy

In this text is not have a meronymy so the writer did not found it.

Collacation were found in <u>Sentence 2.</u>One day, he **shaved it all off**.

<u>Sentence 6</u>. Terrified, her son ran into the house, "Mom, you have **shaved his beard**, and now you have forgotten where our house is!" In the text are found two kind clause that have relation in which word namely shaved it all off and shaved his beard.

For P.S students with title spoof text "Wrong Class Entering" were found 8 lexical cohesion namely:

<u>Sentence 1</u> this story beginning with rani which junior high school student was walking to the toilet.

<u>Sentence 2</u> on the day he was permission to leave out while the learning process was still going because he can't wait anymore, looking forward to going anymore.

<u>Sentence 3</u> She was talking he don't know his class was skilled, because rani's class was in the first line with his friend's class, but was inspected by 3 classes, so she was skilled with his class.

<u>Sentence 4</u> he was aware that the teacher that was a different course of teachers and she was looking at the student's seats and realized that it was not a class friend, he shocked he was the wrong class, i'm sorry, sorry all the students in the class laugh and even rani leaves the class with shame

From the sentence above the writer found the Repetition are 3 word namely, there are 4 times of 'he" word in sentence(2,3,4,5),"shaved" word 2 times, in sentence(2,6)"house "word 2 times in sentence(3,6) Synonym In this text is not have a Synonym so the writer did not found it

for Antonymy also In this text is not have a Antonymy so the writer did not found it

Hyponymy were found two phrase in<u>(Sentence 1)</u> For the past few years Pak Iwan has let his **face grow** a **thick beard**, **mustache** and **sideburn**

Thick beard,mustache and sideburn is the hyponymy of face grow. For meronymy

In this text is not have a meronymy so the writer did not found it. Collacation were found  in <u>Sentence 2.</u>One day, he **shaved it all off**. <u>Sentence 6</u>. Terrified, her son ran into the house, "Mom, you have **shaved his beard**, and now you have forgotten where our house is!" In the text are found two kind clause that have relation in which word namely shaved it all off and shaved his beard.

Based on the result research above the writer challenged  to continue the research with different objects,So the writer decide to raise the title **"***THE LEXICAL COHESION ON EDUCATIONAL ARTICLE JAKARTA POST"*.

**1.2. The Problem of the Study**

From the background above ,there are two problems are formulated in this study:

1.What is the dominant lexical cohesion that used on educational article of Jakarta Post?

2.Why the kind of dominantly the lexical cohesion is dominant to find on educational article of Jakarta post?

**1.3. The Objective of the Study**

The objectives of this study aimed to:

1. To find out what kind of lexical cohesion is dominantly used in educational article of Jakarta Post

2. To identify why the kind of dominantly lexical cohesion is dominant to find on educational article of Jakarta post?

**1.4. The Scope of the Study**

The scope in this study is lexical cohesion on educational article of Jakarta Post. The writer will take five topic educational articles with different title Namely Curriculum 2024 and the changing role of State defense program goest to schools,campuses

**1.5 The significance of the study**

The purpose of this research of course can the practical and theoretical contribution. The useful of this research is:

1.5.1  Theoretically

Hopefully, the findings of this study will be valuable to English learners expanding their horizon in terms of English theories, and significant reader.

**1.5.2 Practically**

The finding will be useful for:

1. For students: to help them in studying kind of lexical cohesion in a text

2. The Writer: The research can be used as one of the references and information to intensify the knowledge about lexical cohesion

3. The teachers: It can be used as an additional references to design better teaching material and improve the achievement of teaching especially in

studying the lexical cohesion.

4. The Next Researcher: It can be as the reference to the next researches

**CHAPTER II REVIEW OF**

**LITERATURE**

**2.1 Theoretical Framework**

In this chapter the writer need some several theories to explain the literature that related to this study. Understanding of a great importance theories is vey important for the structure of this study that will give direction for the readers. The theory is as follows:

**2.2. Linguistics**

Linguistic is the science of interpreting and classifying language. Linguistic recognizes and represent the units and patterns of sound systems, word, morphemes, phrases, and sentences as language structures(Robert 1964:11)Bauer (2012:3) argues that linguistics refers to the words "language" and "related linguistics". From the definition given by Bauer, it can concluded that linguistics is closely related to language.

Linguistics and language are very close. This means that neither can be designed. When you talk about linguistic, you mean to talk about them ,and vice versa. Cook (2002:20) suggests that linguistics is one of the subjects. A discipline that focus on the r5elationship between linguistic knowledge and decision making in the real world. This means that linguistics is the study of language. Carnie (2002:4) suggests that linguistics is also a offshoot of cognitive knowledge, and points out that linguistics is also branch of cognitive science. Linguistics is the important things to be learned in order to increase the ability to think.

Linguistics is learn about all aspect in language . Clark (1977:3)

suggests that linguistic s is a subject that describes the structure of language, include grammar, sound, and vocabulary. Structurally, this means that the rules of language formation are acceptable. Acceptable or formed, meaning that the speech is in accordance with a particular language and does not make judgments about certain aspects of the structure of the language. The main language structure subfield include:

a.        Phonetics, studying how the sound of spoken language physically

b.         Phonology, the study of sound systems or indication as separate abstract factors for speaker"s mind differentiate meaning.  Phonology is more than the presentation of a repertoire of sounds in a language; it sums up the rules for their legal combination into words. The phonological system of a language also includes the prosody of interpretation of rules, or intonation and stress pattern.

c.         Morphology(the study of word formation), learn bout the internal structure of words and how they can change.

d.        Syntax( Combining words to form sentences), syntax is the study of how words can be put together to produce the well formed sentences of a language

e.         Pragmatic is using language to convey an information. Usually pragmatic determine choice word and interpreting language in different situation

f.Discourse analysis is a language that means outside of a sentence. This type of analysis is more modern so that it can add to what is on our minds

outside of sentences listed. The parts of words, meaning, order of words, and sentences to sound are the subjects of this study.

Based on the definition linguistic above, the writer conclude that linguistic is study about language that learn about from its structure, including grammar, sound system, and vocabulary. Learn about linguistic it can increase our thinking skill creatively, because we can learn all aspect about language. One of aspect that discuss in linguistic is the discourse analysis namely learn about the connection in sentence, word in a text.

## 2.3 Discourse Analysis

Many theoretical books have many definitions of discourse, each of which aim to explain the true sense of discourse. At the same time, the meaning of discourse varies according to theoretical perspective utilized by the other researcher. Discourse can give a meaning through a communication in talking about an topic. In linguistic, discourse is a larger unit that discourse, which is discuss about a form of language that involving word, phrases, or sentences by observing the relationship between them. The elements that including in written and oral submissions. Discourse is a series of sentences that connect preposition with other preposition ,sentences and other sentences form a single unit.

Hawthorn gives an example: Discourse is a kind of linguistic communication ;which is considered as a kind of transaction between speaker and listener, and is an interpersonal activity defined by its social goals. Text is a type of verbal communication (oral and written), which is simply thought of as information encoded in an auditory or visual medium.

Discourse analysis is learn about linguistic, which involve written and spoken language, that can convey word which give a sense from a communication (slembrouck,2003:1). Discourse analysis can also study about the structure of information in a communication. ( Sobur , 2002:48). According to, Surwandi (2008:145) Think that discourse analysis is very important to learn as the function of how the use of language that use for a good communication.

So based on the definition about discourse analysis the writer conclude that discourse analysis is part of linguistic that arranged by structure use of spoken and written language for communication function. Discourse analysis also learn how to talk and make a sense the context of communication. Some linguistic work as discourse analyzers or applied linguist, for example, who try to decipher text ,in terms grammatical structure, are mostly conversational.

## 2.4 Cohesion

Cohesion is refer to array of grammatical and lexical cohesion skill that have to connect something with linguistic elements with what has been previously established in reading (Bee 2001:55). Halliday and Hassan(1976:8) defines cohesion as the semantics between the reading part anijd other parts of the same reading. This bond plays a role in helping to convey meaning and so that it is easier for the reader to master the meaning in totality.

Cohesion as „the appearance of some features of coherence (Cook 1995:33).That is the most crucial aspect of conversation. It is the linking of

sentence in a text. We don't only refer to cohesion as a cohesive pair in which one part relates to another element in the next phrase. As a result, form may be thought of as a coherent that binds the two phrases together. When the accordance from the matter of discourse is found that have connection to another word is called cohesion.

There are two type of cohesion namely grammatical and kexical cohesion. In grammatical cohesion consist of reference, elipse,substitution and conjuction, while in lexical cohesion are found two aspect, namely reiteration and collocation Halliday and Hassan (1976). From the definition above cohesion means semantic relationship between clauses from using conjunction. For connecting between word to word in a text is the cohesion function. So learn by cohesion it will help the reader even the writer to make a good text.

## 2.5 Lexical Cohesion

Lexical cohesion, as the part of cohesion that can defined from the use of vocabulary. This a key feature of creating summaries along with the defining experience of Halliday and Hassan. Lexical reiteration one of a implement to create a cohesion in reading through lexical items that can be observed on the reading surface. Word is the main of lexical cohesion as the facility in connecting sentence in a text. Halliday and Hassan (1976) identified two main subclasses of lexical cohesion namely Reiteration and collocation.

## 2.5.1 Reiteration

Reiteration is a type of lexical cohesion that causes a lexical item to

be repeated Halliday and Hasan (1976). To generate the semantic link inside phrases reiteration uses word that have the same or nearly the same meaning. As a result, employing the identical words, reiteration determines the semantic relationship. Reiteration define as five item namely, repetition,synonym, antonymy, hyponmy,and meronymy

a.      Repetition

Repetition means recurrence the phrase in other sentence. Repetition is part of the lexical cohesion that always we found in a text. Accoring to the Cambridge Advancaed Learner"s Dictonary, repetition is the same thing that used before. According to Hoey, Lexical scheme in the text describe different sense in text. In his research showed that the concept of lexical cohesion was computabl from text organization, such as links, connection, ties, and bond networks. Moreover   Paltridge define  repetition is related to the repetition of phrases or words in a text ,and both phrases have been changed reflect tensiom or tension (reflecting changes in tension and emotions.,Example:1.Kevin read the book. The book was vey thick,2. If you think you can do it, you can do it.

The example of the clause above it"s show the repetition that related for each clause. In the first sentence the book is the word which one related for each phrase. The second sentence the phrase you can do it ,repeated two times in one sentence

b.  Synonymy

Synonyms means that two terms have the same meaning. which does not mean that the meanings completely overlap. It's just that they

"same the same meaning" in terms of one meaning. Synonymy is the interconnection between two or more words or expressions that have similar significant. In other terms, synonymy might be defined as two or more phonological word with substantially similar meaning (Yule,1996:104) Consider the following scenario:

Beautiful=pretty

Look=see

Two or more term have comparable meaning based on that example. It may be used on provide variety to our speaking or writing.There is restriction about using terms with comparable meanings. We may utilize them at any time and anywhere

c. Antonymy

Antonymy can be defined as the opposite of experience meaning Halliday and Hassan(1976) .When read a text not seldom was found the antonym that can realte for each clause. According to Cambridge Advanced learner"s dictionary, an antonym is a word or phrase whose meaning is opposite to another word or phrase. The example of antonym, hot opposite with cold, poor and rich, and good opposite with bad.

d. Hyponym

Hyponym relationship is the interconnection between a specific class and its subclass. This means the items refer to the whole categories are called the top, and the subordinate words are called the items that refer to subcategories. We can see the lower words, there are a lot of birds in the forest. Example, There are owls, eagles, and parrots and birds are example

of forests. The birds here are species specific:

e.        Meronymy

Meronymy is the connection between part and whole meaning relation. It means that some word can replace by other word which have     a part of whole meaning relation

Example:

Class=blackboard

Marker=butcher

Kitchen=knife

From the example, we know blackboard is a part of class, butcher is a part of marker, also knife is a part of kitchen

**2.5.2. Collocation**

Collocation is about composite of word that appear together but in different meaning. Its means the combination between adjective and noun such as beautiful picture , verb and noun such as, come here. According to Renkema, Collocation is related to relationship between words and  the based fact that they frequently appear in same circumstance. Halliday and Hassan (1976) say that collocation is an important part in creating cohesion in connected text.

**2.6** Articles

Articles are one of the text materials. Most articles have some identification of title, introduction ,thesis, supporting data, as well as summary summaries. Hornby (1995) at Oxford Advanced Learned

Dictionary of Current English ,the word "post" means a piece of writing complete by itself and generally dealing with a particular problem or theme. The purpose of thr post is a reading, which the author shares based on facts data to readers.Wibowo (2001:108 defines article as writing that concerns the latest issues that have comments about the characteristic of the author. He increase that a post requires thoughts, comments and the author. Simanjuntak (1998:19)report that most article have several characteristic, such as title, introduction ,thesis statement, and summary. There are so many kind of article,one of them is the educational article, where the content are talk about the advance of education.

## 1.1. The Jakarta Post

The Jakarta post one of Publisher daily newspaper media an English- language, as a means of obtaining knowledge on social life, politics, economic, technology, and sophisticated technology instruments of the time globalization is the lifeblood of humanity on the planet. The Jakarta Post also has an online edition as well as a weekend magazine supplement. Even if the number of middle-class reader in Indonesia has risen, The newspaper is aimed at foreigners and educated Indonesians. It is well-known for its internasional correspondents and as local training facility. In reality, the Jakarta post has twenty-four pages in both Indonesian and English. The reader may discover numerous forms of advertisement in mass media, such as hotel, job looking, educational center school, entertainment about different types of music, actress and actor"s lives from all over the globe, and sport in mass media, such as: world championship events, for

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example: olimpyic, Asean games, Uber Cup and other championship domestic and overseas could bread in Jakarta Post daily.

One of common required in making a written text that we can found in Jakarta Post , the written text should have a coherence, by Halliday theory said that a text to have a global coherence, if it hang together as a whole which referrred to as discourse. So from the definition it"s show that Halliday and Hassan theory is very related for this study,because the writer will analyze the text from Jakarta post by using Halliday and Hassan theory.

## 2.8 The previous of study

The study of analysis the lexical cohesion has been carried out by several researchers. The writer took several study researchers from journal and thesis. The first, Lexical cohesion types used in the section section of English Journal Articles in the *English Language Education Department Tarbiyah And Teacher Training Faculty Universitas Islam NegeriSunan Ample* (Nisa:2019).In this research there is discussed what lexical cohesion that use in the discussion section in english journal article and to know the dominant type of lexical cohesion that use in the discussion sections of English language this research use Halliday and Hassan theory. This research use qualitative method. In data analyzing the reseserach used Sudijono"s formula use to determine the percentage of lexical cohesion .The results showed the use of lexical cohesion by the writer of journal articles from three different continents used all of lexical cohesion types for 703 times(117 article 1,191 times in article 2 and 375 times in article 3)it divided by six kind of lexical cohesion.The first kind is repetition that used

for 429 times in whole of research sample.Then synonym used for 87 times,antonymy 22 times,hyponmy 15 times and meronymy 16 times.for collocation that used 114 times.The differences are the previous of study focused on lexical cohesion in section of English journal article, whereas this research focus on lexical cohesion on educational journal of Jakarta post and for analyzing data the previous use sujono‟s formula while in this research use Miles and Huberman theory. There are similarities between this researches focus on the analyzing the lexical cohesion. The profit of this previous research above for this study ,the writer found many reference that relevant data to support some argument in this study.

In the second research conducted by Galih Setia Puspita, Farida Rizkiyah, DasepSuprijadi with the title Lexical cohesion in a news article in the Jakarta post entitled "why full day school will not work in Indonesia?" in 2019, through a qualitative descriptive method, which in conclusion explains that based on data analysis, it can be said that there are six types of lexical cohesion and the most widely used type of lexical cohesion. This study use Halliday anda Hassan (1976) theory. The result that found in this previous namely:Repetition has 53 events in total. However, the author also does not use antonyms in the text. The relationship in the text occurs between six types of lexical cohesion which consist of sentences that are related to one another to form a good unity. This study also finds that the type of lexical cohesion is the most dominant. The difference this previous research is this previous focus on news article that entitled why full day school will not work in Indonesia. While in this research are focus on

educational article with five tittle with a different content on Jakarta post. The similarity for this research is the object that take is same with her research namely in Jakarta post. The benefit this previous take by the writer because this research get more reference for finding the data that take from Jakarta post.

The third researcher conducted by Prof.Mehdi Falih Al-Ghazali and Noor Majeed Majli, with the title „A Study Of Lexical Cohesion In Women‟s Article Written By Native And Non-Native Speakers‟. The purpose of this study were to uncovering the functions of lexical cohesion and gaining insight into how such a cohesive mechanism characterizes article written on women by native and non-native speakers of English. This research use qualitative method. To analyse the data of lexical cohesive device the research use (Halliday and Hassan) theory, Results of analysis have demonstrated that there are remarkable differences in the frequencies of lexical cohesion patterns employed by native and non-native speakers of English. Similarly, the seven lexical cohesive types have appeared in the writings of the two group,simple repetition 46,4%, complex repetition 4,2%,equivalence 13,5,contrast 8,4 %,specification 4,2%, collocation 21,3%.The difference this study focused on the lexical cohesive in woman‟s article native and non- native speaker. The similarity this study use same theory about the lexical cohesion. This previous is very useful for writer in order to complete the theory ,especially in collocation in her research.

The fourth researcher conducted by Muhammad Hasyimsyah Batubara, Cut Dara IlfaRahila, Ridaini with the title An Analysis of Lexical

Cohesion in Jakarta Post News 2021 concluded that the results found 94 synonyms, repetition 87, Antonymy 67, hyponym 40 and collocation 30. Total lexical cohesion the ones found in Jakarta Post are 318. The most dominant lexical cohesion in the Jakarta Post is synonyms with a total of 94 words.
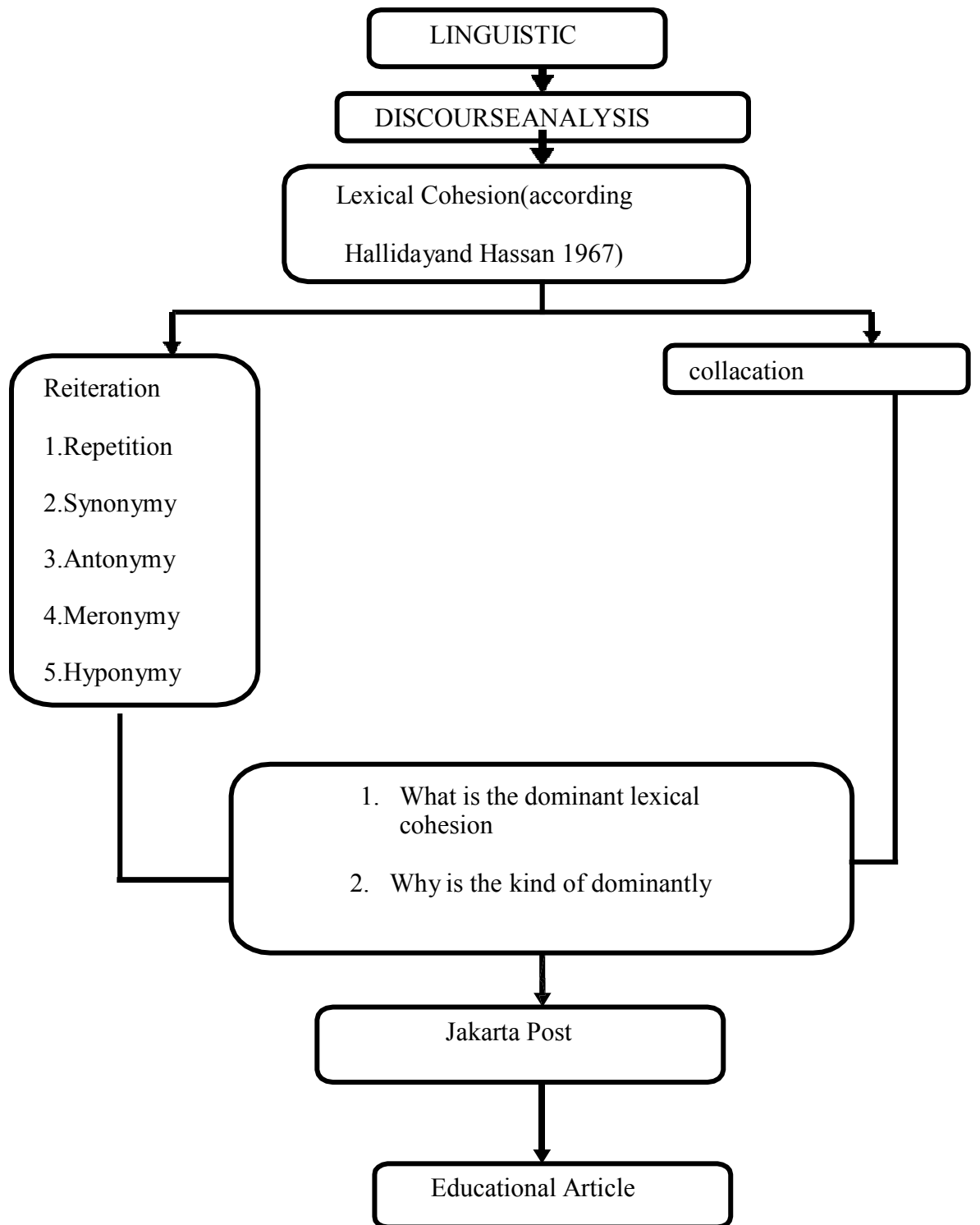
The fifth researcher was conducted by Al Inayatul M with the title Elements of Lexical Cohesion in Abstract Thesis Students of the Department of English at the State Islamic University of Maulana Malik Ibrahim Malang in 2017 through a qualitative descriptive method.This research use Halliday and Hassan theory. For Data analysis use English found repetition (82.31%), synonyms (4.19%), antonyms (3.80%) hyponyms (6.42%) hyponmy (1.05%) and (halonmym 0.65%) research results This is in accordance with the theory of Hassan and Halliday (1976) that repetition is the most common phenomenon in English. The similarity that found from this previous are focused on lexical cohesion by using halliday and hassa theory, while the difference can see from the object of this research, This previous was to analyse lexical cohesion in abstrack thesis while her research focus on educational article of Jakarta Post. The advantage this previous for writer give a explanation more detail about the theory lexical cohesion

Based on the previous research above ,generally the research focus on using lexical cohesion in English journals, news articles and in thesis abstracts. While the this study take focuses on the lexical cohesion in Educational Article of Jakarta Post.

## 2.9    Conceptual Framework

The lexical cohesion is very significant for writer himself of language study and very useful for learner especially for second language. But it has some relevance analysis of conversation and discourse analysis. In all language there are many words and expressions whose reference rely on analysis of the context utterance

There are two kinds of lexical cohesion namely: reiteration and collocation.In reiteration there are five types, Repetition, synonym, antonym, hyponymy, and meronymy, and in here the writer will use Halliday    and    Hassan    theory    to    analysis    this    study.

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                    ┌─────────────────────┐
                    │     LINGUISTIC      │
                    └─────────────────────┘
                              │
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                 ┌───────────────────────────┐
                 │    DISCOURSEANALYSIS      │
                 └───────────────────────────┘
                              │
                              ▼
            ┌──────────────────────────────────┐
            │   Lexical Cohesion(according      │
            │                                   │
            │   Hallidayand Hassan 1967)        │
            └──────────────────────────────────┘
```

Reiteration

1.Repetition

2.Synonymy

3.Antonymy

4.Meronymy

5.Hyponymy

collacation

1.  What is the dominant lexical cohesion

2.  Why is the kind of dominantly

Jakarta Post

Educational Article

**Figure2.1Conceptualframework**

# CHAPTER III

# RESEARCH METHODOLOGY

## 3.1 Research Design

In this study the writer will use the descriptive qualitative method. Because the result of this study will find by identified and analysis lexical cohesion on educational article of Jakarta Post. Creswell ( 2014:41) Qualitative research is a method is a probe and see the purpose that for the problem of the study. Emerging question and procedure ,data collection, data analyzing, and researcher"s interpretation of the data is the process of this research. In descriptive method, were found kinds of research method namely ,using technique of searching, collecting, classify and analyzing the data, interpreting and taking the conclusion.

The writer conducted a qualitative descriptive study. The descriptive qualitative explanation provided a clear description of the study's findings. The research entails not just acquiring data, but also choosing, organizing, analyzing, interpreting, and evaluating it in order to produce meaningful assertions about certain elements of reality. The writer was intent on examining the data in order to locate the educational article of Jakarta Post.

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## 3.2 Data and source Data

The source of the data from five educational articles with different title and content. Lexical cohesion and it"s types as the data will use.The data analyzed will take from media print articles papers and from Jakarta Post article online

## 3.3 The Instrument of Collecting Data

In collecting the data the instrument as a simplify the writer, research instrument is chosen as a tool of collecting data. Ary (2010)said that instrument research is commonly used in qualitative research namely observation, interview, and document analysis. So in this study ,the writer will use observation and document analysis. In observation the writer will observe the data in online educational article of Jakarta post, and will use the book, pen as a tool mark the data will be found, and mobile phone and a laptop as a tool in the written document in this research the. Documents used by writer to screen shoot the data that take from online article.

## 3.4 The procedure of collecting data

The procedure of collecting data as a fundamental method that relates to qualitative research for gathering information is the participation in the setting. Documentation is a data collection technique that gets information from various source so documents of something.(Sugiono2008:225)says" Document is a note of the past, this study, the writer will use the observation that is supported by written documents and photos. After applying the documentary technique then the

writer completed several stage. The writer will use some steps in observation to collect the photo the data, they are:

1.      The writer will search and download educational article online from the Jakarta Post in the post website(www.thejakartapost.com).

2.      The writer reads the article, underline and make a mark for finding the lexical cohesion on the Jakarta post

3.      The writer will download and convert the pdf to word file where the data that are taken from online then remark the finding lexical cohesion in laptop file word

4.      Identify the lexical cohesion and its type

## 3.5 The Technique of Analyzing Data

The following technique was used to analyze the research data. To answer the problem, the writer used the following technique: Calculate the types of hate speech based on each type. The formula and the sample of analysis in form of the table are follows based on :

p=f/NX 100%

With:

 f=the total number of cohesion item son students "narrative writing N = the number of each type of cohesion on students" narrative writingp=thepercentageoftypesofcohesiononstudents"narrativewriting

5.      The writer read the educational article of Jakarta Post

6.      The writer identifies the types of lexical cohesion

7.      The writer classifies the data based one Educational article Jakarta post

8.      Tabulatingthedominanttypesoflexicalcohesionthatfo undinarticleJakartapost

To answer the second problem the writer is analyzing the datausingMilesandHuberman's(2014:31)approach,whichstat esthatqualitativedataanalysisisdividedinto three steps. The steps are:

**a.**      Data Condensation.

Data reduction is a form of analysis that sharpens, categorizes, directs, discards unnecessary, and organizes data through rigorous selection: through a summary or brief description, classifying it into a broader pattern so that the conclusions can be drawn and verified. data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming data that approximates all parts of written field notes, interview transcripts, documents, and empirical materials. Data condensation is the first step in the process of reducing the amount of information .The process of choosing, focusing, simplifying, abstracting, and /or altering the data found in the whole corpus written-up field

notes and documents. The writer will make the data more powerful by conden singit. The writer will:

1. Selecting, the writer selects the data from the online document article „the lexical cohesion on educational article of Jakarta post

2. Focusing, on this stage the writer focuses on lexical cohesion that will be find in educational article in Jakarta Post

3. Simplifying, in this way the writer will convert the data to be simply into clause. The clause consists of types of lexical cohesion used on educational article of Jakarta post

4, Abstracting, in this process of abstracting, data will evaluate especially consisting of types of lexical cohesion that will find educational article of Jakarta post

5. Transforming, After abstracting, the research will analyze the data by selecting every clause the types of lexical cohesion.

**b.** Data Display

Good presentation of data is a major means of valid qualitative analysis. Presentation of data can be in the form of descriptive words, various types of matrices, graphs, networks and charts. Everything is designed to combine information that is arranged in a coherent and easily accessible form. Thus careful analysis can cover what is happening and draw the right conclusions

The data media print of educational article papers is the second major flow

of analyzing. A display, in general, is a well organized, condensed collection of the data enable for decision making action. The writer describe data by tabulating the lexical cohesion usage from educational article of Jakarta post.

.       **c**. Verifying Conclusion

Verifying Conclusion, From the beginning of data collection, data analysis It is used to describe all the data so that it becomes clear. Conclusion scan answer the problem formulation