

## CHAPTER II

### LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

#### A. Literature Review

##### 1. Discourse

There are three things in terms of discourse, namely the text, context, and discourse. Text is all forms of language not just the words printed on sheets of paper but also all kinds of expressions of communication, speech, music, pictures, sound effects, images, and so on. Context includes all situations and things that are beyond the text and influence the use of language, such as participants in the language, situations where the text is produced. The discourse here, then interpreted as text and context together.

According to the *Oxford English Dictionary*, discourse is the use of language in speech and writing in order to produce meaning; language that is studied, usually in order to see how the different parts of a text are connected.

Tarigan in Sumarlam (2008:7) states that discourse is a unit of language that the highest or most comprehensive and largest on the sentence or clause with a high coherence and cohesion and sustainable, has a real beginning and end, delivered orally or in writing.

According to the definitions and statements above, it is clear that discourse is a linguistic element that is relatively the most complex and

most complete. Linguistic support unit includes phonemes, morphemes, words, phrases, clauses, sentences, paragraphs, until the whole essay. However, discourse is basically also an element of pragmatic language. Moreover, the use and understanding of discourse in communication require different tools and it is quite a lot. Therefore, the study of discourse becomes mandatory in the process of language learning. The goal is to equip the language user in order to understand and use language properly and correctly. Each study discourse will always associate the elements of the unit underneath the existing language, like phonemes, morphemes, phrases, clauses, or sentences.

From the description and some definitions above, it can be concluded that discourse lies higher than the level of sentence grammar on a scale of grammar and logical mind has regularity (coherence) and also a link (cohesion) in its structure. Discourse is characterized by continuity of information. The meaning of sustainability is defined as unity of meaning. Important elements in the discourse is like a language unit, complete, address the sentence or clause, regular or compact, sustainable, cohesion, oral or written, the beginning and end of the real.

## **2. Headline**

The headline is the text in top of newspaper article; it is indicating the nature of the article below ([www.wikipedia.com](http://www.wikipedia.com)). The headline summarizes important fact of the story. In reporting the news, the editors have freedom to

choose the words and expressions in order to express their idea. However, because of space limitation, newspapers have developed special kind of headline language. First is using any key words which express the main idea of the story. Second is using short words in place of long ones. Third is leaving out unnecessary words. And the fourth is using only two kinds of tenses, present and future.

Each headline expresses a complete thought in terms of state/ action. Headline is very important, especially the front page of headlines, have great impact on the readers. Therefore, the headlines should be brief, eye catching, impacted, memorable, and effective.

### **3. The Concept of Cohesion**

#### **a. Text**

Many people exchange the term 'text' and 'discourse'. Oetomo in Mulyana (2005: 9) states that the term text is closer to the meaning of written language, and discourse in spoken language in the written tradition, the text is 'monologue non-interaction', and oral discourse is 'dialogue interaction'. In this context, the text can be likened to the script which is a kind of material that contains certain material, course material such as manuscripts, speeches, or other. The differences in the two terms were merely lies in the facet (line) use. In connection with this Hoed (in Sumarlam, 2008: 11) states that discourse is a theoretical wake of abstract (abstract theoretical construct). Discourse cannot be viewed as a physical

manifestation of language, including the level of langue, while the text is included in the level of parole, is the realization of discourse.

However, on the basis of the difference of the two traditions of understanding also emerged in the field of linguistics, the 'linguistic analysis of text' and 'discourse analysis'. Linguistic analyses of text directly presuppose the object of study in the form of a formal language, such as vocabulary and sentence. While discourse analysis requires analysis of the context of an utterance.

Haliday and Hassan (1976:1) state that a text is a unit of language in use. It is not a grammatical unit, like a clause or sentence; and it is not defined by its size. Sometimes a text is envisaged to be some kind of super-sentence, a grammatical unit that is larger than a sentence but it is related to a sentence in the same way that a sentence is related to a clause, a clause to a group and so on.

Crystal in Nunan (1993: 6) states that "text is a piece of naturally occurring spoken, written, or signed discourse Identified for purpose of analysis. Often it is a language with a definable unit of communicative function, Such as a conversation, a poster ". This means, the text is a discourse in the form of oral, written, or signs that are identified for the purpose of analysis. Text form can be a conversation, poster.

In other the text is the essence of language form. In other words, the text is realized (spoken) in the form of 'discourse'. Van Dijk says that the text is more conceptual. From this evolved understanding of spoken

and written texts, that term is identical to oral discourse and written discourse.

In conclusion, a text is composed of units of language in use. The units that language is a grammatical unit like a clause or sentence but not as well defined based on the length of his sentence. Text is also described as a kind of sentence that super is a grammatical unit that is longer than a sentence relate to each other. So a text consisting of several sentences, so that's what distinguishes it from understanding a single sentence. In addition, a text considered as a semantic unit of language units associated with the form of its meaning. Thus the text relates to clauses in the realization of the language unit which consists of subject and predicate and if given the tone of the final will be a sentence.

#### **b. Context**

Context is the object or thing that is with the text and into the environment or the situation of language use. Mulyana (2005:21) states that the context is the situation or setting of a communication. Context can be considered as a cause and reason for a conversation/dialogue. Everything to do with speech, whether it relates to the meaning, intent, or the information, greatly depends on the context surrounding the events of that speech.

Based on the explanation on the topic of the text above, discourse analysis requires the inclusion of an analysis of the context of a speech, then it can be drawn a conclusion that the context is the most important

concepts in discourse analysis. This statement is supported by Nunan (1993: 7-8), he state that context refers to the situation giving rise to the discourse and within the discourse is embedded. Context refers to the situation led to a discourse, and is a place where the discourse is located.

The existence of context in a discourse structure indicates that the text has a structure of inter-related with each other. These symptoms are causing a discourse become whole and complete. Context serves as a tool to understand and analyze the discourse. According to Cook (1989: 10) states that the context is the situation in the form of cultural, social relationships with the participants, what we know, and our assumption of what is known by the sender of that message affects when we receive the message. These factors are factors beyond the study of language. Furthermore, Cook also stated that the context is all the situations and things that are beyond the text and affect the use of language, such as participants in the language, situations where the text is produced, the function intended, and so on.

Discourse context is formed by various elements, such a situation, speaker, hearer, time, place, scene, topics, events, shape the message, code, and channels. These elements were also associated with the elements contained in any communication language. These elements as proposed by Hymes (1974: 54-60) with the concept of S\_P\_E\_A\_K\_I\_N\_G.

1). Setting and Scene

Setting or background is refers to a place (space-space) and time or date (time) of a conversation. For example, the real atmosphere in which the utterance occurs. While the scene or atmosphere is refers to the psychological state of the abstract (formal, informal) or the cultural definition of an event. In certain circumstances, participants are free to change the situation.

#### 2). Participants

Participants are referring to the conversation participants, namely the speaker and listener or friend to talk. Participant's speech, including the combination of speaker-listener, said that given a speech giver, or the sender and receiver.

#### 3). Ends

Ends or results are referring to the results of conversations and conversational purposes.

#### 4).Act Sequence

Act sequence is refers to a form or series of events that occurred.

#### 5).Key

Key or mode is refers to the pressure, ordinances, or the spirit of how the particular message conveyed, such as casual, serious, sarcastic, and so on.

#### 6).Instrumentalities

Instrumentalities or means of referring to the choice of channel or media, such as oral, written, or wire, and the actual form of speech that are used as languages, dialects, or registers the selected code.

#### 7). Norms

Norms or norms are referring to social rules that bind every event and action or reaction from the speakers and the partners said.

#### 8). Genre

Genre or type refers to the type of speech a clear boundary, such as poetry, proverbs, prayers, lectures, and editorials.

In analyzing the discourse of its main objectives is not on the structure of the sentence but on the value of functional status and sentences in context, be it linguistic context or context extra-linguistic. There are three benefits in the context of discourse analysis, namely:

- a). The use of context to look for a reference, namely the establishment of reference based on linguistic context.
- b). The use context to determine the purpose of speech, namely that the purpose of an utterance is determined by context.
- c). The use context to search not speech not the form that has an element not speech or elliptical shape is a shape that can only be determined based on the context.



The description of the context of a conversation (discourse) indicate that context plays an important role in providing aid to interpret a discourse. Context has a very close relationship with many elements that influence it. Language users must consider the context in order to use language appropriately and determine the exact meaning as well. In other words, language users always bound in the context of using language. Context to consider is the linguistic context and the context extra linguistic.

### **c. Cohesion**

The term cohesion refers to the relationship of the parts in a text that is marked by the use of language as a fastening element. Halliday and Hassan (1976: 4) states "The concept of cohesion is a semantic one: it refers to the relations of meaning that exist within the text". This means that the cohesion that allows the establishment of the regularity of semantic relationships between elements in the discourse, so that the texture is real.

Cohesion is the formal aspect of language in discourse. This means that cohesion is a 'syntactic organization'. Syntactic organization is an organization that arranged in coherent sentences and too dense. With this arrangement the organization is to produce speech. This means that cohesion is the relationship between sentences in a discourse, both in terms of level of grammatical and lexical levels of certain terms. With the

mastery of knowledge and a good cohesion, a writer will be able to produce a good discourse.

Halliday and Hassan (1976:6) consider that the meaning of cohesion of the two angles, namely grammatical cohesion and lexical cohesion. Both types of cohesion are contained in a unified text. It also shows the fabric of cohesion speech in the form of sentences to form a text or a context by connecting the meaning contained within the element.

## **1). Grammatical Cohesion**

### **a) Reference**

There are certain items in any language which cannot be interpreted semantically in their own right rather they make reference to something else within the text for their interpretation. Reference can be sub categorized as follows:

#### **(1). Personal Reference**

It is a reference by mean of function into a speech situation through the categories of the person in the form of personal pronoun. The category of persons includes the three classes of personal pronoun. The category of person includes the three speech roles are assigned to participants through the person system as speaker, addressee, it/one used as a generalized form for other items.

#### **(2). Demonstrative Reference**

It is essentially a form of verbal pointing. The speaker identifies or points out the referent by locating it on scale of proximity.

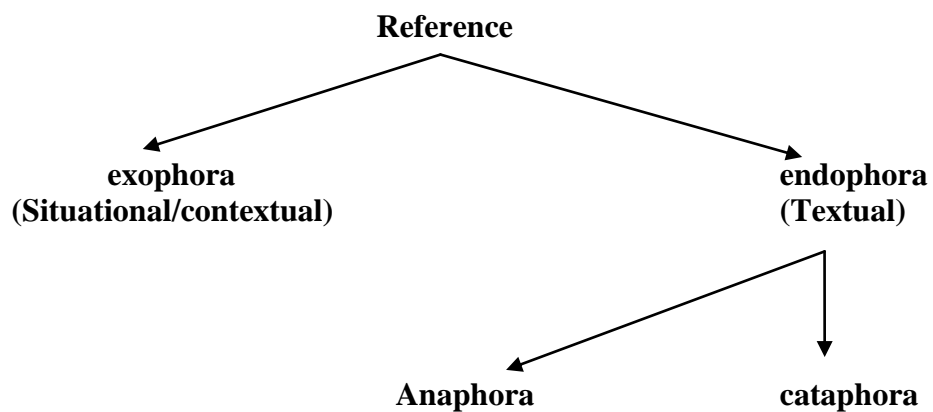
(3). Comparative Comparison

(a). General Comparison

Here things compared show likeness or unlikeness without considering any particular property. Likeness or unlikeness is referential property as something is can be like something.

(b). Particular Comparison

Here comparison is made on the scale of quantity and quality it is a matter of degree compare things on the scale. In other words we can say it expresses the comparability between things. Halliday and Hassan (1976: 33) classify reference into exophora and endophora. It can be seen in the figure bellow.



**Figure 1. Kinds of Reference (Halliday and Hassan, 1976: 33)**

### **b). Substitution**

Substitution is replacement of one linguistic item by another. It means replacement of one word/phrase with another word and phrase. In other hand, substitution is a relation on lexico-grammatical level. It is used to avoid repetition of a particular item. While locating cohesion through substitution semantic is involved. There are three types substitution. Those are mentioned as follow.

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

You know John already knows. I think everybody does.

#### (1). Nominal Substitution

The substitute one/ones always function as head of a nominal group and can substitute only for an item which is it head a nominal group. The examples are below.

There are some new *tennis balls* in the bag. These *one's* lost their bounce  
I've heard *some strange stories* in my time. But this *one* was perhaps the strangest.

#### (2). Verbal substitution

This operates as head of a verbal group. Lexical verb is replaced by do and position is on the final in group. The example shows in the dialogue below.

A: Anisa said you *drink too much*.

B: so *do* you!

I don't know *the meaning of half those language words and what's more*, I don't believe you do *either*.

(3). Clausal substitution

Here presupposed is not an element within the clause but an entire clause. The example shows in the dialogue below.

A: is it *going to rain*?

B: I think so.

Is there *to be an earth quake*? –it says *so*

**c). 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. As with substitution, there are three type of ellipsis, nominal, verbal, and clausal.

(1). Nominal ellipsis

Nominal ellipsis means ellipsis with the nominal group. The structure of the nominal groups is that of optional modification. The sentence below shows the example of nominal ellipsis.

*My kids play an awful lot of sport. Both (O) are incredibly energetic.*

(2). Verbal ellipsis

Verbal ellipsis means ellipsis within the verbal group. It presupposed one or more words from the preceding verbal group. The dialogue below shows the example of verbal ellipsis.

A: *have you been working?*

B: *yes, I have (O)*

### (3). Clausal ellipsis

Clausal ellipsis has modal element and propositional element. The modal element has the subject plus the finite element of the verbal group while propositional has the residue. The dialogue below shows the example of clausal ellipsis.

A: *why you only set three set places? Paul's staying for dinner, isn't he?*

B: *is he? He didn't tell me (O).*

### **d). Conjunction**

It is cohesive device because it signals relationship that can only be fully understood through reference to other parts of text. There are four different types of conjunction, temporality, causality, addition, and adversity.

#### (1). Adversative

The relationships signaled by *however* and *on the other hand* are adversative because the information in the second sentences of each text moderates or qualifies the information. The examples of adversative conjunction are below.

*I'm afraid I'll be home late tonight. However, I won't have to go in until tomorrow.*

*I quite like being chatted up when I'm sitting in a bar having a drink. On the other hand, I hate it if...you know...if the guy starts to make a nuisance of him.*

## (2). Additive

Additive means a sentence equal a clausal complex, that is, any set of clauses that are related with the simple clause as a limiting case. Here *and* signals the presentation of addition information.

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

## (3). Temporal

Temporal relationships exist when the vents in a text are related in terms of the timing of their occurring. The temporal relations are *then, next, at the same time, at once*, etc. The examples of the temporal conjunction show in the sentences below.

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

## (4). Causal

The relationship is one of cause and consequence. The causal relation are *so, therefore, because, for this reason then, here, in such an event, etc.* The example of causal conjunction is as follow.

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

## 2). Lexical Cohesion

Halliday and Hassan (1976: 274) state that: "This (lexical cohesion) is the cohesive effect achieved by the selection of vocabulary ". Thus, lexical cohesion is the bond of cohesion which emerges in the discourse because of word choice. Ties of lexical cohesion is more difficult to identify with immediately because of the lexical system of language is open. Meanwhile, the grammatical system is closed, so the bond cohesion grammatical elements visible more real and consistent. Therefore, the most important things that must be considered in the analysis of lexical cohesion ties are with what Halliday and Hassan's called common sense and level of mastery of vocabulary.

Lexical elements that form the bonds of cohesion discourse usually expressed through the relationship itself. In this case, Halliday and Hassan call relatedness of the lexical items. Level is a stronger claim that the lexical elements in question form a bond of cohesion.

Lexical cohesion does not deal with grammatical and semantic connections but with connections based on the words used in the text. According to Nunan (1993:28), 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. Halliday and Hassan (1976:275) propose two kinds of lexical cohesion: reiteration and collocation.



### **(a). Reiteration**

Reiteration is a form of lexical cohesion which involves the repetition of a lexical item, at one end of scale; the use of a general word to refer back to a lexical item, at the other end of the scale; and a number of things in between the use of a synonym, near-synonym, or super ordinate (Halliday and Hassan, 1976:278). So, repetition includes synonym too. It can also occur through the use of a word that is systematically linked to previous one, for example, *near* and *far*. Based on the definition above, reiteration can be divided into four types: (1) repetition, (2) synonym, (3) super ordinate, and (4) general word. A reiterated item may be a repetition, a synonym, a super ordinate, or a general word; and in most cases it is accompanied by a reference item, typically *the*. This is the discussion about each type of reiteration and each type will be accompanied by an example taken from Nunan (1993:29).

#### **(1). Repetition**

Repetition is an act of stating and rewriting an item in the preceding element in an exactly the same form and meaning in the following element. The sentences below show the use of repetition.

What we lack in a *newspaper* is what we should get. In a word, a ‘popular’ *newspaper* may be the winning ticket.

In this example, the word “newspaper” is repeated exactly in the second sentence. *Newspaper* refers back to *newspaper*.

## (2). Synonym

Hermansyah (1996:26) explains that synonyms are two or more forms; with very closely relate meanings, which are often but not always intersubstitutable in sentence. The sentences below are the example of synonym.

You could try reversing the car up the *slope*. The *incline* isn't all that steep.

From the example above, the word "slope" is changed into the word "incline". It is important to be noted that the idea of "sameness of meaning" used in discussing synonyms is not necessarily "total sameness". This sentence shows "total sameness".

Karen had only one correct *answer* on the test.

The word "answer" in the sentence above will be sound odd if it is substituted by the word "reply" although *reply* is the synonym of *answer*.

## (3). Super ordinate

Super ordinate is a name for a more general class. It is almost the same as general word; the difference is just in the sense of generality. The example of super ordinate is presented below.

*Pneumonia has arrived with the cold and wet conditions. The illness is striking everyone from infants to the elderly.*

"The illness" in the sentence above is the super ordinate of the word "Pneumonia".

#### (4). General Word

General word is a general class of words. The dialogue below shows the example of general word.

A: Did you try the steamed buns?

B: Yes, I didn't like the things much.

According to the dialogue above, the word "things" is a general class word of the word "steamed buns".

#### (b). Collocation

Collocation is another kind of lexical cohesion. It is achieved through the association of lexical items that regularly co-occur. In other word, it deals with the relationship between words on the basis of the fact that these often occur in the same surrounding. These following items are examples of lexical collocation because they are all belong to scientific field of biology:

*plants...synthesize...organic...inorganic...green,plants...energy...  
sunlight...green,pigment...chlorophyll...photosynthesis...light...  
synthesis...self feeding...autotrophic.* (Nunan, 1993:29).

Collocation includes not only synonym or near-synonym and super ordinate, but also complementary, antonyms, converses, words drawn from the same ordered series, relations between part and whole, and also hyponym (Halliday and Hassan, 1976:285). The following passages are example of collocation.

*Soon her eye fell on a little glass box that was lying under the table: she opened it, and found it a very small cake, on which the words 'EAT ME' were beautifully marked in currants. 'Well, I'll eat it,' said Alice, 'and if it makes me larger, I can reach the key; and if it makes me*

*smaller, I can creep under the door; so either way I'll get into the garden, and I don't care which happens!' She ate a little bit, and said anxiously to herself, 'Which way? Which way?' holding her hand on the top of her head to feel which way it was growing, and she was quite surprised to find that she remained the same size: to be sure, this generally happens when one eats cake, but Alice had got so much into the way of expecting nothing but out-of-the-way things to happen, that it seemed quite dull and stupid for life to go on in the common way. So she set to work, and very soon finished off the cake. (Halliday and Hassan, 1976:319)*

#### **4. The Jakarta Post**

The *Jakarta Post* is one of the well-known newspapers in Indonesia. It consist in two format; print and electronic. It is a daily English newspaper with an average circulation of round 50, 000 copies. Many people believe that the *Jakarta Post* is the largest English language newspaper in Indonesia. It is influence toward local speaking expatriate and the diplomatic community. Much information can be seen in this newspaper because it is contain new, advertisement, and article on various subject. Both the printed and electronic media have the same topic. However electronic has easy to access than print and it's cheaper. In internet you can get free information when you access the site.

#### **B. Conceptual Framework**

Language is very important for human being. There are two kind of communication that used by human, namely spoken and writing. In writing communication people use printed media and electronic media. One of the examples electronic media is online media. Not only in print

media but also in online media, people should use cohesion in each text. According Halliday and Hassan, cohesion is the relationship of the parts in a text that is marked by the use of language as fastening element. A text is called well organized when it consist of the types of cohesion. There are two kinds of cohesion. Those are grammatical cohesion and Lexical cohesion.

### **1. Grammatical Cohesion**

Grammatical cohesion is expressed through grammar. According to Halliday and Hassan, there are four types of grammatical cohesion; reference, substitution, ellipsis, and conjunction.

#### **a. Reference**

Reference is the specific nature of the information that is signaled for retrieval. In this reference, the information should be retrieved is the referential meaning, and the identity of the particular thing or class of thing that is being referred to.

##### **1) Endophoric Reference**

Endophora is a reference where their interpretation lies within a text. Endophoric reference consists of Anaphora and Cataphora reference.

##### **(a). Anaphora**

Anaphora reference is a reference, which refers back to the preceding text for its interpretation. The example of anaphora shows in this sentence.

A retired Indonesian Military officer who is a prominent member of Ethnic Chinese-Indonesian community said on Friday that Chinese-Indonesian were reluctant to bring back their overseas investment until security condition in the country had stabilized.

(The *Jakarta Post*: November 13, 1999)

The word “their” defines the word “Chinese-Indonesian” that has been mention in the preceding sentence. The word “their” refers back to the word “Chinese-Indonesian”.

#### (b). Cataphora

Cataphora reference is a reference, which looks forward in the text for its interpretation. The example of cataphora is show below:

in his recent visit to the Singapore, President Abdurahman Wahid expressed guarded optimism that the overseas capital would flow back to Indonesia. (The *Jakarta Post*: November 13, 1999)

The word “his” which lies forward after refers to the word “Abdurahman Wahid”. The word “his” refers to a personal reference.

#### 2). Personal Reference

Personal reference is reference by means of function in the speech situation, through the category of person. The category personal includes the three classes of personal pronouns, possessive adjectives, and possessive pronouns. An example of personal reference is show as follows:

after the devastating riots, thousands of Chinese-Indonesian fled the country along with their capital. (The *Jakarta Post*: November, 13, 1999).

The word “their“ is included in possessive objective refers to the word “Chinese-Indonesian”. The word “their” is personal reference.

**Table 1. Personal Reference (Halliday and Hassan, 1976: 33)**

Person	Personal Pronouns	Possessive Adjective	Possessive Pronouns
Speaker (only)	I, Me	My	Mine
Addressee(s), with/without, other person	You	Your	Yours
Speaker and other person	We, us	Our	Ours
Other person, male	He, him	His	His
Other person, female	She, her	Her	Hers
Other person, object	They, them	Their	Theirs
Object, passage of text	It	Its	Its

### 3). Demonstrative Reference

Demonstrative reference is reference by means of location, on a scale of proximity. The example of demonstrative show in this sentences.

In general the plan now is to have the referendum in Aceh six month after the ending of the current situation, and that will take one month, Abdurahman said on Tuesday during his stop over in Tokyo on his way home from the United Stated. (The *Jakarta Post*: November 17, 1999)

The word “that” refers back to the word “plan”. The word “plan” belongs to the demonstrative reference.

**Table 2. Demonstrative Reference (Halliday and Hassan, 1976: 34)**

Grmmatical classes	Determiner	Adverb
Near	This, these	Here (now)
Far	That, those	There, then

#### 4). Comparative Reference

Comparative reference is indirect reference by means of identity or similarity. Comparative reference is divided into general comparison and particular comparison. General comparison express likeness and unlikeness between two things which may be the same or different while particular comparison express comparability between thing in respect of quantity or quality. The example of comparative reference is as follow.

A similar rally was also held by Muslim in Surakarta, some 60 Kilo meters northeast of Jogjakarta, overnight from Saturday to Sunday. (The *Jakarta Post*: January 31, 2000)

The word “similar” is a general comparison of the grammatical classes of adjective. The word “similar” is belongs to the comparative reference.

**Table 3. Comparative Reference (Halliday and Hassan, 1976: 34)**

Grammatical Classes	Adjective	Adverb
General; Identity Similarity Difference	Some, equal, identical Similar, additional Other, different, else	Identically Similarly, likewise Differently, otherwise
Particular	Between, more, etc	So, more, less, equally

#### b. Substitution

Substitution is the replacement of one item by another. A substitution is relation between linguistic items like words or phrases. In other word, substitution is relation in the word rather than meaning. In English, substitution may function as a noun, as a verb, or as clause.



## 1). Nominal Substitutions

### (a). Nominal Substitution “one/ones”.

The substitution “one/ones” always function as a head of a nominal group and can be substitute only for an item, which is it, head of nominal group. In other word, the substitutions one/ones presupposed some nouns that are to function as head nominal group. The example of nominal substitution show in the sentences below:

If we want to change from the unitary state to federate one, the whole nation, not just Acehese, Irianese, Riau people, should be asked. (The *Jakarta Post*: November 17, 1999)

The use of “one” as substitute especially exclude the defining modifier “federate”, “one” replace “state”. The word “one” is belongs to the nominal substitution.

## 2). Verbal Substitutions

The verbal substitution is “do” which operate as a head of verbal group. In the verbal group, it is “do”, with the morphological scatter “do”, “does”, “did”, “doing”, “done”. The substitution “do” may substitute either for a verb or for a verb plus certain other elements in the clause. The example of verbal substitution is as a follow.

“The question is does he really mean it? If he does then let’s sit down and talk so at least we can come up with an understanding or something to calm the people of Aceh”, Zulfahri said. (The *Jakarta Post*: November 17, 1999)

If the question “does he really mean it?” is changed into a sentence, it will become “he really mean it”. So the word “does” substitute really means it.

### 3). Clausal Substitutions

In clausal substitution, what is presupposed is not an element with in the clause but an entire clause. The words used as substitute are “so” and “not”. The sentences below show the use of clausal substitution.

The children work very hard in the garden. They must do so.  
(Halliday and Hassan: 1976:130)

The word “so” substitute the preceding clause “work very hard in the garden”. The word “so” is belongs to the clausal substitution.

### c. Ellipsis

Ellipsis is the omission of an item in order to avoid repetition. Ellipsis is simply substitution by zero. It means that it is something left unsaid, or there is nothing to be insert into the slot. Ellipsis divided into nominal, verbal, and clausal.

#### 1). Nominal Clausal

Nominal ellipsis means ellipsis with the nominal group. The structure of the nominal groups is that of optional modification.

(a). Dietic is a determiner which consist of:

(1). Specific dietic: possessive, demonstrative, and *the*

(2). Non-Specific dietic: *each, every, any, either, no, a, neither, and some.*

(3). Post dietic: *other, some, different, identical, usual, regular, certain, odd, famous, well-know, typical, obvious.*

(b). Numerative is expressed by numeral which consists of:

(1). Ordinal: *first, next, last, second, third, fourth, etc.*

(2). Cardinal: *the three, those three, the same three, etc*

(3). indefinite quantifier: *much, many, more, most, few, several, a little, lots, a bit etc.*

## 2). Verbal Clausal

Verbal ellipsis means ellipsis within the verbal group. It presupposed one or more words from the preceding verbal group. The example of the use of verbal is as a follow.

Who will put down five pounds? – I will. (Halliday and Hassan, 1976: 180)

The answer “I will” can be interpret “I will put down five pounds”.

The word “ I will” is belongs to the verbal clausal.

## 3). Clausal Ellipsis

Clausal ellipsis has modal element and propositional element. The modal element has the subject plus the finite element in the verbal group, while propositional has the residue: the reminder of verbal group and any complement or adjunct. The example of clausal shows in the dialogue below.

A: “what was the Duck going to do?”

B: “plan a row of poplar in the park”.

From the answer, the modal element is omitted: the subject and the finite operator “was”. The omitted of subject and finite is belongs to the clausal ellipsis.

#### **d. Conjunctions**

Conjunction expresses certain meaning which presupposed the presence of other component in the discourse. Conjunction deal with different types of semantic relation, one which is no longer any kind of search instruction, but a specification of the way in which to flow is systematically connected to what has gone before. Conjunction classified into four categories:

##### 1). Additive

Additive means a sentence equal a clausal complex, that is, any set of clauses that are related, with the simple clause as a limiting case. The conjunction relation are *and, nor, or, furthermore, more over, by the way, alternatively, in addition, beside that, like wise, similarly, on the other hand, by contrast, that is, in other word, for instance, thus, etc.*

##### 2). Adversative

Adversative means a relation is contrary to expectation. The adversative relations are *yet, but, however, nevertheless, at the same time, in fact, as a matter of the fact, instead, rather, at least, any how, in any case, which ever, etc.*

##### 3). Causal

Causal relation includes the specific relation of result, reason, or purpose. The causal relation are *so, therefore, because, for this reason, as a result, then, otherwise, in that case, here, in such an event, etc.*

#### 4). Temporal

Temporal is the relation between two successive sentence and it may be made more specific by the presence of an additional component in the meaning. The temporal relation are *then, next, before the, at the same time, at once, after a time, next day/moment, on this occasion, meanwhile, finally, at last, in the end, first..Then/next, at first...finally, up to now, at this point, henceforward, to sum up, in short, anyway, to resume etc.*

## 2. Lexical Cohesion

Lexical cohesion is expressed through the vocabulary. In other word, it is the cohesive effect achieved by the selection of vocabulary. Lexical cohesion is classified into reiteration and collocation.

### a. Reiteration

Reiteration is a form of lexical cohesion, which involves the repetition of lexical item. Reiteration is divided into four categories. They are repetition, synonym, superordinate, and general word.

Repetition is an act of slating and rewriting an item in the same form and meaning. While synonym is two word forms with very closely relate meanings. Super ordinate is a name for a more general class. And

general word is a general class of words. The examples of the using of repetition, synonym, superordinate, and general word are presents below.

There is a boy climbing the tree.

- a. The boy going's to fall if he doesn't take care.
- b. The lad's going to fall if he doesn't take care.
- c. The child's going to fall if he doesn't take care.
- d. The idiot's going to fall if he doesn't take care.

From the sample above, the word boy in (a) is repeated, the word “lad” in (b) is synonym of “boy”, the word “child” is super ordinate, the word “idiot” is general word.

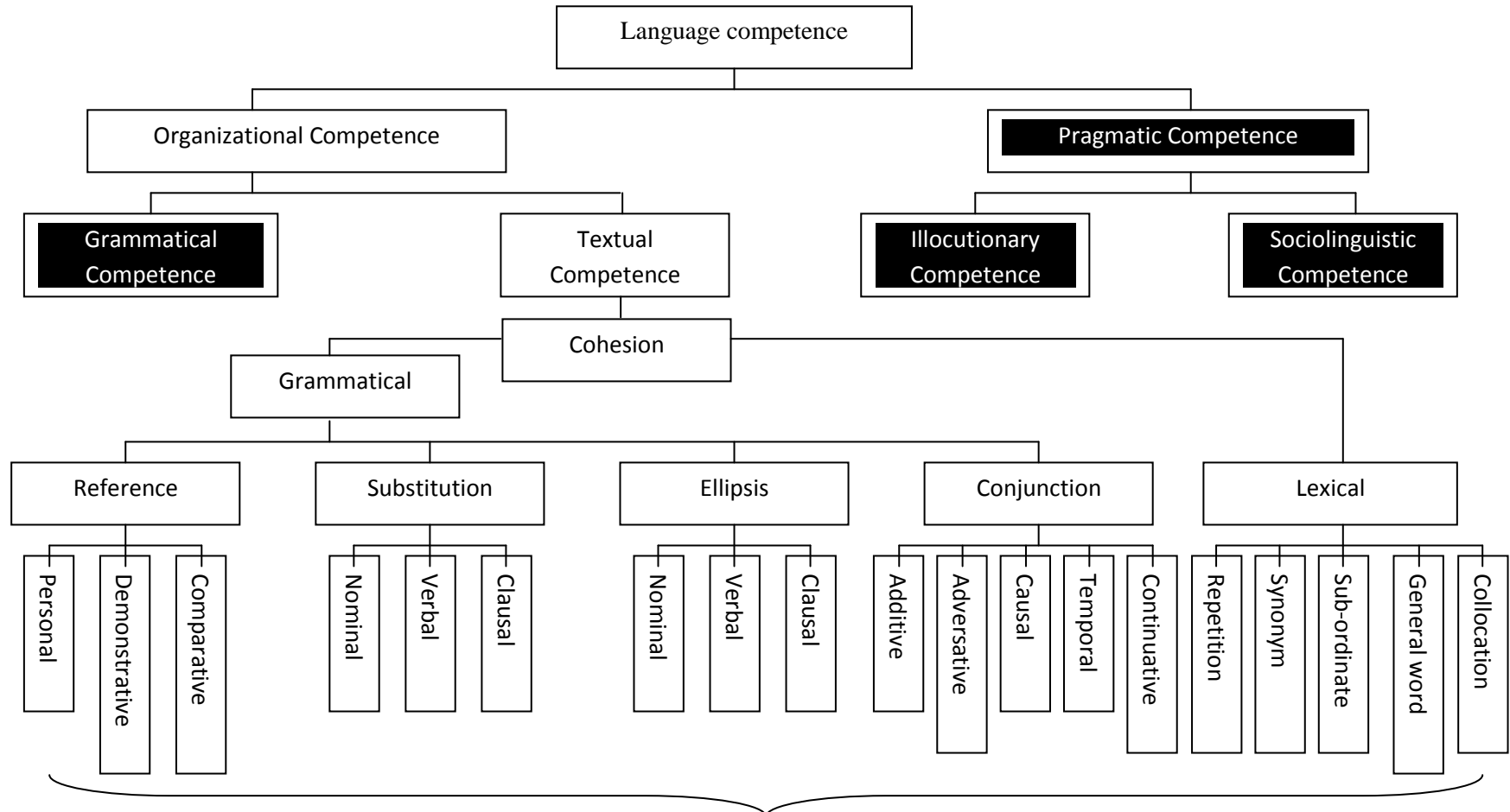
#### b. Collocation

Collocations are words that occur together. Collocation is regular combination of words in which to fulfill the meaning. Collocation has several types: synonym, super ordinate, antonym, part to whole, and part to part. The example of collocation is represent in the word “black coffee” instead of thick coffee and “drink medicine” instead of eat medicine.

The material of headlines is language. Since every text employs cohesion with in it, the researcher will investigate the use of cohesion employed by the headlines of the *Jakarta Post* Online issued on November- December 2010. It is done in order to identify and to find out the prominence of the types of cohesion occurring in headlines. The interpretations of occurring types of cohesion employed were made in reference to the prominence of the type's cohesion.

Conceptual Framework

The Headline News of the Jakarta Post Online Media



The interpretation of the occurring types of Cohesion in the headline news of the Jakarta Post Online Media

Figure 2. The Analytical Construct