Abstract

Language is a social phenomenon as a means of doing than knowing (Halliday, 1976:8). It consists of three levels, namely phonology, lexicogrammatical, and discourse semantics. In other words, language is a system of semiotic expressed by phonology, lexicogrammatical, and discourse. Language is closely related to discourse analysis, the study of the relationship between the language and contexts in which it is used. Discourse Analysis is a language discipline, which describes about sentences from their context. It also includes the study of language in use: written text of all kinds and spoken data, from conversation to highly institutionalized form of talk. To understand discourse well, we need a knowledge and mastery of cohesion. It does not depend only on our knowledge about rules of languages, but also depends on our knowledge about reality, thinking process as syntactical process of drawing conclusion. Halliday (1994:170) said that cohesion refers to the resources within language that provide continuity in a text, above and over that is provided by clause structures and clause complexes. Therefore, cohesive relations are non-structural relations, which help the text hang together. These kinds of relationship refer to reference, including lexical cohesion and conjunction. Lexical cohesion is (Halliday & Hasan, 1976:297) as the name implies, lexical; it involves a kind of choice that is open-ended, the selection of a lexical item that is in some way related to one occurring previously. Lexical cohesion refers to the relationships between or among words in a text. It is concerned with content words and primarily related to field. The field is discovered through the content words within a text. It tends to have specialized vocabularies and tends to engage in specialized activities.