



**LEXICAL COHESION ANALYSIS OF THE ARTICLE
WHAT IS A GOOD RESEARCH PROJECT? BY BRIAN PALTRIDGE**

A JOURNAL ARTICLE

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by:

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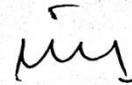
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Advisor,

A handwritten signature in black ink, appearing to be 'Sunardi', written in a cursive style.

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Lexical Cohesion Analysis of the Article
***What is a Good Research Project?* by Brian Paltridge**

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ABSTRACT

This study aims at finding out the types of lexical cohesion and identifying the types of lexical cohesion in a journal article by Brian Paltridge entitled *What is a Good Research Project?* This study used qualitative method as the research design since it is suitable to discuss and explain clearly the meaning relation of lexical cohesion. The data were in the form of text that contains many sentences and were found by searching internet. The data were analyzed using the categorization of cohesion, namely lexical cohesion proposed by Halliday and Hasan (1976) and Paltridge (2000). The findings of this study present repetition that belongs to the most frequent type of lexical cohesion types. It has 320 occurrences (64%) from the total number of findings; then, collocation with 82 occurrences (16,4%); synonymy with 45 occurrences (9%); meronymy has 24 occurrences (4,8%); antonymy has 17 occurrences (3,4%). Meanwhile, the fewest frequent type refers to hyponymy with the result of only 12 occurrences (2,4%) from the total of findings. It can be concluded that the journal article under study contains the elements of lexical cohesion to create cohesiveness in the text itself. It is because lexical cohesion was applied in order to make the readers easy to understand the meaning of the whole text.

Keywords: *Cohesion, Lexical Cohesion, Journal Article*

INTRODUCTION

The term *Language* is not peculiar thing because language belongs to the main tool that is used by many people to communicate each other. They use language in communication especially to deliver their meaning and feeling. Hall (1968: 158) declares that language is “the institution whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols”. It can be seen that language is the important element in people’s interaction. There are two ways to deliver it, namely spoken language and written language.

In written language itself, there is one kind which is very useful to deliver knowledge, that is, using of text or in study of linguistic is known as discourse. Text belongs to any passage, spoken or written that forms a unified whole and best regarded as a semantic unit. A text has “linguistic features” which can be identified as contributing to its total unity and giving it texture” (Halliday and Hasan, 1976: 2). In applying a semantic tie between one sentence and another sentence, it can produce cohesion.

Cohesion belongs to the linguistic features which can help to make a sequence of sentence in a text. In the cohesion concept, it refers to the semantic one. Therefore, in semantic relation, cohesion could be expressed through the structural organization of language. It is also realized through the system of lexicogrammar. In this occasion, the researcher uses cohesion in order to help the readers in understanding the meaning of sentence form in this study.

Between one sentence and another sentence in a discourse need the help in order to achieve good unity, that is it can be helped by using the patterns of cohesive devices. It shows the logical relationships between the various parts of an essay as well as between sentences and paragraphs. According to Halliday and Hasan (1976), “cohesive devices are divided into two aspects, they are grammatical cohesion and lexical cohesion. Grammatical cohesion consists of reference, ellipsis, substitution and conjunction, whereas lexical cohesion has two aspects, they are reiteration and collocation.

This study only focuses on analyzing the types of lexical cohesion namely repetition, synonymy, antonymy, meronymy, hyponymy and collocation (Paltridge, 2000:134). Lexical cohesion refers to a study of cohesive element in the text. Especially, this study takes the journal article as the data entitled *What is a Good Research Project?* by Brian Paltridge. It is because the text of journal article should be lexical cohesive that the text could be contained repeated words and variation words of a sentence. So, it can make more understandable for the readers.

The data of journal article is written by a famous author, namely Professor Brian Paltridge who has created many publication works in discourse level. He gives the theory about lexical cohesion in his publication entitled *Making Sense of Discourse Analysis* which is used for learning discourse in English Department of Dian Nuswantoro University. It means that he already know about lexical cohesion itself.

The researcher wants to analyze and identify the intensity of lexical cohesion itself in the data especially in the journal article. By analyzing lexical cohesion, the researcher would like to know what the types lexical cohesion can be found and how the

quality of lexical cohesion used by the author as long as with the relation of meaning of text itself.

The study on lexical cohesion analysis has also been conducted in the previous study. The researcher who has done the similar study is Anis Rahmawati (2014). She analyzed lexical cohesion in lyrics of Agnez Monica's songs.

RESEARCH METHOD

Data and subject

The data of this research were journal article entitled *What is a Good Research Project?* by Brian Paltridge.

Unit of Analysis

In this study, the researcher analyzed any clause containing lexical cohesion aspect in the journal article entitled *What is a Good Research Project?*.

Technique of Data Collection and Analysis

The researcher did some steps in collecting the data. Firstly, the researcher searched the website of Brian Paltridge's work, which was gotten through internet by accessing The University of Sydney official website <http://sydney.edu.au>. Secondly, the researcher selected the data that are suitable with this study, that is the journal article entitled *What is a Good Research Project?*. Thirdly, the researcher read the journal article. Finally, the researcher checks in detail any clause in each paragraph which has lexical cohesion pattern.

After that, the researcher analyzed the data that had been collected. Firstly, the researcher checked carefully again the clauses that contain the pattern of lexical cohesion. Secondly, the researcher identified the clauses and words in each paragraph by underlining and giving bold on those words that used the pattern of lexical cohesion. Thirdly, the kinds of lexical cohesion were classified by using the framework of Paltridge (2000). Fourthly, the researcher drew the lexical cohesion found to the lexical chain as stated in Ventola (1975). Fifthly, the researcher interpreted the data based on the analysis. Finally, the researcher made a conclusion by clear description and explanation.

FINDING AND DISCUSSION

The finding of this study is presented in the following table:

Table 1 Findings of the lexical cohesion analysis.

No.	Types of Lexical Cohesion	Number	Percentages
1.	Repetition	320	64%
2.	Synonymy	45	9%
3.	Antonymy	17	3,4%
4.	Hyponymy	12	2,4%
5.	Meronymy	24	4,8%
6.	Collocation	82	16,4%
TOTAL		500	100%

According to table 1, it can be seen that there are 500 occurrences of lexical cohesion used in the data which have been analyzed through the six types of lexical cohesion proposed by Paltridge (2000). The sequence of the most finding to the lowest finding based on table 1, it is started from repetition, collocation, synonymy, meronymy, antonymy and hyponymy. For the result, repetition is the most frequent type which means that the author to make the readers can understand easily about the meaning of text without any reduction or interruption between the meanings itself. Meanwhile, hyponymy is the lowest rank which means that hyponymy is difficult to found in the type of journal article or in the area of scientific article.

Each of lexical cohesion type is described by using the analysis system of lexical chain as stated in Ventola (1975). It does not only describe the relation of lexical cohesion, but also determines the field in the types of lexical cohesion found. In this case, there are 45 fields that can be classified as based on the types of lexical cohesion found.

For the detail, the text of the journal article consists of 19 paragraphs, 146 sentences and 300 clauses which are identified the occurrences of lexical cohesion. In each paragraph, different codes among paragraph, sentence and clause are used. Paragraph is coded with the roman numbering, such as paragraph I, II, III and etc. Then, sentence is coded with arabic numbering 1, 2, 3, 4, 5 while the clause uses the code of alphabet like a, b, c, d, and etc.

As the example of lexical chain, it can be seen in the following figure 1 of paragraph IV. It is because the six types of lexical cohesion occur in this paragraph while the others are not complete in lexical cohesion found.

Text:

Paragraph IV

- 35. (bz) Table 2 shows how a **Chinese student**
 - (ca) who was a **beginning** researcher **started** from a very **general topic**
 - (cb) and moved from there to a more narrowly focused research question
 - (cc) that had value and was answerable.
- 36. (cd) In his **particular case**, he was studying at a **university** outside **China**
 - (ce) but was interested in how a communicative approach to language teaching could be implemented in university **classes** in his **country**.
- 37. (cf) As he was not living in **China**,
 - (cg) he could not get any firsthand data
 - (ch) that he could use for his study.
- 38. (ci) He did, however, have a set of **textbooks** with him
 - (cj) that everyone in his **university** used to teach English.
- 39. (ck) The researcher was also particularly interested in the teaching of listening
 - (cl) so he brought the resources and the interest
 - (cm) he had together by looking at how the teaching of listening was approached in **Chinese university textbooks**
 - (cn) and comparing this with communicatively oriented **textbooks** published in English-speaking **countries**.
- 40. (co) He, thus, moved from a question
 - (cp) that was **worth asking** but not,
 - (cq) in his current situation, **capable** of being answered to one that was **also worth asking** and **also capable** of being done.

All types of lexical cohesion appear in paragraph IV. They are repetition, collocation, synonymy, meronymy, antonymy and hyponymy. The findings of those types are in the table 2 below:

Table 2 Findings of the lexical cohesion analysis in paragraph IV.

Paragraph	Types of Lexical Cohesion	Number
IV	Repetition	11
	Collocation	4
	Synonymy	1
	Meronymy	5
	Antonymy	1
	Hyponymy	2
Total		24

Based on table 2, there are 24 occurrences of lexical cohesion. It can be described through the following lexical chain system:

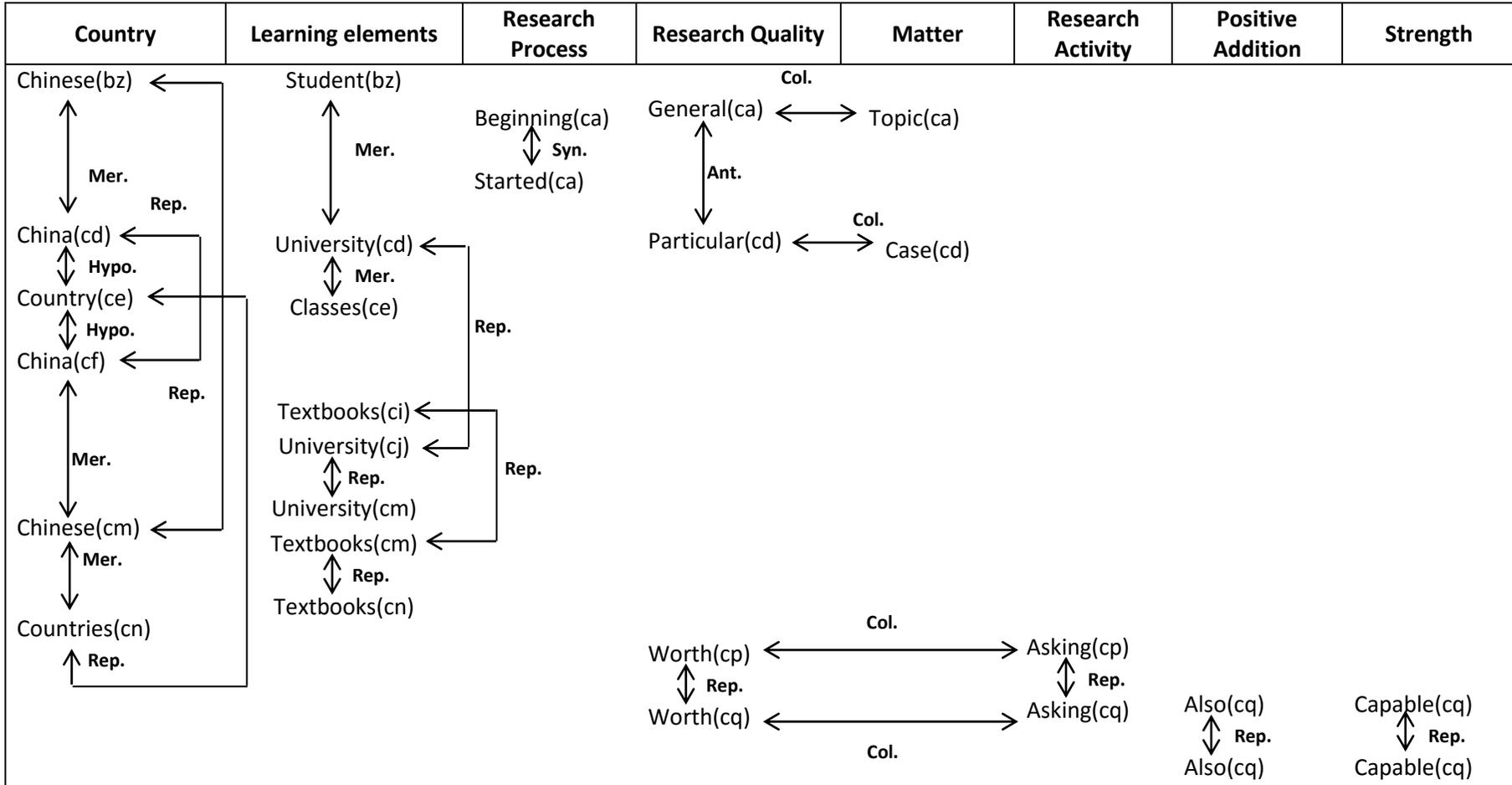


Figure 1 Lexical Chain of Paragraph IV

According to the figure 1 above, it presents all of types of lexical cohesion. The followings are the examples of each category:

a. Repetition

Repetition refers to words that are repeated in the text, as well as words that have changed to reflect tense or number (Paltridge, 2000:134).

Based on lexical chain of paragraph IV The last one shows that there are two pairs of repetition found in different field. First, the word **also** is categorized in the field of **positive addition**. This word is the form of adverb, which is only used to mention the positive verbs; it is not used with negative verbs (Oxford Learner's Dictionary). Second, the word **capable** is in the category of the field **strength**. **Capable** includes in the form of adjective class. However, it is different from the previous adjective found because it is produced to describe how the strength has of something, not about the quality is. Those words are found in the clause below:

40. (cq) in his current situation, **capable** of being answered to one that was **also** worth asking and **also capable** of being done.

The words **also** and **capable** are repeated in the same line of one clause directly, that is in clause (cq). This relation shows creating cohesion in the sentence or paragraph within a text by the repetition which appears only in one clause.

b. Collocation

Collocation describes associations between words that tend to occur, like the combination of adjectives-nouns, the relationship of verbs-nouns and the pairs of nouns (Paltridge, 2000:135).

Based on lexical chain of paragraph IV, it is found one of collocation process in combination of adjective and noun group, namely **worth asking**. Both are categorized in different field. The adjective group of the word **worth** is located in the field of **research quality** to describe how the quality is in a research. As the pair, it is the form of noun group, namely the word **asking** is in the field of **research activity**. This word represents the statement of problem in doing a research activity. It can be found in the clause below:

40. (cp) that was **worth asking** but not,
(cq) in his current situation, capable of being answered to one that was also **worth asking** and also capable of being done.

The collocation found in the phrase **worth asking** which happens two times, in clause (cp) and the next clause (cq). Those collocations make interrelated sentence by using the combination of adjective and noun group.

c. Synonymy

Synonymy refers to the relationship between words that are similar in meaning (Paltridge 2000:134).

Based on lexical chain of paragraph IV, it is only found synonymy process in the field of **research process**; they are the words **beginning** and **started**. Both of those words refer to the verbal group that can be applied to represent **research process**. They can be found in the clause as follows:

35. (ca) who was a **beginning** researcher **started** from a very general topic

According to the clause above, the word **beginning** refers toward the word **started** that is identified synonymy process. The word **beginning** has same meaning with the word **started**. According to Oxford Learner's Dictionary, **beginning** and **started** mean doing the first part of something or before becoming something else. This synonym found happens in one clause (ca) directly. It is because the synonym is usually used to make cohesion text by using the variation of words that has similar meaning each other and the position can be replaced each other.

d. Meronymy

Meronymy belongs to the lexical item to express part or member make a cohesive link with the first item express whole.

Based on lexical chain of paragraph IV, it presents three words that occurs meronymy. They are in the field of **learning elements**, namely the words **student**, **university** and **classes**. The three words are belonging to the elements which should exist in the process of learning. Those words can be seen in the following clauses:

35. (bz) Table 2 shows how a Chinese **student**
36. (cd) In his particular case, he was studying at a **university** outside China
(ce) but was interested in how a communicative approach to language teaching could be implemented in university **classes** in his country.

Based on the clauses above show that the word **student** in clause (bz) is meronym of the word **university** in clause (cd). Then, there is the word **classes** in clause (ce) is also meronym of the word **university** in clause (cd). **Student** refers to a person who is learning at college or university; **university** refers to the media of place or an institution for learning activity at the highest level of education, and **classes** refer to the level of a group of students who are learning together at school, college or university (Oxford Learner's Dictionary). If it is summarized, between the words **student** and **classes** are as similar as the meronym of **university**. It is because both are included the element parts in **University** for learning activity. So, the three words are suitable classified as the meronym relation in order to interrelate sentence each other.

e. Antonymy

Antonymy refers to opposite or contrastive meanings (Paltridge 2000:134).

Based on lexical chain of paragraph IV, it only found the antonymy relation in the field of **research quality**. This relation happens in the words **general** and **particular** as the adjective group which have a role to describe how the quality has. These words are presented in the clauses below:

35. (ca) who was a beginning researcher started from a very **general** topic
36. (cd) In his **particular** case, he was studying at a university outside China

It can be proved that the word **general** refers toward the word **particular**. Their meaning are disparate each other. Based on Oxford Learner's Dictionary, the word **general** includes the most important aspects of something; it is not exact or detailed. Then, the word **particular** is used to emphasize which refers to one of individual person, thing, or type of thing and not others (Oxford Learner's Dictionary). In this case, **general** shows the comparison is wider than particular which shows more narrowly. This relation happens in different clauses, such as **general** in clause (ca) and **particular** in clause (cd). It is suitable used to make the comparison of word in creating cohesive text.

f. Hyponymy

Based on lexical chain of paragraph IV, it is found hyponymy process in the same field of **country**. The relation of hyponymy occurs on two words, such as **china** and **country**. The word **china** can be categorized in the field of **country** since it refers to one kind of country. The explanation also describes the reason of relation hyponymy through the word **china** is hyponym of **country**. This hyponymy can be seen in the following clauses:

36. (cd) In his particular case, he was studying at a university outside **China**
(ce) but was interested in how a communicative approach to language teaching could be implemented in university classes in his **country**.
37. (cf) As he was not living in **China**,

Based on the clauses above that the hyponymy happens in different clause, the two words **China** in clauses (cd) and (cf) are the hyponym of **country** in clause (ce). In hyponymy relation, it shows the specific item refers to the general item that correlates each other. **China** is a country in eastern Asia (Oxford Learner's Dictionary). So, the word **country** is the general item from the specific item through the word **China**. Those words show the relation meaning within sentence or paragraph, but hyponymy is not often used in creating an article.

As the result, it is found the eight fields based on the categorization of each lexical cohesion, such as country, learning elements, research process, research quality, matter, research activity, positive addition and strength. Those fields can show the topic of what is discussed in the text of paragraph IV. They can occur because it depends on the six types of lexical cohesion, such as repetition, collocation, synonymy, meronymy, antonymy and hyponymy. It can be concluded that text of paragraph IV contains the related words in order to create coherent meaning of a text itself.

CONCLUSION

Based on the data analysis, it can be concluded that the kind of lexical cohesion which is mostly used by the author is repetition. There is 320 occurrences (64%) in total. The least kind of lexical cohesion is hyponymy. There is only 12 occurrences (2,4%).

It can be seen that the meaning relation in the text occurs among the six types of lexical cohesion in order to make cohesive text. Besides that, the contextual of the text itself also refers to coherent text. It means that the text should consist of the interrelated sentences to achieve a good unity. Both are related each other in creating the well-structured text. Specifically, it focuses on the meaning relation of lexis or words level. Therefore, it can be concluded that the use of lexical cohesion in writing a text can deliver the meaning of whole text itself for the readers easily and clearly.

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