LEXICAL COHESION OF ENGLISH – LANGUAGE NEWSPAPERS IN INDONESIA

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Abstract

The study provides an empirical analysis on the use of lexical cohesion in English-langauge newspapers in Indonesia. Data for the study were 13 articles collected from 3 leading english-langauge newspapers in Indonesia. Halliday and Hassan seminal work of "Cohesion inEnglish"provides a comprehensive taxonomy of lexical cohesive devices and Dooley and Levinsohn monograf gives the thorough examples how to analyse cohesive devices in the text. Of 424 lexical cohesive devices found in the samples, 171 (40. 3%) were repetition and 167 (39%) were collocation which are the most dominant lexical cohesive devices in the articles.

Key Words: *Leksical Cohesion, English-Langauge Newspaper, Dominant*

Abstrak

Studi ini menyajikan analisis empiris penggunaan kohesi leksikal dalam artikel berbahasa Inggris di Indonesia. Data untuk penelitian ini adalah 13 artikel yang berasal dari 3 koran berbahasa Inggris. Buku karya Halliday & Hassan yaitu "Cohesion in English" menyajikan taksonomi kohesi leksikal secara menyeluruh dan monograf Dooley & Levinsohn memberikan contoh detail bagaimana menganalisis perangkat kohesi dalam teks atau wacana. Dari 424 perangkat kohesi leksikal yang ditemukan dalam sampel, 171 (40. 3%) adalah repetisi dan 167 (39%) adalah kolokasi dimana kedua jenis kohesi leksikal tersebut adalah yang paling dominan penggunaannya diantara kohesi leksikal yang lain.

Kata Kunci: Kohesi Leksikal, Koran Berbahasa Inggris, Dominan.

I. INTRODUCTION

Cohesion is definetely a linguistics device that should present in a composition. Due to this, a writing is readable and easy to comprehend (Todi-rascu et al., 2017) and with its correct application, coherence in writing can be achie-ved as well. In addition, the negligence or error in cohesion use could render the text

meaningless (Alotaibi, 2015; Kuo, 1995; Horning, 1991).

As one of linguistics devices, cohesion in text is categorized into two types, grammatical and lexical cohesion (Halliday& Hassan, 1976). As a subject of this research, Lexical cohesion is one of cohesive device widely used to connect one sentence or propositions after another. This can be verified from several studies (Van Tonder, 1999; Mirzapour & Ahmadi, 2011; Morris & Hirst, 1991) regarding this cohesive device which shows the frequency of its use which rank the second or the third among other sub-type cohesive devices.

In further detail for its function, Lexical cohesion has dual atttibutes, as a cohesive device and a lexical component in the sentence. The last function is reflected in its six sub-types which can be traced back as several lexical entities. In which those lexical entities will enrich diction in a writing causing it is more mature (Oshima, 1999) by avoiding repetitive vocabulary through variety of word choices.

Besides that, the diverse choices of sub-types in lexical cohesion offers the convenience for the writer to make a paragraph cohere without overruling the "beauty" aspect of writing. So that the authors have a powerful tool in exploring their mind and deliver their rhetoric in natural and strong manner.

Those important uses put lexical cohesion is interesting to research, in particular its trends in society. Thus how the elements of society which actively share their ideas by writing such as academics and non-academic practitioners use the cohesive device in their composition, in which their works can be observed in editorial and opinions in the newspapers.

Departing from the notion, the research tries to answer some questions regarding the lexical cohesion sub-types role in those works. Are those sub-types of lexical cohesion quite varied in its use or whether only particular sub-types are more dominant than the others in the article? or if I may call it being 'trends'

II. THEORETICAL REVIEW

Lexical cohesion by definition is cohesive ties in discourse involving lexical elements which utilize lexicon to link the premises (Halliday & Hasan, 1976). As the selection of lexical categories, the way lexical cohesion works is by tying attributive and predicative proposition in two sentences. Thus one comes before the other. It signals that this

cohesive type works by 'reiterating' the lexical categories.

As one of cohesive devices, lexical cohesion has some arbitraries qualities which requires some witty interpretation and keen senses from the researcher for its identification (Halliday & Hasan, 1976; Palmer, 1981). Thus the strong logic and abundant experience is needed to analyze the sub-types of each lexical cohesion category into corpus.

Halliday and Hasan (1976) in 'Cohesion in English' categorizes lexical cohesion into six sub-types i.e. synonyms, antonyms, repetition, superordinate and hyponymy, general nouns and collocation. Those six sub-types are sub-categorized into reiterated and collocational lexical cohesion. Reiteration belongs to synonymy or near-synonymy, antonymy, repetition, superordinate and hyponymy (specific-general), meronymy (part-whole), and general nouns while collocational is derived from collocation. For clear understanding regarding the issue, The following paragraph describes briefly the definition including example of each lexical cohesive devices.

Synonymy itself is a word that semantically has a relatively equal meaning (Palmer, 1981). The word 'relative' means almost no words have identical twin. In other words there is almost no absolute synonymy since none of them consist the same lexical elements. The following example depicts the use of synonymy as a lexical cohesion in two succesive sentences: *Maria is a **beautiful** girl. However, her sister is **prettier** than her.*

The second lexical cohesion is antonymy which is defined as words or phrases that have relatively opposite meaning. Look at the example: *Dina **received** a letter yesterday. Then she **sent** the reply the next day.*

Repetition, as the name suggest, is a cohesive device by means of repeating nouns or pronouns, adjectives, verbs, or adverbs to achieve coherence in discourse. The following example gives a clear view of lexical cohesion use: *With **courage** and perseverance, Ben has been a successful young businessman. It is like a saying 'Fortune favors the **courageuos**'.*

The next lexical cohesion is superordinate and hyponymy. Hyponymy itself uses the superordinate of a word or phrase as a reference to generate cohesion in discourse. The following example describes the uses of hyponymy: *I think **durian** is the tastiest **fruit** in the world.*

Meronymy in lexical cohesion is a cohesive tie which is produced from a lexical item which has a sense as a part-whole relationship with a preceding proposition, like the following example: *if you build a **house** in ring of fire like Japan, make sure the **foundation** is made of special concrete.*

The last sub-type of reiteration in lexical cohesion is general nouns. It includes thing, person, and gerund. This general nouns means it has the same referent as whatever they are presupposing. The following example give a clear description:*Successful people in many cases have many **good qualities**. Some of them are like **strong logical thinking** which often shape their strong character. They appear to have **unbreakable personalty** though in dire situation.*

Collocation as a cohesive device results from the association of lexical items that regularly co-occur or as Yarmohammadi (1995) stated that collocation is achieved "through the association of lexical items that regularly tend to appear in similar environ-ments. Such words don't have any semantic relationship". In addition Behnam (1996) regards collocation as "one of the factors in which we build our expectations of what is to come next."

From those two interpretations, collocation as a cohesive device can be inferred as the lexical items which repeatedly co-occur and come naturally within text. As a result there must be a pair of nouns, adjectives, adverbs, or adverbs which co-exist together within two propositions to create cohesive link. The following example gives clear understanding of collocative cohesive device:

*The **rainforest** area in most part of the world is dwindling rapidly. It can be observed easily by the increasing number of palm oil plantantion in **equator** region.*

As a qualititative research, this study put the importance to the process of analysing the lexical cohesive devices (Prayitno, 2009). The abundant number of clauses which are broken into propositions and the rich word choices in the text has been a challenge to categorize the lexical category into the correct corpus. Thus it needs a simple and potent way to analyse those texts.

The principle to analyse those lexical cohesive devices has been laid by by Halliday and Hasan (1976) who addresses the need of strong logic and careful study in analysis process. Futher the principle is explained by Dooley and Levinsohn (2001:) in their

monograpgh 'Analysing Discourse'. In the cohesion section of their monograph, they give a clear example of how to analyze the devices in a text. The following example is taken from their monograph:

In Repetition, an entire expression (as in (11)), or at least a recognizable part of it (as in (12), is repeated:

(11) **The Prime Minister** recorded her thanks to the Foreign Secretary.

The Prime Minister was most eloquent.

(12) **Dr. E. C. R. Reeve** chaired the meeting. **Dr. Reeve** invited Mr.Phillips to report   on the state of the gardens.

In Lexical Replacement, the forms in question differ, but the referent or denotation is the same:

(13) **Ro's daughter**is ill again. **The child** is hardly ever well.

(14) **Ro** said **she** would have to take Sophie to the doctor. There are other kinds of Pro-Forms besides pronouns. Pro-verbs are one type, such as *do ... it* (Halliday & Hasan 1976:126):

(15) I told someone **to feed** the cat. Has **it** been done?

From the example then several steps for analysing the data are set:

1. Every sentence in each text, and the number of cohesive ties will be detected.

2. The presupposing elements in the cohesive ties will be found.

3. Each tie will be specified for the type of cohesion and its related sub-type.

4. Distance between the presupposed and the presupposing elements will be determined for each tie.

The following formula is used to calculate the percentage of each sub-type:

Figure 1. Calculation Formula

$$\text{Sub-Type Percentage} = \frac{\text{Number of Sub-Types}}{\text{Total Number Of Words}} \times 100$$

This formula is used by Hasan (1984) and Yarmohammadi (1995) in their analysis of cohesive devices.

The samples for this study themselves are taken from several editorial and opinion columns of three leading English-language newspapers in Indonesia, which are http://jakartapost.com, http://jakartaglobe.id, and http://en.tempo.co. There are thirteen articles as samples in which two-third of the writer are indonesian and the rest are native speaker of English.

The writers themselves are from different background and most of them are academic and non-academic practioners in which the topics cover economic, social, cultural and political issues.

The most interesting part of the analysis is the writers are all well-educated people which guarantee the maturity of the writing and in-depth discussion of the issue discussed often brings up some registers to the surface. This opportunity leads intense cohesive devices being used within text. So the text become the fertile land for discourse analysis. The following is the complete lexical cohesive devices for the analysis.

Figure 2. Lexical Cohesive Devices

- Synonymy
- Antonymy
- Hyponymy/Superordinate
- Meronymy
- General Nouns
- Repetition
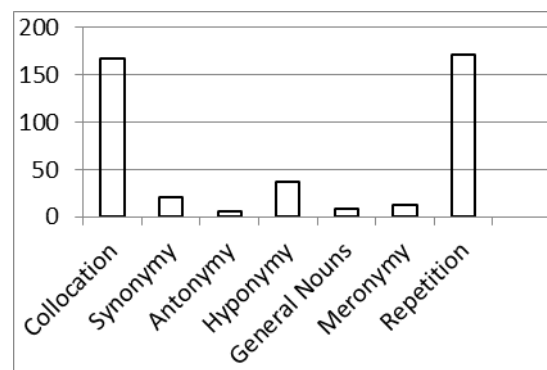- Collocation

III. FINDING AND DISCUSSION

All the findings will be presented in the form of tables and the graph which contain numbers and percentages and the last is a mean to to compare between one types of sample with another in order to obtain a clear picture of the resulting analysis. Here are the following finding and discussion.

Table 1. Recapitulation of Lexical Cohesive Devices

	Collocation	Synonymy	Antonymy	Hyponymy	General Nouns	Meronymy	Repetition	Total
Subtotal	167	21	6	37	9	13	171	424
%	39%	4.9%	1.4%	8.7%	2.1%	3.1%	40.3%	100%

Figure 3. Comparison of Lexical Cohesive Devices Usage

On table table 1, of 13 samples had been analyzed, there are 424 cohesive devices found in them. Of the total 424 cohesive devices found there are 171 Repetition which are used as lexical cohesive devices or 40. 3% of overall cohesive devices in use. The second lexical cohesive device is collocation which

recorded 167 times being applied or 39% of overall cohesive devices. The next cohesive device is hyponymy which is used as many as 37 times or 8. 7%. Then the next cohesive devices is synonymy which are 21 being used. The fifth cohesive device is meronymy which is used as many as 13 times or 3. 1% of overall lexical cohesive devices. The two-last lexical cohesive devices are general noun and antonymy which are used 9 (2.1%) and 6 (1. 4%) times.

On figure 2, it is obvious that repetition and collocation has dominated the use of lexical devices in general which is followed by hyponymy in second place. Then the others like synonymy, antonymy, general nouns, and meronymy are just supplementary lexical devices in which the use is limited in particular sentences. The following table 2 depicts the analysis of five cohesive devices in detail.

That the use of repetition, 171times, dominates the use of cohesive devices in 6 articles times out of 13 samples. This is quite proportional to the number of lexical cohesion usage in Table 1. It is seen from Table 2 that the use of lexical cohesion does not differ much with the use of collocation which is four times more. In general, it can be concluded

that there is a balancing of the use between repetition and collocation. Although when it is reviewed per-sample, the use of lexical cohesion and conjunction experienced much inequality. The samples 3, 9, 12 and 13 show either repetition or collocation is more dominant than the other. This domination varies between 10 to 20 more times than the other. However it doesn't mean both lexical devices overuse since other types of cohesive devices play the role.

Collocation is the second most lexical cohesive device which dominates the use of the lexical cohesive devices in the articles which is used 167 times (Table 2). Of 6 samples 2, 5, 6, 10, 12, 13, it is seen that the use of collocation is not too much difference with repetition so it can be said that the balancing occurs among those two cohesive devices. In addition, collocation seems to occur in every paragrapgh and crowded in between clauses in intra, inter-sentential level, and between paragraph.

The next lexical cohesive device is hyponymy which are used 37 times and the most significant number of useage is in sample number 3, 5, 8, and 13.

The next lexical cohesive devices is synonymy which hold 21 times being used.

The most imminent used of this cohesive device is in sample 6 which used four times of synonymy.

V. CONCLUSIONS

From the finding, it is concluded that the most dominant cohesive devices being used are repetition and collocation which take around 40 % for both cohesive devices. This means both cohesive take up almost 80% of overall lexical cohesive devices.

While other lexical cohesive devices such as hyponymy, synonymy, antonymy, general noun and meronymy take a small portion which show the behavior of the cohesive devices in articles.

This study, however, involved a very limited number of sample article in English-language newspaper in Indonesia, as such, this is a limitation that needs to be acknowledged. Further research should pursue the same issue, the use of lexical cohesive devices in a larger number of samples.

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