COHESION AND COHERENCE PADA IKLAN DI JAKARTA POST BULAN OKTOBER- DESEMBER 2018

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui kohesi dan koherensi dalam wacana iklan di The Jakarta Post serta implikasinya terhadap studi dalam mengajar membaca dan menulis. Penulis menggunakan purposive sampling sebagai metode pengumpulan data. Penulis mengambil data dari edisi The Jakarta Post yang diterbitkan pada Oktober-Desember 2018. Penulis menggunakan teori kohesi yang disarankan oleh Halliday dan Hasan (1976) dalam menganalisis data. Sebaliknya dalam analisis koherensi, penulis menghasilkan teori semiotika tanda Peirce (2007) dan teori tindak tutur yang diajukan oleh Austin (1962). Dengan demikian, dalam menganalisis aspek koherensi, penulis fokus pada mengenali dan mengidentifikasi fungsi judul serta gambar-gambar sehubungan dengan makna ilokusi dan makna semiotik. Hasil analisis tersebut menunjukkan bahwa ada tiga perangkat kohesif yang sering digunakan dalam wacana iklan. Mereka adalah kohesi leksikal (51,61%), kemudian referensi (25,81%), kemudian substitusi (20,97%), dan diikuti oleh konjungsi (4,84%) di mana item yang paling banyak diduga cenderung merujuk pada apa yang diiklankan. Di sisi lain, tajuk berita dan gambar keduanya koheren dengan gagasan wacana tertulis dan makna tindak tutur seperti yang disarankan oleh teori Austin. Gambar-gambar dalam wacana periklanan memiliki implikasi pada ideologi budaya, sosial dan mitos seperti yang disarankan oleh teori tanda Peirce. Berdasarkan temuan penelitian ini, dapat disimpulkan bahwa pemahaman kohesi dan koherensi bagi siswa akan sangat mempengaruhi kemampuan siswa dalam membaca, menafsirkan dan menulis teks. Untuk meningkatkan kemahiran siswa, penting untuk memperkenalkan berbagai teks seperti wacana periklanan untuk siswa terutama di Universitas.

Kata Kunci: Koherensi, Jakarta Post, T

INTRODUCTION

In writing, the sentences may be grammatically correct, but if the writer fails to establish the connection between them, a great deal of meaning will be lost. The cohesive devices are used to connect the sentences. The most common cohesive devices are personal pronouns (he, she, they), demonstrative pronouns (this, that, these, those), articles and transitional adverbs (therefore, furthermore).

McCarthy (1991: 35) comments that cohesive devices play an important role in English texts and they need to be explicitly taught in writing instruction. In short, cohesive devices very useful, because when sentence, ideas, and details fit together, readers can follow along easily, and the 'ideas tie together smoothly and clearly'.

In writing as well as in speech the students use certain words and expressions to establish connections among ideas in a sentence and paragraph. To make appropriate connection, the students need cohesive devices. These cohesive devices add unity to writing. If the students do not use cohesive devices, the essay will become a collection of disjointed sentences. Cohesion is one of the standards of textuality (Beaugrande and Dressler, 1981: 3). Text cohesion refers to both the text's grammatical and lexical features beyond text's structural level "such as a clause or sentence" and to the test's "semantics relations" across the text (Halliday & Hasan, 1976: 2). The structural relation between words within a sentence contributes to a sentence's internal cohesion, while the semantic relations provide cohesion and allows the text to function as unit "with respect to its environment"

The use of technology in teaching and learning process has become an obligation for teacher in many national and international schools. A big question arises if we discuss the topic of technology in language learning. Why should we as teachers use technology in language teaching? Learning a second language is both an intensive and time-consuming process.

According to Foreign Service Institute (FSI) in Blake (2008: 1) estimates that anywhere from 700-1,320 hours of full-time instruction are needed to reach a level of high fluency. The ideal language learning allocation can be more than 44 weeks at 30 hours per week or 1,320 hours. Yet, the fact shows that students, particularly in Junior High School on average spend 160 hours per academic year actively studying English or 6 hours per week. It indicates that students need more time to learn English in order to achieve better or even the best fluency in English.

Strother (2005) found that the online program help the students and

they can learn English better. His research was intended for professional learners in aviation and the researcher's was intended for seventh graders of junior high school students. Suharmanto and Ratih (2012) found out that his product was good in terms of its appereance, level of difficulty, attractivenes, coverage, and substance. This research differ from the researcher's was that this research was only covered reading materials, where the researcher's covered both reading and writing. The last research was conducted by Prihartiningsih (2012) in which she used Facebook in teaching descriptive text to her students. The result revealed that after applying *letsdescribeit* for teaching descriptive text, the students became more understand the use of descriptive text, when the need to use it and how to construct a descriptive text.

The limit of allocation time of face-to-face meetings in classroom per academic calendar forced teachers to have advance innovation in teaching the students. The use of language laboratory to enhance the students' listening and speaking skills is one of the example. But unfortunately, the language laboratories in general refer to a specific group of receivers' experiences. It is closely linked to culture as well as cultural identity where certain elements such as customs or idiomatic language are

used to send a message to the receivers.

In line with the objective of language teaching that is how to enable learners to communicate by means of the target language and with respect to the components of communicative competence, discourse competence and act ional competence, as stated by Canale and Swain (1980) that communicative competence refers to communicative performance or the understanding of the underlying systems of knowledge and skills required for interacting in real communication concerning with act ional competence (reading, listening, speaking and writing).

On the other hand discourse competence is concerning the mastery of the grammatical forms and meanings to achieve a unified spoken or written text in different genres. Genre is meant the type of text such as spoken and written narrative, an argumentative essay, a scientific report or business letter. The text unity is achieved to its form called cohesion and to its meaning called coherence.

Therefore, with the respect to the purpose of teaching that emphasizes the components of communicative competence, discourse competence and act ional competence, the printed advertisement in The Jakarta Post is one of text types that can be introduced to students as a resource of learning and teaching material

mainly in reading and writing a text among different genres.

RESEARCH METHOD

The kind of this research is descriptive research because the data is found by analyzed discourse in mass media. Moreover, this research emphasizes on the quality of the data that referred to the nature characteristic of data using descriptive concepts so this research is qualitative one. The writer aimed at explaining the interpretation of data based on the linguistic evidence due to the use of cohesive devices and coherence in the advertisement published by The Jakarta Post. The analysis is basically conducted to have a brief description of the cohesive devices (reference, substitution, ellipsis, conjunction, and lexical cohesion) and the coherence among ideas in Jakarta Post advertisement. According to Halliday and Hasan (1976), to analyze cohesion of a text the unit of analysis is a sentence.

On the contrary in coherence analysis the writer analyzed pictures in the advertising discourse based on Peirce's semiotic theory of sign (2007) that consists of 3 main elements namely sign, object and interpreting. Furthermore in analyzing the meaning between the headlines and the pictures of advertising discourse the writer generated speech act theory proposed by Austin (1962). Thus, in analyzing the aspect of coherence the writer focused on recognizing and identifying the function of headline as well as the pictures with respect to illocutionary meaning and semiotic meaning.

The stages of analyzing the data are as follows:

1. Collecting the advertisements text and identifying the occurrence of cohesive devices by marking them.

2. Marking the use of cohesive devices by underlining them or bold typing, the words or clauses in the discourse advertisement. Whether they represented reference, substitution, conjunction, ellipsis or lexical cohesion as well as identifying the cohesive ties whether they were mediated, immediate, or remote ties. It aimed to give ease in further analysis of the data.

3. Quantifying the frequency of the occurrence of cohesive devices by means of percentage (%) to find out the most dominant use of cohesive devices.

4. In coherence analysis the writer related the semiotic symbol such as the meaning relation between picture and headline and analyzed the meaning of text in body of advertisement with headline, as well as finding the speech acts implication such as locutionary meaning, illocutionary meaning, perlocutionary meaning in each part of advertisements by using

formula of speech acts suggested by J.L Austin. Furthermore in analyzing the pictures with the ideology the writer generated triad meaning theory that consists of 3 main elements namely sign, object and interpretant suggested by Peirce's semiotic theory of sign (2007).

Research Findings

Frequency of cohesive devices	Type of cohesive devices	Number of occurrences	Percentage
1	Reference	18	25.81
2	Conjunction	3	4.84
3	Lexical	32	51.61
4	Ellipsis	0	-
5	Substitution	13	20.97
Total		**62**	**100**

From the table we can see there are four cohesive devices mostly used in this texts. They are lexical, reference, conjunction and substitution. It is seen that the texts tend to use lexical cohesion with the occurance of 32 times or 32/62 x 100% the percentage is 51.61%. It is compared with other cohesive devices lexical cohesion is the most excessively used in the advertising discourse of The Jakarta Post. Then it is followed by reference with 18 occurrences or 18/62 x 100% the percentage is 25.81% and then followed by substitution with 13 occurences or 13/62 x 100% the percentage is 20.97%, and conjunction with 3 occurrences or 3/62 x 100% the percentage is 4.84%. In contrast elipsis is the kind of cohesive devices never found in the texts of advertising discourse in which 0 %,each type is less than 1%.

On this results we can also note that the cohesive devices dominantly used are lexical cohesion and then referential cohesion. Lexical cohesive ties are found frequently on shell advertisement 7 occurrence, on Samsung advertisement 3 occurrences, on Allianz advertisement 2 occurrences, on Sun Hung Kay properties advertisement 2 occurrences, on Honda advertisement 5 occurrences, HSBC advertisement 5 occurrences, on Suzuki advertisement 6 occurrences and on Singapore airline advertisement 2 items.

Furthermore referential cohesive devices are significantly found on Suzuki advertisement 1 occurrence, on Samsung advertisement 3 occurrences, on Sun Hung Kay properties 4 occurrences, on HSBC advertisement 5 occurrences, on Kyocera advertisement 5 times.

In substitution cohesive devices are significantly found on Honda advertisement 5 occurrences, HSBC advertisement 5 occurrences, on Suzuki advertisement 1 occurrences and on Singapore airline advertisement 2 items

Finally conjunction cohesive devices are significantly found on HSBC advertisement 1 occurrence, on Honda advertisement 1 occurrence, and on Samsung advertisement 1 occurrences. The most presupposed item in the advertisements tends refer to not only what is advertised but also the management of the companies.

Thus, through the use of words being informed repeatedly in advertising discourse either product's brand or service as well as the company profile will be smoothly addicting consumers' mind. It can persuasively trigger customers' responds and feedback to take action that is to purchase the products, service or ideas being offered. Therefore we can conclude that advertisement as a persuassive discourse is used how to influence addrese or consumers to take action from what the advertisers persuade. It is also concerned with the acts performed through speech acts for example to offer, to instruct, to request and so on.

The use of lexical cohesion repeatedly is to give strong affection or stimuly the addresee about the commodity being promoted by emphasizing what is good and ignoring what is bad. In addition referential cohesive devices are used by advertisers in order to convey the meaning through textual meaning by stressing on their management not merely on their product. The

information in advertising discourse will generally be about how the product can benefit the customers. It is a kind of an affirmative concept that requires the advertisers to provide customers with any information that could materially affect their purchase decision. It is true that the advertising discourse has greater emphasis or main ideology to persuade consumers to purchase the goods or service being advertised.

Coherence

Besides cohesion, there is another phenomenon of connectedness, namely coherence. It can be assumed that the distinction between cohesion and coherence refers to the difference between form and content. Coherence is a matter of content rather than a form. Coherence as stated by Celce Murcia and Olshtain (2000:8) contributes to the unity of a piece of discourse such that the individual sentence or utterances hang together and relate to each other.

Due to the fact that language and image on advertising discourse have their own unique style and characteristic in which certain utterances and pictures are used by advertisers to make the advertising discourse excellent. A picture is worth a thousand words for it can affect customers on subconscious level for example a picture of smiling woman leaves an impression

of happiness ,a picture of drop of water shows impression of freshness and delicacy.

Thus, in analyzing the aspect of coherence the writer focused on recognizing and identifying the function of each utterance as well as pictures fulfilling within its context found in each advertising discourse. As stated by Widdowson (1978) that coherence is achieved through perception of the functions being performed by each utterances. There are three kinds of meaning as suggested by Austin's theory (1962) they are proportional, illocutionary and perlocutionary meaning.

There are also utterances in the headline of the advertisement representing five categories of speech acts based on the functions as suggested by Austin, that is representative or constantive in which functioning as assert, claim, report. On the other hand directive is functioning as suggest, request, command, then expressive statements is to apology, to complaint, and to thank. Next comissives statement is functioning as promise, threat, offer, and finally declarative one is to decree, to declare. It shows us that some utterances and pictures in headline of the advertisement fulfill their function such as declaring, claiming, promising, offering, asserting, emphasizing, informing, illustrating, proving, inviting, and encouraging.

In interpreting the discourse the writer uses some extra-linguistic context as reference to know how the idea of the advertising text is coherent in spite of lacking of cohesive devices in the text. As suggested by Nunan (1993:64-65) he states that in interpreting coherence discourse depends on the ability of language users to recognize the functional role being played by different utterances with in discourse. In accordance with the Nunan's statement the writer is exploring his linguistic knowledge to reveal the coherent meaning and its speech act meaning by relating the discourse world to people, object, picture, logos, slogan, headline, the central figure as well as states of affairs in found in the advertising text.

On the other hand, in interpreting the pictures, slogan, or figure in the advertising discourse the writer implements the semiotic theory proposed by Peirce (in Short, 2007). He proposed triad of meaning or triangle meaning consists of 3 main elements namely sign, interpretant and object, in which sign is as a relation between the sign vehicle or the specific physical form of the sign, interpretant is the meaning of the sign understood by an interpreter, a sign object as the aspect that the sign carries meaning about.

CONCLUSIONS

In accordance with the cohesive and coherent analysis in the advertising discourse in The Jakarta Post of October- December 2018 the writer can conclude as follows:

In this investigation , the writer has found the presence of cohesive devices used in the text of advertising discourse. There are 4 main cohesive devices used in advertising discourse. They are lexical, reference, substitution, and conjunction. The most dominant cohesive device is lexical device. It can be seen that the use of lexical devices is 32 times or precisely 51.61%.

An important contribution during the investigation that there is generic structure of the elements of the written advertising discourse in coherence relation. The headline in the advertisement has a function as a statement and a promise about the utility of commodity or service being offered by advertisers. The subhead is used to stress on the headline above. The body copy is used to explain, to describe, and to approve of the statements in the headline. The subhead is followed by name and the address of the advertisers who give information to addressee.

It can be concluded that every sentence in an advertising discourse has at least one relation with another. If the sentence does not have cohesive relation with other sentence, it has a coherent one. To know whether the meaning among sentences coheres can be understood through coherence analysis. By interpreting the semiotic symbol such as pictures found in the advertising discourse indicates that the pictures in the advertisement discourse function as means to support, to visualize, to explain, and to approve the quality of the commodity presented in the advertisements.

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