

Lexical Cohesions in A Grade X English Textbook by Indonesian Education and Culture Ministry

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Abstract

This study was aimed at examining lexical cohesion patterns dealing with cohesion models proposed by Halliday and Hasan in 1976. Halliday and Hasan identified 2 lexical cohesion categories which are reiteration and collocation. Though, the present study merely discussed the reiteration category. This study used An English textbook of Indonesian X Grade Senior High School Students published by Indonesian Education & Culture Ministry. The text analysis used Halliday and Hasan's cohesion model, also analyzed linguistic techniques used in the textbook. The result of the study found out repeated occurrences of lexical cohesion of reiteration which are repetition, synonym or near-synonym & superordinate. The sub-category of synonym or near – synonym was found out to be the most frequently occurring lexical cohesion; suggesting that the English textbook of Indonesian X Grade Senior High School Students published by Indonesian Education & Culture Ministry are cohesive.

Keywords: English Textbook, Lexical Cohesion, Reiteration

Abstrak

Artikel ini bertujuan untuk menguji pola kohesi leksikal sehubungan dengan model kohesi yang diusul oleh Halliday dan Hasan pada tahun 1976. Halliday dan Hasan mengidentifikasi 2 kategori kohesi leksikal yaitu pengulangan dan kolokasi. Namun, penelitian ini hanya membahas kategori pengulangan. Penelitian ini menggunakan buku teks Bahasa Inggris Siswa SMA Kelas X yang diterbitkan oleh Kementerian Pendidikan & Kebudayaan Indonesia. Analisis teks menggunakan model kohesi Halliday dan Hasan, dan menganalisis dengan menggunakan teknik linguistik yang ada dalam buku tersebut. Hasil dari penelitian menemukan kejadian berulang-ulang pada kohesi leksikal pada pengulangan yaitu: pengulangan, sinonim atau *near-synonym* & superordinat. Yang paling sering ditemukan terdapat pada sub-kategori dari sinonim atau *near-synonym*; menunjukkan bahwa buku teks Bahasa Inggris Siswa SMA Kelas X yang diterbitkan oleh Kementerian Pendidikan & Kebudayaan Indonesia bersifat kohesif.

Kata kunci: Buku Teks Bahasa Inggris, Kolokasi, Kohesi Leksikal

I. INTRODUCTION

A textbook is purposively being considered to be students' guide in learning and teaching activity while preparing themselves to finally face a test to be a proof of having an academic English skill. In this way, Academic English being put at simplest level is a language that is used in academic settings and for academic purposes (Anstrom, et al., 2010). More specifically, the upcoming students' test may be considered as Academic English because it measures of four skills which are receptive (reading and listening) and productive skills (writing and speaking) of English. Since it is testing the all four skills so Academic English has characteristic of a developed complexity in its language use. Anstrom, et al. (2010) also add that Academic English is used by students including non-English-speaking, nonstandard varieties English-speaking, and English-speaking with little acquaintance to Academic English.

Earlier statement about the characteristic of Academic English means that there is a developed complexity in language use. Similar to Ortega (2015) that the range and the complexity of grammatical properties existing in language production is known as syntactic complexity. Likewise, the four skills tested to the students, more specifically the reading skill may be supposed that syntactic complexity plays a central role due to may or may not be comprehended by students depending on their syntactic knowledge and their level.

It is said that a form of language is discursive construction of 'a reality'. In brief, this term is simply a combination between textual and contextual features. Semantically, it might be defined as a combination between linguistic and non-linguistic elements. Subsequently, a discourse is built within both of them. Similar to what is stated by Laclau & Mouffe (1987) that the totality which includes within itself the linguistic and the non-linguistic, is what we call discourse. Those two terms combination join into one that there is a kind of reciprocal relation or in another word, a sign system which is to define the role of language and its relation to a society "[it] enables meaning exchange in performance of social practices" (Hasan, 2015, p. 274).

In the study of discourse, cohesion, due to as the central concept and as the core, has been greatly discussed in terms of academic circles. Also, it is relatively new field of study within great discourse discipline. In 1960, Roman Jakobson published a seminal paper analysing syntactic structures and parallelism in literary texts referring to poetry. It suggests that cohesion exists in literary texts. Accordingly, this approach is to examine how parts of texts either spoken or written are connected syntactically semantically unify whole. Nunan (1993) that to determine among construction, subject matter, and purpose of the meanings

confined within it, a text is analysed. Linguists examined logical assumption, principally the interpretation for the textual semantic and syntactic elements. This analysis is the ultimate goal of discourse comprehension to see the actual language used.

Halliday & Hasan (1976) defined 'text' as a meaningful unit of language containing particular stylistic or textual constituents (semantic and syntactic properties of text) that provides cohesiveness inside the text and makes the text function as a unified linguistic unit. In this way, it seems different from what cohesion analysis first proposed by Harris (1952). Harris's analysis was regarded to how similar equivalences share the same environment, vice versa, Halliday & Hasan pay most attention to how parts of texts semantically related that it can be seen whole text as semantic unit. Eggins (2014); Flowerdew (2013); Halliday & Hasan, (1976) assumed that within the text, cohesive chain is where both presupposing and presupposed elements are all retrieved. Halliday & Hasan (1996) divided cohesion into two categories: grammatical cohesion and lexical cohesion. Grammatical cohesion is realized by grammatical items of the closed class with sub-categories: reference, ellipsis, substitutions, and conjunctions. While the lexical cohesion is realized by the members of the open-class with sub-categories: reiteration (including repetition, synonymy, near-synonymy, superordinate and general words) and collocation (including hyponymy, antonymy, meronymy, ordered set, and also relations that are not systematic).

To analyse the text, it is through varieties of textual components. As suggested by Dolnik and Bajzikova (1998) that it is differentiated by focusing on a text-as-a-product view which are: cohesive elements, coherent elements, contemporary associations, illocutionary construction and expressive purposes of the text, and text-as-a-process viewpoint which focuses on production, reception and interpretation of text. With the goal in mind, the present study is intended to investigate the nature of reading passage in EFL textbook that have a deeper research based on the linguistics characteristics of language learning materials which may support learners and teachers more soundly. To uncover whether it is one of part of inferred formula of deciding text to proper learners, we study the grammatical cohesion proposed by (Halliday & Hasan, 1996), mainly lexical cohesion. It comes about through the selection of items that are related in some way to those that have gone before (Halliday, 1985, p. 310). Types of lexical cohesion are repetition, synonymy and collocation. Furthermore, Halliday and Hasan (1976, p. 288) divide types of lexical cohesion into reiteration (repetition, synonymy or near-synonym, superordinate and general word) and collocation. Due to researchers' limitation, this study does not discuss further about the collocation.

1.1. Reading in the Textbook

A reading text is one of skill that discussed in the book. Perfetti (2001) argued that one's reading ability is an assessment of reading itself. It means that each student will have different score based on the outcome of their assessment of reading. In the book, reading skills tested in are commonly presented in certain specific questions following the reading texts whose questions focus on the content of reading texts and the purpose of measuring the understanding of students. Better reading skills will affect how English learners succeed in other language learning fields (Anderson, 2003) that also means that better reading skills will have a positive impact on language learning.

1.2. Halliday and Hasan's Cohesion Model

Halliday and Hasan (1976) stated that lexico-grammatical system comes into the part of vocabulary system (lexical cohesion) and the part of syntactic system (reference, substitution, conjunction, and ellipsis). Halliday and Matthiessen (2004) labelled a language as a tool where linguistic technique and grammar have such specific meanings of communication, like expressing emotion or showing a writer's judgement (Bloor & Bloor, 2004, p. 11), even when they are not aware of it. Meanwhile, focusing on the role of language power, Bloor and Bloor (2004) argued, "The exertion of power by individuals with certain social roles in particular social situations is often revealed in the form of language, as is the corollary, lack of power" (Bloor & Bloor, 2004, p. 229).

1.3. Lexical Cohesion

Correlating with the lexical cohesion, Halliday (1976) argued that it is a non-syntactical and is different from the rest of elements of textual cohesion. Here, the cohesion output results through vocabulary choice that is referred to as the lexical cohesion. The resulting vocabulary gets established by means of its vocabulary element and gets connected to previous element that occurs then form some similar manner in the text. Simply, the occurrence of lexical cohesion is between two words or phrases that get linked by their relation of meanings in the text.

II. RESEARCH METHOD

This study applies qualitative approach. The data is collected from reading texts. The study uses English textbook of Indonesian X Grade Senior High School Students published

by Indonesian Education & Culture Ministry. The text in the book is organized and improvised into numbered sentences. Data were, then, examined by using the cohesion model of Halliday and Hasan (1976). Due to limitation of the researcher, the data are analysed by merely using lexical cohesion including reiteration (repetition, synonymy or near-synonym, superordinate and general word) without collocation category. The cohesive devices in the textbook texts were applied to examine its application and significance. Additionally, they were identified and comprehended as being existent in the texts contributing to their overall meaning. First, the collection or derivation of extracts from the textbook was conducted. Then, the texts were comprehensively read, and the whole text was converted in the form of a numbered sentences followed by placing the data for cohesion analysis through forming tables. For all the occurrences of cohesion, percentages were also counted respectively. In the end, a thorough analysis was conducted and results drawn from the analysis were discussed in the last section of this study.

III. RESULT AND DISCUSSION

3.1. Result

From total occurrences of cohesive ties, the lexical cohesion appeared 35 times in English textbook of Indonesian X Grade Senior High School Students published by Indonesian Education & Culture Ministry. Lexical cohesion was contributed by reiteration with category of repetition, synonym or near – synonym & superordinate. The findings are presented as follows:

No.	Reiteration type	Frequency	Percentage
1	Repetition	2	6%
2	Synonym or Near – synonym	17	49%
3	Superordinate	16	46%
Total		35	100%

The table shows that synonym or near – synonym (*music = instrument, museum = preservation, afganism = Afgan's fans, etc.*) occurred most frequently and appeared 17 times having the percentage of 49% out of 35 total occurrences of different reiteration type. Superordinate (*camp Leakey = preservation site; Niagara Falls = waterfalls; holy war against the Dutch = guerrilla warfare, etc.*) was found to be the second most frequent type of reiteration, occurring 16 times and having the percentage of 46%. Repetition (*I like sports, especially **tennis and basketball** = I'm in **the basketball team**; we should take **a boat** down*

*Sekonyer river = **The boat** is popularly called *perahu klotok*) was identified as the least recurrent type of reiteration occurring 2 times and having the smallest percentage of 6%. Lexical cohesion differs from other cohesive devices such as reference, substitution, ellipsis, and conjunctions, because in lexical cohesion the semantic link is formed through the use of vocabulary instead of grammar. According to Halliday (1976), semantic link through vocabulary is formed through reiteration and collocation, which are the two significant patterns for achieving lexical cohesion. Reiteration occurs through repetition of the same items in the text, establishing semantic relation within and between sentences whereas collocation in the text occurs when different words with same contextual meaning are used to give rise to semantic bonding.*

3.2. *Repetition Analysis*

In the textbook, the occurrence of reiteration was through repetition of same items, in a way that the recurrences of words were used in establishing semantic relation within and between phrases, clauses and sentences with same structure and meaning. Moreover, in reiteration, the employment the context is not needed to understand the meanings of reference as done in other cohesive devices, making it the easiest cohesive relation to be analyzed or comprehended by the reader. Here are the examples of the total data found:

Data 1: “*I like sports, especially tennis and **basketball**. I’m in **the basketball team**”.*

Data 2: “*We should take **a boat** down Sekonyer river. The boat is popularly called **perahu klotok**”*

In data 1, in both simple sentences, there are two same repeated items. The word of ‘basketball’ and the phrase of ‘the basketball team’ are lexical items whose interpretation is shown by anaphoric *the* to be identical with that of an earlier lexical item to which they are related. The idea of ‘basketball’ refers to thing, in this case, sport that ‘I like’. Though it is also a general meaning. Far from the following phrase ‘the basketball team’ which literally means the team of basketball. Similar to the Data 2 that the two phrases of ‘a boat’ and ‘perahu klotok’ come into different sentences, yet both phrases are related which is the ‘perahu klotok’ tells what boat it is, also ‘a boat’ is identified presently. Those data are kinds of reiteration since the use of nouns above are used as the cohesive agent that they have the same referent as the items which are presupposed.

3.3. *Synonym or Near-synonym Analysis*

The reiteration is the type of the boundary between lexical cohesion. The synonym or near-synonym have in common the fact that one lexical item refers back to another, to which

it is related and having a common referent. There are 17 data in total in this type. Here are those data in the textbook found:

Data 3	Music	<i>An instrument</i>
Data 4	Music	<i>One direction</i>
Data 5	Movies	<i>Comedies</i>
Data 6	being the first winner	<i>Excellent</i>
Data 7	Tanjung Puting National Park	<i>Ecotourism destination</i>
Data 8	most interesting animal in the world	<i>Orangutans</i>
Data 9	spent in trees	<i>Climbing or swinging</i>
Data 10	Camp Leakey	<i>Famous center for research about orangutans</i>
Data 11	Museum	<i>Preservation</i>
Data 12	Afgan	<i>Singer</i>
Data 13	Afganism	<i>Afgan's fans</i>
Data 14	Bung Tomo	<i>Revolutionary leader</i>
Data 15	Battle of Surabaya	<i>Country's independence struggle</i>
Data 16	Bacharuddin Jusuf Habibie	<i>The Third President of the Republic of Indonesia</i>
Data 17	a degree in engineering in Germany	<i>Diplom-ingenieur</i>
Data 18	Hasri Ainun	<i>The daughter of R. Mohamad Besari</i>
Data 19	Habibie	<i>Special assistant to Ibnu Sutowo</i>

Those data come into the category of synonym or near-synonym. It is clearly seen that, like data 3, the word of 'music' comes into the earlier sentence, while in the next sentence, it is not stated the same way anymore, but 'an instrument' also 'one direction' which is group band from England. Also, 'movies' at the earlier sentence then stated as 'comedies' at the following sentence. Too, the phrase 'being the first winner' then stated as simply 'excellent' at the following sentence. All the data above are categorized as near-synonym. In this case, the referent or the general term vary into cohesive environment that adds specificity to it that it is interpreted with the following particular words referred to (Halliday, 1976, p. 279).

3.4. *Superordinate Analysis*

A general noun in cohesive function is almost always accompanied by the reference item of the following similar items or words. In this way, the effect is that the whole complex phrases function like an anaphoric reference item. Let's see the 16 data in total of the superordinate category:

Data 20	park ranger	<i>National parks service</i>
Data 21	books	<i>Novels and short stories</i>
Data 22	some writers in English	<i>JK Rowling</i>
Data 23	Indonesian writers	<i>Andrea Hirata and Ahmad Fuadi</i>
Data 24	Indonesia	<i>The magnificent Raja Ampat</i>

Data 25	Camp Leakey	<i>Preservation site</i>
Data 26	stars	<i>Lights</i>
Data 27	Taj Mahal	<i>An epitome of love</i>
Data 28	Niagara Falls	<i>Waterfalls</i>
Data 29	Maid of the Mist Boat Tour	<i>A world-famous scenic boat tour</i>
Data 30	British Army	<i>The allied forces</i>
Data 31	Holy War against the Dutch	<i>Guerrilla warfare</i>
Data 32	An old woman	<i>Malin Kundang's mother</i>
Data 33	Parepare	<i>South sulawesi</i>
Data 34	Malin Kundang	<i>Strong boy</i>
Data 35	10-Nov	<i>Heroes day</i>

The data above are similar to the category of synonym or near-synonym yet the difference is that between the earlier words or phrases and their following seem like give more super identification rather than gives their similar words or phrases. Like in Data 20, the 'park ranger' in the earlier sentence is then identified by 'National Parks Service'. Also, in Data 21, the word 'books' is given more identification or even more detail explained as 'Novels and short stories' in the next sentence to identify the same reference. Also, all the data form similar meaning between them, yet it is not merely appropriate as stated what it is but gives further meaning or super-further meaning.

3.5. Discussion

In the texts, reiteration occurred through repetition of same items in the text, in a way that semantic relation within and between sentences was established using the recurrences of words, phrases or clauses with same structure and meaning. Moreover, in reiteration, there was no need to employ the context to understand the meanings of reference as done in other cohesive devices, making it the easiest cohesive relation to be analysed or comprehended by the reader. For example, "we should take *a boat* down Sekonyer river, *the boat* is popularly called perahu klotok", the phrase "*a boat*" and "*the boat*" are repeated in into a sentence. However, it creates reiteration of direct form of lexical cohesion.

Furthermore, lexical cohesion established semantic associations using vocabulary in the textbook, hence differentiating from grammatical cohesion in which the semantic links were formed through the use of grammar. Reiteration and collocation were the two classifications of lexical cohesion. Reiteration occurred through repetition of the same items in the text in a way that semantic relation within and between sentences was established using the recurrences of words, phrases or clauses with same structure and meaning.

Lexical cohesion indicates the semantic relation between words or phrases in the reading textbook. Between the syntax and diction in the text is included in its relation. In a lexically cohesive text, those words or phrases come together forming similar, near-similar or even detailed meaning between one sentence to another. The sentences, then, form complete idea in the whole reading text. To achieve lexical cohesion, selecting appropriate words or phrases, the writer wishes to give the readers, mainly the students to provide such consistency senses of the whole text. Furthermore, this lexical cohesion let the students vary meanings between different sentences rather than a direct translation which let lexical cohesion may be lost.

IV. CONCLUSION

In this study textual analysis of English textbook of Indonesian X Grade Senior High School Students published by Indonesian Education & Culture Ministry was performed by taking into account the cohesion model of Halliday and Hasan presented in 1976. The lexical cohesion was of the focus of analysing the data. The analysis for each type of cohesive device in creating semantic links in the text of the textbook was also performed. Furthermore, through lexical cohesion, the cohesion analysis of textbook was easy to perform as the choice of vocabulary was detected easily during lexical cohesion analysis. Hence, lexical cohesion made the text coherent by making semantic association more explicit or clear in the textbook suggesting that the textbook was comprehended or understood with more ease through lexical cohesion analysis.

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