

**AN ANALYSIS OF LEXICAL COHESION USED IN JOE
BIDEN'S SPEECH ON CORONAVIRUS PANDEMIC**

A Thesis

**Submitted as a Partial Fulfilment of the Requirements for S1-
Degree**

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ABSTRACT

Lexical cohesion could provide relationships between words in the text so that readers could easily understand the text and the meaning of the text. In addition, each type of lexical cohesion could play an important role in conveying the meaning of the text. The objectives of this study were to find out the kinds of lexical cohesion used and the most dominant type of lexical cohesion in Joe Biden's speech on coronavirus pandemic.

Descriptive qualitative method was applied in order to find out the result of data analysis. The data in this study was in the form of speech consisting of speech scripts, the speech from Joe Biden on coronavirus pandemic that consisting of 96 sentences in the script. The research was analyzed using theory from Halliday and Hasan to find out the types of lexical cohesion. The techniques of data analysis were done by data reduction, data display, and drawing conclusion. To see the dominant kind of lexical cohesion, this research used percentage and counted it manually.

The results of this research showed that in the data, there were 5 types of lexical cohesion with the sum of the types of repetition that was 61 items or 53%, synonym with 15 items or 13%, superordinate there were 5 items or 4%, general word with 4 items or 3%, and the last was collocation with 31 items or 27%. The most dominant type of lexical cohesion used in the speech was repetition.

Keyword: *Cohesion, Lexical Cohesion, Speech, Qualitative Research*

FREE PLAGIARISM LETTER

I hereby declared that this thesis entitled “An Analysis of Lexical Cohesion used in Joe Biden’s Speech on Coronavirus Pandemic” is entirely my own work and based on research. I also declare that all materials and source consulted in the preparation of this thesis, such as from books, journals, articles, and other types of documents related to this study, which are properly recognized in footnotes and bibliographies.

Bandar Lampung, October 2021

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ADMISSION LETTER

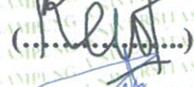
A thesis entitled: **“AN ANALYSIS OF LEXICAL COHESION USED IN JOE BIDEN’S SPEECH ON CORONAVIRUS PANDEMIC”**, written by: **Nurul Ahya, NPM: 1711040116**, Study Program: **English Education**, has been successfully defended at the Thesis Defense of the Faculty of Tarbiyah and Teacher Training, Raden Intan State Islamic University, Lampung. The thesis defense was held on **Thursday, December 30th, 2021**.

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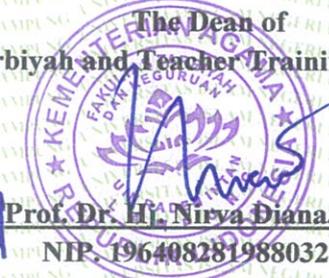
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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ^١

“Surely, Allah changes not the condition of people until they change that which is in their hearts.”

(Q.S Ar.Ra’d : 11)¹

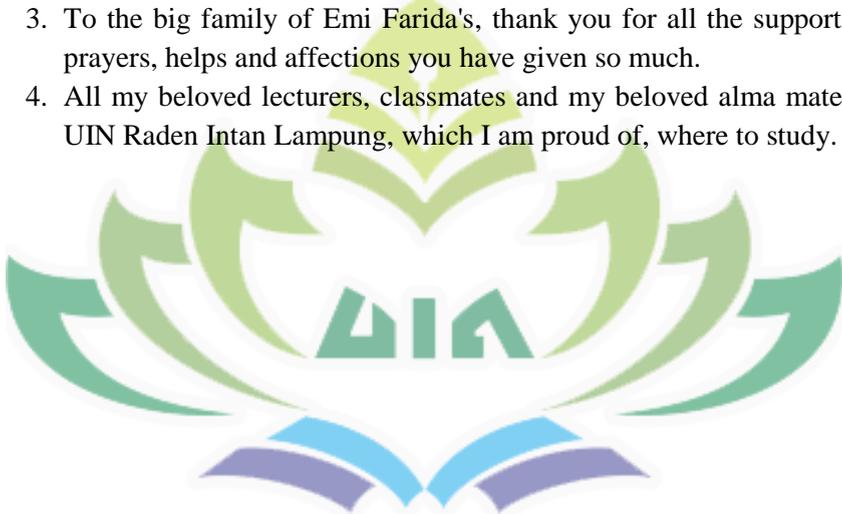


¹ Tafsir Al-Qur’an and Hadits, <https://tafsirq.com/en/13-ar-rad/verse-11>, Surah Ar-Ra’d Verse 11.

DEDICATION

In the name of Allah SWT, because only with Allah permission and grace, this thesis can be made and completed. And with infinite gratitude and as an expression of gratitude, I dedicate this thesis to:

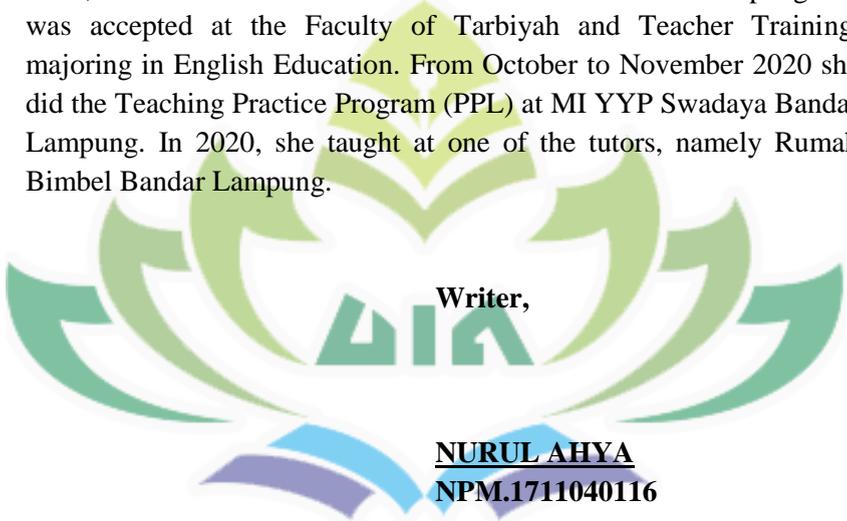
1. My beloved parents, Mr. Bambang Eko Priyanto and Ms. Fitri Oktavia who has given me love, direction, knowledge, and other important thing that are useful for my life that I can not possibly repay with a piece of paper.
2. My dearest brother, Muhammad Ihsan Hibatullah who always helped and supported me during my education in his own way. I hope we can make our parents proud.
3. To the big family of Emi Farida's, thank you for all the supports, prayers, helps and affections you have given so much.
4. All my beloved lecturers, classmates and my beloved alma mater, UIN Raden Intan Lampung, which I am proud of, where to study.



CURRICULUM VITAE

Nurul Ahya was born on April 20th, 1999, in Bandar Lampung. Ahya is the oldest child of Mr. Bambang Eko Priyanto and Ms. Fitri Oktavia. She has one brother, his name is Muhammad Ihsan Hibatullah.

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Firstly, I would like to thank Allah Subhanahu Wata'ala, Dzat who only begged for help, who has given His grace and guidance, so that I can complete my final task of writing this thesis well. Secondly, prayers and greetings may always be poured out to our lord Prophet Muhammad Sallallahu Alaihi Wasallam who has always been the best source of inspiration and example for people.

A long journey has been passed to complete the writing of this thesis, not a few difficulties and obstacles experienced by the author and thanks to earnestness, hard work, motivation and help from various parties, then all these difficulties provide their wisdom for the author. So on the arrangement of this thesis, with all humility, the author expresses his deepest gratitude to all those who have provided assistance, guidance, and support especially to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, as Dean of Tarbiyah and Teacher Training Faculty UIN Raden Intan Lampung and her staff, who have provided opportunities and assistance to the writer during her studies to complete this thesis well.
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8. My friends in arms, all members of the Creative Class of English Department 2017, may we all become a generation that can practice the knowledge with full dedication to the community.
9. All parties who have encouraged to the writer during the writing of this thesis.

Finally, the researcher still has errors in the preparation of the thesis. Therefore, the deepest apologies for the mistakes made by the writer and accept all forms of criticisms and suggestions for the improvement of this thesis. This research is expected to be useful for readers and can be used as a reference for development in a better direction. The truth comes from God and the error comes from the writer. May Allah have mercy and blessing be upon all of us.

Bandar Lampung, October 2021

Writer,

NURUL AHYA

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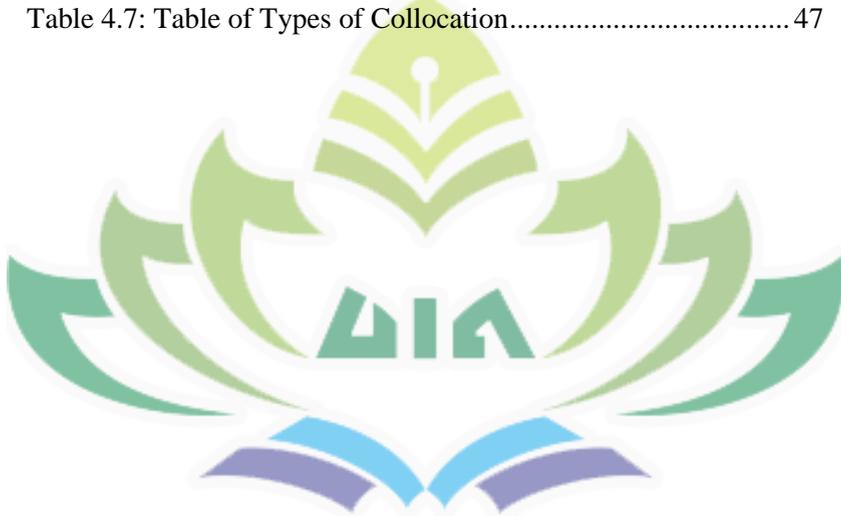
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CHAPTER I

INTRODUCTION

A. Title Affirmation

To make this proposal more focused, and so that there is no misunderstanding in comprehending the title that the author puts forward, it is essential to emphasize the aim of the proposal's title. The title of this proposal is *An Analysis of Lexical Cohesion Used in Joe Biden's Speech on Coronavirus Pandemic*. The following is a description of the meanings of several terms contained in the title of this thesis are as follows:

An analysis is the detailed study or examination of something in order to understand more about it or the result of the study.¹

Lexical cohesion is about the text's meaning. Lexical cohesion refers to the relations created between lexical items, it is about lexical cohesion that is the relations created between lexical components.

Joe Biden, Jr. is a politician who served as the forty-sixth President of the United States.

Speech is a formal presentation given to a big amount of people on a formal occasion. Speech is one of the discourses that humans encounter frequently in our daily lives. The script of the speech used belongs to the written discourse. The script of the speech in this study refers to a speech from Joe Biden about the coronavirus pandemic published by NBC News dated March 13, 2020.

The Covid-19 virus is a coronavirus outbreak that does affect all countries from 2019. SARS-CoV-2 is a new sort of coronavirus that causes the illness. The Covid-19 was originally identified on December 1, 2019, in Wuhan, Hubei, China, and the

¹ *Oxford Advanced Learner's Dictionary*, p.46

World Health Organization (WHO) declared it a pandemic on March 11, 2020.

Based on that explanation, what this title means is to analyze the lexical cohesion used in Joe Biden's speech on the coronavirus pandemic. In this study, the researcher will examine the parts of lexical cohesion in the speech, namely reiteration (repetition, synonym, superordinate and general word) as well as the collocation.

B. Background of the Problem

Most people think of linguistics as a tough subject. Whereas Linguistics in general only studies a single language but studies the ins and outs of language in general. With that, linguistics is defined as the scientific study of language or particular languages. With regard to language, language is an inseparable element of everyday human life. Buarqoub stated that language is the most common tool of communication. It plays a vital role in helping people build a bridge of relationships.² As a result, language is defined as a tool that persons utilize to communicate thoughts and knowledge to others in everyday situations.

Recently, linguistics research has been influential in generating great interest in various fields or branches, one of which is in the field of discourse analysis. In fact, the largest unit of language used in communication is discourse. According to Brown and Yule, the definition of discourse analysis is carried out to investigate what language was used for.³ In learning languages, learning discourse is very important. Furthermore, the study of discourse analysis is not only found in oral but also in written materials, such as newspapers, novels, books, journals, and others. Good discourse is one that should

² Buarqoub, I.A.S, *Language Barriers to Effective Communication*, University Jordan, Jordania, 2019, VOL. 24, NUM. Esp.6, ISSN: 1515-5216 24... p. 64

³ Gillian Brown and George Yule, *Discourse Analysis*, (Cambridge University Press, 1983), p. 1.

pay attention to the relationships between sentences. This should always be considered to maintain inter-word inter-relationship and demand. In line with the view that language consists of form and meaning, there are two very basic terms in discourse analysis that study the relationship between text and other texts, namely coherence and cohesion.

Cohesion and coherence are essential to determine the relationship between sentences and sentences, paragraphs and paragraphs. In written discourse, cohesion is the most important part of making text coherent. According to Halliday and Hasan, cohesion exists when one interpretation of a text component depends on another. It has to do with meaning relationships in any text. Cohesion plays a very important role in understanding a discourse. In this regard, Halliday and Hasan classify cohesion in two major categories, namely grammatical cohesion based on the structural content and lexical cohesion related to the knowledge base. In this case, this study will focus on lexical cohesion analysis.

Lexical cohesion is the relationship between parts of discourse. A brief definition of lexical cohesion is about meaning in a text. Lexical cohesion, according to Halliday and Hasan, is a cohesive effect produced by vocabulary choices.⁴

Reiteration and collocation are two distinct types of lexical cohesion. In addition, Halliday and Hasan divided reiteration into repetitions, synonyms, superordinates, and general words. The purpose of using the intensity of lexical aspects is to obtain the effect of language meaning, the incidence of information, and the beauty of other languages.

Talking about lexical cohesion, this is not easy to master and understand lexical cohesion. This is the most advanced way of cohesion and therefore the most difficult to understand. In addition, lexical cohesion is one of the interesting parts of the analysis because it is very interesting for the researcher to

⁴ M.A.K. Halliday, Ruqaiya Hasan, *Cohesion In English* , (Longman Group Ltd, 1976).. p. 274

conduct their studies on lexical cohesion. This study raises the title of lexical cohesion caused by that there are still many readers who do not yet comprehend the proper usage and function of the use of lexical cohesion correctly, and many other authors do not realize that the writing contains lexical cohesion. Therefore, this research can explain to readers who see the discourse analysis, especially on the lexical cohesion aspects.

In addition, lexical cohesion must be examined because it contributes to the creation of a coherent text. With that, it provides the relation between words in the text so that the readers can easily understand the text. Then, the aspects contained in lexical cohesion can play an important role in the language of a text to convey the meaning of the text.

Seeing from the media usage, regarding discourse, distinguished into two kinds, namely written discourse and oral discourse. Discourse delivered through written media or discourses that can be presented or realized through writing are written discourses, such as newspapers, journals, magazines, books, and others. While the discourse delivers through oral media or directly with spoken language is the oral discourse, such as conversations, speeches, debates, and others. Speech is one of the discourses that are often found in our daily lives. The script of the speech used belongs to the written discourse.

On a particular occasion, speech is a professional conversation usually presented to a big group of people. This is one of the ways of communication used to convey a message to the persuasive community. This can be visible from the usage of words that influence and invite the listener to do what has been said. The incomprehension of the listeners or readers of the speech script can be caused by the use of language that is not clear and the absence of cohesiveness of meaning in the text. For this reason, in the making of a speech text, it is essential to give attention to cohesion to maintain the interrelationships between sentences so that the text becomes cohesive, especially from a lexical point of view.

The use of lexical cohesion in speech text is interesting to study because it can see the cohesiveness of the text or speech delivered in the speech. A speech by Joe Biden, which is very relevant to the current era, is one of the talks that has been extensively seen and enjoyed by the public. He delivers a speech on how society is supposed to combat the coronavirus pandemic that is spreading across the country. This speech is chosen by the researcher because the content is clearly explained to generate unity in each sentence and paragraph delivered in the speech, and no one has examined the speech explicitly about the use of lexical coherence, according to the search. In addition, the researcher is interested to analyze lexical cohesion in the speech of Joe Biden, the 46th President of the United States, because the President's speeches are so influential for the country he leads.

As said in the explanation, this study focused on the form of texts inside a speech from plenty of perspectives, including one that examined speech from a linguistic standpoint, particularly in terms of lexical cohesion. Here the point was about how a speech can relate to each other from one sentence to another and how the text of the speech has one entity from one sentence to another.

Depending on the background, the researcher was concerned with analyzing the part of cohesion that was lexical cohesion contained in one of the speeches of Joe Biden as the 46th President of the United States, then the researcher submitted a study entitled "An Analysis of Lexical Cohesion Used In Joe Biden's Speech On Coronavirus Pandemic".

C. Focus and Sub Focus of the Research

Based on the background of the problem, this research focused on the analysis of lexical cohesion used in Joe Biden's speech on the coronavirus pandemic. The sub-focus of this research was the researcher analyzed two different aspects but

related namely (1) Reiteration that consisting of repetition, synonym, superordinate, and general word and (2) Collocation.

D. Formulation of the Problem

Based on the limitation of the problems, There were two problem formulations as follows :

1. What kinds of lexical cohesion are used in Joe Biden's speech on the coronavirus pandemic?
2. What is the most dominant lexical cohesion used in Joe Biden's speech on coronavirus pandemic?

E. Objective of the Research

From the formulation of the problem above, the research objectives are as follows :

1. To identify the kinds of lexical cohesion are used in Joe Biden's speech on the coronavirus pandemic.
2. To identify which kind of lexical cohesion is the most dominant in Joe Biden's speech on the coronavirus pandemic.

F. Benefit of the Research

This research has some benefits. The findings of this research are considered to provide theoretically and practically benefits, as follows:

1. Theoretically

This study is expected to increase knowledge for readers or language enthusiasts, especially in studying a discourse from the lexical cohesion aspect, especially in studying form and function in the use of cohesion, so that they can more easily understand its meaning.

2. Practically

- a. For English Education Study Program students, this research can be used as an alternative to add insight into cohesion, especially lexical cohesion.
- b. This research is being utilized as a reference for future researchers, particularly those who are interested in lexical cohesion.

G. Relevance Studies

Several studies have similar topics to this research. For the first relevance studies, the researcher used several relevance studies conducted by other researchers as a reference. The first research was quantitative research conducted by Dinda Amalia and Didin Nuruddin with the title "Lexical Cohesion in Kid Talks: The Instagram Video's of Mila Stauffer".⁵ The goals of this study were to examine the use of lexical elements in kid talks. The data of the study were collected through the Instagram account. The theory of Halliday and Hasan was used as cohesion theory to analyze. The findings revealed that there are the differences between kids and adults in terms of the use of repetition. Further, repetition plays an important role in kids talk, one of which is to achieve cohesiveness in speaking. On the other hand, the least lexical cohesive devices used in a kid talks is superordinate.

The second relevance study is "Lexical Cohesion in Background of Research Used in Undergraduate Thesis: A Case Study in Madako University" by Hasia Marto and Jaya.⁶ Based on the thesis research of Students of English Education, University of Madako, this study attempted to acquire a complete overview and analysis of lexical cohesion representations. The researcher used quantitative models to research the frequency and

⁵ Dinda Amalia, Didin Nuruddin, *Lexical Cohesion in Kid Talks: The Instagram Video's of Mila Stauffer*, 2020, p.36-38.

⁶ Hasia Marto & Jaya, *Lexical Cohesion in Background of Research Used in Undergraduate Thesis: A Case Study in Madako University*, 2019.

percentage of lexical cohesion students use in students writing. The data in this study was obtained from the thesis of Undergraduate English Language Education students at the University of Madako. The data collection used by the researcher is by recording technique. The results showed that the repeating part became the most dominant of the three main components; repeat percentage of 93%, followed by synonyms, collocations, and superordinates with percentages of 4%, 2%, and 1%, respectively.

Further relevance study conducted by Afnan Bahaziq with the title “Cohesive Devices in Written Discourse: A Discourse Analysis of a Student’s Essay Writing”.⁷ The goal of this research was to define and characterize coherent devices using Halliday and Hasan's work as a foundation. By examining a Michigan English Language Assessment Battery (MELAB) sample test of a student's essay writing, it attempted to illustrate the importance of employing these instruments. The student's writing exhibited clear consistency as well as the use of grammatical and lexical strategies. The most common grammatical techniques found were reference and conjunction. On the contrary, limited evidence of lexical devices was found. Although the article was relatively coherent, there are still several areas that may be improved.

H. Research Methodology

1. Research Design

Research design is one of the important parts of conducting research. In fact, research design is the conceptual structure within which research is conducted.⁸ The primary function of the design of the research is to explain how well the researcher finds the answer to the research questions. The design of this study was qualitative research. Qualitative

⁷ Afnan Bahaziq, *Cohesive Devices in Written Discourse: A Discourse Analysis of a Student’s Essay Writing*, English Language Istitute, King Abdul Aziz University, Jeddah, 2016

⁸ C.R Kothari, *Research Methodology Methods and Techniques: Second Revised Edition*, New Age, 2004, p.31

researchers, according to Denzin and Lincoln in Creswell's book, study things in their natural settings, trying to make sense of, or interpret, phenomena in terms of the meanings people bring to them.⁹ Qualitative research highlights the researcher's depth of data and awareness the subject's point of view. It aims to gain a thorough understanding of the condition by providing a precise and in-depth description of a phenomenon in the field of study.

Meanwhile, qualitative research, according to Bogdan and Taylor, is a research method that can provide descriptive data in the form of speech, writing, and behavior of individuals who are addressed. Through qualitative research, it is possible to obtain an understanding of reality through inductive thought processes.¹⁰ From this, it explained that qualitative research is a method that focuses on deep observations that are descriptive and tend to use analysis. Therefore, the researcher concluded that this study is a qualitative descriptive study.

Qualitative descriptive research is a descriptively described research method that uses qualitative data. The purpose of descriptive research is to describe a phenomenon and its characteristics. Kothari stated that descriptive research studies are those studies which are concerned with describing the characteristics of a particular individual, or of a group.¹¹ The problem in the descriptive study are solved through analysis, observation, and description. So that in this research, the writer accurately described the results that were found related to lexical cohesion in Joe Biden's speech on the coronavirus pandemic.

⁹ John W. Creswell, *Qualitative Inquiry & Research Design, Choosing Among Five Approaches*, University of Nebraska, Lincoln, 2013, p. 44

¹⁰ Farida Nugrahani, *Metode Penelitian Kualitatif dalam Penelitian Pendidikan Bahasa*, (Surakarta, 2014), p.4

¹¹ C.R. Kothari, *Op.cit*, p.37

2. Data Source

Data in research basically consists of all the information or material presented by nature (in a broad sense) that the researcher must seek for, gather, and select.¹² Data source is a set of evidence or facts collected and presented for a specific purpose. To gather data for this study, the researcher analyzed the speech from Joe Biden on the coronavirus pandemic. The speech publisher by NBC News Digital on March 13, 2020. This speech was the source of data in this study. The data were taken from words that have lexical cohesion in them. There were 96 sentences in the script of the speech by Joe Biden analyzed by the researcher.

3. Instrument of the Research

In qualitative studies, which becomes an instrument or research device that is the researcher itself. Sugiyono stated that qualitative researchers as a human instrument, whose function is to determine the focus of research, select informants as data sources, collect data, assess data quality, analyze data, interpret data and draw conclusions from their findings.¹³ Because they are the only key to the research, this researcher generally do not use instrument questionnaires or interviews made by other researchers. Researchers can use tools to collect data such as tape recorders, notebooks, or cameras. But the usefulness or utilization of these tools is highly dependent on the researcher.

In this study, the researcher used notebooks as a tool to collect data by writing all the data that the writer had found about lexical cohesion in the speech. The researcher can then use the highlighter to distinguish the types of lexical cohesion in the speech.

¹² Farida Nugrahani, *Ibid*, p. 211

¹³ Prof. Dr. Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, ALFABETA Bandung, 2017, p.222

4. Data Collecting Technique

Data collection techniques are the methods utilized by researchers to obtain research data from data sources. In that case, qualitative data collection techniques are by exploring existing data and relating to the focus when conducting a study.

The researcher generated data for this study using documents. Documents are another form of qualitative data collection tool. Sugiyono defined documents is a record of events that have passed. It can be in the form of writing, pictures, or monumental works of someone.¹⁴ This means documentation can consist of written data, e.g. books, diaries, life histories, biographies, reports, and others. The type of documentation in this research was in the form of a script from Joe Biden's speech by looking for a lexical cohesion type in the speech.

5. Procedure of Data Collection

In analyzing the data, the researcher do several steps. First, researcher uses qualitative descriptive methods in selecting data. The process of analyzing data is by reading each paragraph of text from the script of speech carefully, in terms of obtaining data that corresponds to the theory and classifying the words based on lexical cohesion theory by Halliday and Hasan. Furthermore, based on the theory Halliday and Hasan that use, researcher must classify the type of lexical cohesion used in Joe Biden's speech. Halliday and Hasan classified lexical cohesion as reiteration and collocation. In reiteration is divided into repetition, synonym or near synonym, superordinate, and general word. Then the researcher classified the lexical according to the type of lexical cohesion and it can be use to answer the first research question

¹⁴ *Ibid*, p.240

6. Technique of Data Analysis

Data analysis technique is a method in processing data into information. For the data analysis technique, the researcher investigated lexical cohesion used in Joe Biden's speech. Sugiyono argued that data analysis in qualitative research is carried out during data collection, and after completing data collection within a certain period.¹⁵ Systematic data gathering from technical documents, including how to arrange data into group, characterize data into units, manage into a pattern, determine what is significant and what to acquire, and conclude the sentences, words, or phrases separated by classification. As a result, data analysis techniques are very important for concluding. The data in this research was analyzed using Miles and Huberman's theory. In his book, Sugiyono cites activities in qualitative data analysis according to Miles and Huberman, namely:

a. Data Reduction

Data reduction involved summarizing, selecting the main things, focusing on the important things, looking for themes and patterns. As a result, Thus the data that has been reduced will provide a clearer picture, and make it easier for researchers to collect data. In this process, researchers can group important data according to research needs, so that it can be more easily processed to the next process. Qualitative data could be simplified and converted in various ways, namely: through careful selection, a summary or short description, classification into a larger pattern, and so forth. For this research, the data are words in Joe Biden's speech on the coronavirus pandemic.

b. Data Display

In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcharts, and so on. By displaying

¹⁵ *Ibid*, p.246

the data, it will be easier to understand what is happening in the study. The process of presenting data is needed in qualitative data analysis to be able to present or display data in a neat, systematic, and structured manner. So that the data is no longer in the form of raw data but already presents information. In this step, the researcher classified the words in Joe Biden's speech on coronavirus pandemic based on the types of lexical cohesion by Halliday and Hasan. The following is a form of presentation of the classification of lexical cohesion types contained in speech scripts, as follows:

Table 1.1 Table of Forms of Presentation of Lexical Cohesion Types

Time	Text	Lexical Cohesion Items	Ties

c. Conclusion Drawing or Verification

The third flow of analysis activity is drawing of conclusion. According to Miles, final conclusions may not emerge until data collection is complete, depending on the field notes, coding storage and retrieval methods of the funding agency, but they are often predetermined even when a researcher claims to have run inductively.¹⁶ The researcher noted the research findings in relation to the research problem and the type of lexical cohesion theory used by the researcher in this step.

¹⁶ Miles, *Ibid*, p.11

7. Trustworthiness of Data

In order to do research, the researcher needed to acquire reliable data. This section of the research points how data might become trustworthy. Trustworthiness is one-way researchers might convince themselves and readers that their study results are worthy of attention. In qualitative research, to determine the trustworthiness of qualitative research, the researcher must apply some criteria such as credibility, dependability, transferability, and confirmability as established by Lincoln and Guba. Guba and Lincoln explained that credibility determines if the research findings are credible data generated from the participants' original data and a correct assessment of the participants original opinions. The extent to which the phenomenon or findings presented in one study are transferable or useful to theories, practices, and future research is referred to as transferability. Furthermore, dependability includes the aspect of consistency. You need to check whether the analysis process is in line with the accepted standards for a particular design. For confirmability, it is concerned with establishing that data and interpretations of the findings are not figments of the inquirer's imagination, but clearly derived from the data.¹⁷

Confirmability was employed in this study to ensure that the data was accurate or valid. Mr. Susanto was involved as a validator for the research results. Mr. Susanto Saman., S.S, M. Hum., MA., Ph.D., is a senior lecturer at English Education Department, Bandar Lampung University. The Indonesian Community for Forensic Linguistics was founded by him, and he served as its president. Currently, Mr. Susanto also serves as Head of the Center for Linguistic Studies at Universitas Bandar Lampung.

¹⁷ Irene K & Albine, Series: Practical Guidance to Qualitative Research, Trustworthiness and Publishing, European Journal of General Practice, 2018, ISSN: 1381-4788, p.121

I. Systematic Discussion

This research will elaborate into three chapters. The first chapter is an introduction. This chapter discusses the title affirmation, background of the problems, focus and sub-focus of the research, formulation of the problem, objective of the research, benefit of the research, relevance studies, research methodology, and systematic discussion.

The second chapter is a review of related literature. This chapter is about the definition and the branches of linguistics, discourse analysis that is divided into coherence and cohesion, and the parts of cohesion consisting of grammatical cohesion and lexical cohesion.

The third chapter is a description of Joe Biden's speech. This chapter includes a general description of the object consisting of the identity of the speech, information about speech and biography of the speaker, and also the description of research fact and data.

The fourth chapter is the result and discussion. This chapter presents the analysis of data obtained from the research in detail along with a discussion of the results of the research.

The fifth chapter is the conclusion and suggestion. This chapter contains the conclusions of the research along with some suggestions.



CHAPTER II

REVIEW OF LITERATURE

A. Linguistics

1. Definition of Linguistics

Linguistics is derived from the Latin word *lingua* (tongue) and *istics* (knowledge or science). According to Allan, linguistics is the study of the human ability to produce and interpret language in speaking, writing and signing (for the deaf).¹ It can be said that linguistics as a branch of language science that studies, examine, or learns languages in general which can include regional languages or foreign languages.

Popularly, people commonly believe that linguistics is the science of language that makes language the object of its study. Studying linguistics is very important because language is the main communication tool in every human being. In daily life, humans use various forms of language to meet the needs of his life. The main human need is to be able to communicate with others because it cannot be denied that humans are interconnected social creatures.

Todd defined linguistics as the scientific study of language.² It's possible to think of language as a combination of sound and meaning. As a result, linguistics can be defined as a discipline concerned with language and its application as a means of communication. In linguistics, there are linguists that are scientists who use the scientific method to problems about the nature and role of language. They additionally investigated the history and changes within language groups, as well as how language is learned as infants.

¹Keith Allan, *The Routledge Handbook of Linguistics*, (Routledge, 2016),p. 1

² Loreto Todd, *An Introduction to Linguistics*, (Longman Group Limited, 1987), p. 5

Linguistics studies ‘language’ in general. As stated by Prasad in a course in linguistics, linguistics relates to human language as a universal and recognizable part of human behavior and of the human faculties perhaps one of the most far-reaching of human capabilities in relation to the whole span of mankind's achievements.³ So, linguistics science that discusses language from various sides, as well as dealing with social language as a fundamental and recognized aspect of human behavior and capacities.

To summarize, linguistics is a field of science that is concerned with language and the function of language as a means of communication, making language the subject of research. Studying linguistics is critical in this regard, as language is the primary means of communication for all humans.

2. The Branches of Linguistics

Linguistics studied today began from research on language since the Greek era (sixth century BC). Broadly speaking the study of language can be distinguished between (1) traditional grammar and (2) modern linguistics. From a different view points as a science, linguistics can be distinguished into several branches, if you do a degree in linguistics, you are likely to study many of these branches, some of which will be covered in their own course.⁴

a. Phonetics and Phonology

Phonetics and phonology are related to language sounds. Phonetics relate to the way speech sounds are produced, their nature (sound wave physics), and the way they are perceived. Meanwhile, phonology deals with the

³ Tami Prasad, *A Course in Linguistics: Third Edition*, (Delhi: PHI Learning Private Limited, 2019), p. 5

⁴ William B. McGregor, *Linguistics: An Introduction, Second Edition*, (Bloomsbury Academic, 2015), p. 4

ways sounds are patterned in a language, with significant characteristics in the sound system of the language.

b. Morphology

The study of word structure. The name 'morphology' comes from its origin from 'morph' means form, shape, etc, and '-ology' means study about something. Morphology is a field of linguistics dealing with the way words in a language are structured, how they consist of smaller meaningful parts.

c. Syntax

Syntax is concerned with how words go together to form sentences, and how they relate to one another. The study of syntax deals with the structure of sentences as well as their structural and functional links.

d. Discourse Analysis

Discourse analysis is a broad phrase that includes the study of how people use language in both written texts and in spoken circumstances. In this case, McGregor in his book explains that discourse analysis examines stretches of languages, both spoken and written, larger than the sentence. It attempts to find regularities in the formation of these stretches, and connections with grammatical, phonological, lexical, and semantic phenomena.⁵

e. Semantics

The study of meanings is known as semantics. It is concerned with the linguistic and grammatical components of meaning. This is a try to characterize and the nature of

⁵ William B. McGregor, *Ibid*, p. 5

people's knowledge about meaning in their language as a result of their language knowledge.

f. Sociolinguistics

Sociolinguistics is a scientific discipline that combines sociology and linguistics. Socio means society and linguistics which is the science of language. According to Prasad, sociolinguistics is a discipline of linguistics it investigates the relationship between language and society. Language changes its form and structure on the basis of social factors such as an economic background, gender, religion, and cultural groups.⁶

g. Psycholinguistics

Language is a mental phenomenon. Whatever we think is expressed in our linguistic conduct. These mental processes, such as cognition and concept generation are studied in psycholinguistics. Psycholinguistics is a combination of psychology and linguistics. In addition, psycholinguistics is concerned with the processes involved in language production (e.g. speaking and writing) and comprehension (e.g. listening and reading).

B. Discourse Analysis

Discourse as the highest grammatical element realized in the form of a whole essay and with a complete mandate with high coherence and cohesion. Discourse is a unit of language above and beyond a mere accumulation of sounds, morphemes, words, clauses, and sentences, like how people use of language in texts and contexts.⁷ Whole discourse must be considered in terms of content (information) that is coherent while the cohesive nature is

⁶ Tarni Prasad, *Op.cit*, p. 8

⁷ Ralph F & Jeff C, *An Introduction to Language and Linguistics*, Cambridge University Press, 2006, p.169

considered from the demands of the supporting element that is the form. This discourse takes into the form of various intact essays (novels, books, encyclopedia series, and so on) sentences, lines, or words with a strong majority. The study of discourse is called discourse analysis. Discourse analysis is a discipline of linguistics that focuses on the use of language in contexts other than sentences.⁸ The study of how sentences come together to make text is known as discourse analysis. It determines whether or whether a text is comprehensible.

Discourse analysis emerged as an academic field in the 1970s. Discourse analysis is a broad phrase that refers to the study of how people use language in both written and spoken circumstances. Discourse analysis is invariably accompanied by a study of the language employed. As a result, it cannot be limited to the description of language forms regardless of their intended purpose or function in world society. The goal of discourse analysis is to figure out what language is being used for.

The concern of discourse analysis is any written form or spoken language, such as conversations or newspaper stories. The main topic at issue in discourse analysis is the underlying social structure, which can be used in conversation or text. The significance of discourse analysis stems from the fact that we make the world meaningful in one manner and not in another by speaking and writing in it. We can use words to shape, manufacture, and recreate the world.

There are two very fundamental terms in discourse analysis that studies the relationship between text and other texts, which are coherence and cohesion.⁹ A good discourse is inseparable from the elements of cohesion and coherence. Cohesion and coherence play an important role in maintaining the relationship between the sentences, so that discourse becomes cohesive, not only a group of

⁸ Ralph F & Jeff C, *Ibid*, p.170

⁹ Prayudha, *The Cohesion and Coherence of the Editorials in The Jakarta Post*, Ahmad Dahlan University, Yogyakarta, 2016), p. 31

sentences in which each sentence includes a variety of subjects, but also a textual element that must indicate a bound idea.

Coherence is something which needs to be considered in arranging a text or discourse. In arranging a text or discourse, adapted from *The Little, Brown Handbook* stated that when phrases and ideas are integrated and flow easily, coherence is produced. Coherence allows the reader to move easily throughout the essay from one idea to the next, from one sentence to the next, and from one paragraph to the next.¹⁰ Coherence is the interweaving of parts in a text or discourse. The study illustrates that coherence requires the writer to be good at crafting ideas or topic ideas in writing. How the idea in the paragraph relates to the next paragraph. Good discourse must be cohesive, but in order for it to be more perfect, it needs to be supplemented with coherence.

Meanwhile, cohesion refers to connectivity in a text. Cohesion happens when one item's interpretation is based on the interpretation of another, i.e. one thing assumes the other. A text is cohesive when the elements are tied together and considered meaningful to the reader.¹¹ Cohesion refers to the harmony of the relationship between one element and another in discourse so that a neat or coherent meaning is created.

C. Cohesion

1. Definition of Cohesion

The relation between parts of a text that is distinguished by the employment of linguistic items is known as cohesion. According to Rankema and Schubert, cohesion is the connectivity that occurs when the interpretation of textual content is influenced by other textual content. It consists of grammatical items (for example, pronouns and conjunctions)

¹⁰ Jayetta, Natasha & Jeff, *Coherence: Adapted from The Little, Brown Handbook, 11th Edition*, South Eastern Writing Center, 2010

¹¹ Afnan Bahaziq, *Ibid*, p. 112

and lexical features (e.g. synonyms, lexical fields).¹² The example, as follows:

The *store* no longer *sold porcelain figurines*. *It* used to, *the man* behind the counter said, but *they* didn't sell very well. Since the business had switched to *plastic*, sales were doing a lot better.

The term of "It" is refer to word "store" just as "they" is to "the man". The meaning of "used to" determines the meaning of "sold porcelain figurines". The word "plastic" can only be fully understood in the context of "(porcelain) figurines." The semantic relationship that exists between perceptible parts in the text is referred to as cohesion.

Cohesion happens when one item's interpretation is dependent on the interpretation of another, i.e. one thing assumes the other. When the pieces of a text are connected and considered relevant to the reader, it is said to be cohesive. The term "cohesion" refers to the form relationship that exists between pieces of discourse in order for them to be merged. An element in speech can be interpreted based on its relationship with the other elements thanks to this coherent relationship. Cohesion markers, both grammatical and lexical, are frequently used to describe cohesive relations in conversation.

The sentences has to be cohesive in order to have a good and comprehensive discourse. With such cohesiveness, the element of discourse can be interpreted according to its dependence on the other elements. According to Suladi, it is stated in the Journal of Educational Innovation that cohesion is the harmonization of the interaction between one part and another in discourse, so that an accurate or coherent meaning is created. With that, a text or discourse is truly cohesive if there is a correspondence in the text or discourse. In other words,

¹²Jan Rekema & C. Schubert, *Introduction to Discourse Analysis*, John Benjamins Publishing Company, 2018, p. 56

mismatching of language forms in context will result in non-cohesive text. Cohesion is an important aspect in the preparation of a discourse, arranged in an integrated manner to produce linkages between sentences.

From the description above, it can be stated that cohesion can be defined as the harmony of the relationship between components in a conversation or text that is determined by the employment of grammatical elements, as described above. The sentences should be cohesive in order to make a good and comprehensive discourse.

2. Cohesion Devices

According to Halliday and Hasan, cohesion can be divided into two categories: Grammatical cohesion and Lexical cohesion. Reference, substitution, ellipsis, and conjunction are all elements of grammatical cohesion. Reiteration (repetition, synonym, superordinate, general word) and collocation make up lexical cohesion. More clearly concluded in the table below:

Table 2.1

Cohesion devices based on Halliday and Hasan:¹³

COHESION				
GRAMMATICAL			LEXICAL	
Referen ce	Exhoporic [situational]		Reiterati on	Repetition
	Endoporic [textual]			Synonym
	Anophor ic [To precedin g the	Cataphor ic [To followin g the	Superordin ate	

¹³ Anastasia Tsareva, *Grammatical Cohesion in Argumentative Essays* by Norwegian and Russian Learner, M.A. Thesis. (The University of Oslo, 2010), p.10

	text]	text]		General Word
Substitution			Collocation	
Ellipsis				
Conjunction				

So, there are two broad categories in cohesion, namely as follows:

a. Grammatical Cohesion

Grammatical cohesion is the first cohesion device, which is formed by using grammatical features of the text to communicate the semantic relationship within and between sentences. As a result, grammatical cohesion is defined as the conjunction of sentences created by grammatical aspects. According to Rankema and Schubert, there are four components that are related to grammatical cohesion: substitution, ellipsis, reference, and conjunction, as follows:¹⁴

1) Substitution

Substitution occurs when a dummy word is used to substitute a word (group) or a sentence fragment. Substitution is the process of replacing one item with another in order to minimize recurrence. For example: These *biscuits* are stale. Get some fresh *ones*.

The word *ones* in the sentence serves as a substitute for the word *biscuit* so that repetition does not occur.

2) Ellipsis

Ellipsis is a textual relationship in which the presupposed items are almost always present in the preceding paragraph. In other words, ellipsis is usually an

¹⁴ Jan Rankema & Christoph Schubert, *Ibid*, p.127

anaphoric relationship. For example: These biscuits are stale. Those are fresh.

3) Reference

On a semantic level, reference is presupposition. A reference item indicates that the meaning can be recovered, though not always in the form of the needed word or phrase.¹⁵ For example: I see John is here. *He* hasn't changed a bit.

4) Conjunction

The last device is conjunction. Halliday and Hasan state that conjunctions is rather different in nature from that of the other cohesive interactions. Conjunctive components are not cohesive in and of themselves, but rather indirectly through their distinct meanings.¹⁶ For example:

We were able to continue our journey, *after* the car had been repaired.

b. Lexical Cohesion

The second cohesive devices is lexical cohesion. Vocabulary choice is important for lexical cohesiveness. It is the semantic relationship between items in language or, to put it another way, lexical cohesion is the relationship between portions of discourse. Reiteration and collocation are two types of lexical cohesion, with repetition being classified into four categories: repetition, synonym, superordinate, and general word.

¹⁵ M.A.K. Halliday, Ruqaiya Hasan, *Cohesion In English*, *Ibid.*, p. 145

¹⁶ M.A.K. Halliday, Ruqaiya Hasan, *Cohesion In English*, *Ibid.*, p. 226

D. Lexical Cohesion

1. Definition of Lexical Cohesion

Lexical cohesion is the lexical relation between sections of discourse to obtain a cohesive structural fit. In addition, lexical cohesion means cohesion of forms according to words. Accordingly, Rankema and Schubert stated that lexical cohesion refers to the links between the content words (nouns, full verbs, adjectives, adverbs) which are used in subsequent segments of discourse.¹⁷ It is concerned with how lexical items connect to one another and to other cohesive techniques in order to establish textual continuity. Thus, in lexical cohesion entails choosing the vocabulary. It relates to the relationships that exist among lexical items in text including such words and sentences.

Lexical cohesion refers to the relations created between lexical items. Halliday and Hasan stated about lexical cohesion that is the cohesive creates by the choosing of vocabulary. In addition, lexical cohesion is used as the main tool for making texts unified and for seeing the relationship from one word to another that is contained in a text or discourse. Moreover, lexical cohesion is also used by the author of text or discourse to connect sections of text or discourse that have formed in it. This continuity influences the author of the text to create meaning. If the meaning in the discourse or text is clear it will help the understanding of the reader.

From the previous description, it can be argued that lexical cohesion is focusing about textual meaning which is utilized to organize text and determine the link between one word to another through vocabulary choosing. According to Halliday and Hasan, lexical cohesion concerns two separate but connected aspects: reiteration and collocation.¹⁸

¹⁷ Jan Rankema & Christoph Schubert, *Ibid*, p.127

¹⁸ M.A.K. Halliday, Ruqaiya Hasan, *Cohesion In English , Ibid.*, p. 318

2. Types of Lexical Cohesion

There are two types of lexical cohesion which are differentiated according to Halliday and Hasan's theory, namely as follows:

a. Reiteration

Reiteration is defined as the occurrence of a lexical item or a synonym of some type in the context of reference; such that, when the two appearances have the same meaning. In addition, reiteration can occur through the use of words that are systematically related to the previous one. Reiteration uses words that have the same meaning to produce a semantic relationship in the sentence. As a result, reiteration determines the semantic relationship by employing the same terms and repeating the words previously employed.

Halliday and Hasan states that reiteration is a type of lexical cohesiveness in which a lexical item is repeated. Generally, reiteration is divided into four types : Repetition, Synonym, Superordinate, and General Word.

1) Repetition

Repetition is the most significant part of lexical cohesion, it is because repetition is the most apparent form in lexical cohesion. Repetition is reoccurrence of the same word that has been mentioned from one sentence to another. Repetition refers to reiterating the same item that has already been discussed. The simplest sort of lexical cohesiveness to detect is repetition.

There are two types of repetition: simple repetition and complex repetition. The term "simple repetition" refers to the act of repeating the same words or phrases repetitively. While complex repetition emphasizes or lends a thematic value to the repetition of the word's meaning. Furthermore, simple repetition occurs when a lexical piece in a text or sentence is repeated without a

significant modification or with the same term, according to Maria Adorjan. When two lexical items share lexical morphemes but are not legally similar, or when they are nominally identical but have different meanings, complex repetition arises.¹⁹ The example of simple repetition is as follows :

A conference will be held on national environmental policy. At this conference the issues of salinity will play an important role.

(Halliday and
Hasan, 1976 p. 278)

In that example above, the word “conference” is called as simple repetition. Because it uses a simple word and repeats twice in the one paragraph with the same word. Next, the example of complex repetition is :

*How the danger sinks and swells,
By the sinking or the swelling in the anger of the bells,*
 (“The Bells” by
Edgar Allen Poe)

In that example above, the words “sinks” and “sinking” are called as complex repetition. Because they are morphologically distinct entities.

2) Synonym

Synonyms are terms that are interchangeable or have a similar meaning. They can be life savers when you want to avoid repeating the similar word over and over again.²⁰ Synonyms are two or more words forms that have the same or very closely related meaning. As long

¹⁹Maria Adorjan, Explorations In Lexical Repetition Analysis: The Outcomes Of Manual Vs. Computer Automated Research Methods, WoPaL P, Vol. 7, 2013, p.4

²⁰ Helder Fanha Martins, *Basics Synonyms In English You should Know*, (Lisbon Accounting and Business School IPL, 2014), p. 1

as both members of the word pair are part of the same speech, synonyms can be any part of speech (nouns, adjectives, verbs, adverbs, or prepositions). Moreover, Yule (2006) stated that synonyms are two or more words that have very similar or related meanings. It can be concluded that two or more different words that have same meaning called as synonyms. The example of synonym, as follows :

Accordingly.....I took leave, and turned to the ascent of the peak. The climb is perfectly easy.

From the example, there are words *ascent* and *climb* which use the same meaning, so it is called a synonym.

3) Superordinate

Halliday and Hasan argued that superordinate is a term denoting a more general class. It's used to refer to a word with broad characteristics rather than a specific one.²¹ In addition, superordinate is a common word used to refer back to more specific words. Words in the text are associated with using higher terms. The example of superordinate, as follows:

*Henry's bought himself a new **Jaguar**. He practically lives in the **car**.*

From that example, *car* refers back to *Jaguar*, and *car* is a superordinate of *Jaguar*. That is the name of a general class (as *vehicle* is a superordinate of *car*, *spoon* of *teaspoon*, *cut* of *pare*, and so on)

Superordinate is also namely a term that denotes a general class under which a set of subcategories is subsumed. In addition, when superordinate appears before a notion, it informs readers of what to expect. In

²¹ M.A.K. Halliday, Ruqaiya Hasan, *Cohesion In English* (Longman Group Ltd, 1976), p. 278

this function, superordinate serves as a class definition describing the items and examples presented in the list. Based on the idea presented above, superordinate is a branching 'common' term.

4) General Word

The general term is the last sort of reiteration. The term "general word" refers to large groups of lexical words that are frequently utilized in a consistent manner. They are between the boundary lines of lexical items and substitutions. In fact, at one end of the scale, the use of general word to refer back to a lexical item.²² In addition, a general word can be said to be a reiteration of words that are commonly used or lexical items which have a more general meaning. The following is example of general word :

- 1) There is a boy climbing the *old elm*. That *old thing* is not very safe

That *old thing* refers back to the word *old elm*. They reiterate each other.

- 2) Thinking maybe you'll come back here to *the place* that we had meet. And you'd see me waiting for you on *the corner of the street*.

In the words "the place" in the first line and "the corner of the street" in the second one are classified as general words, because words "the place" refers to words "on the corner of the street". The goal is to make the paragraph more intriguing while also avoiding boredom.

b. Collocation

The second type of lexical cohesion is collocation. A collocation is made up of two or more words that are commonly

²²*Ibid.*, p. 278

used together in English. Collocation, as defined by Rankema and Schubert, stated that collocation deals with the relationship between words on the basis of the fact that these often occur in the same surroundings.²³ McCarthy and O'Dell stated that collocation is a combination or set of words that are frequently used simultaneously. This combination sounds normal to native English speakers, but English students must put in extra efforts to acquire it because it is typically hard to guess. From that definitions, we can conclude that collocation is a combination of words commonly used together that can sound right to native speakers.

Halliday and Hasan, also said that the collocation is analysed through the lexical relation (the relationship of lexical items) or lexical environment. Each item's lexical area involves not just the words that relate to it, but also all the other words in the previous section. Collocations come in a variety of forms, including the ones listed below:²⁴

1) Adjectives and nouns

Take note of adjectives that are frequently employed with specific nouns, as in the examples in the following sentence:

- a) Emma always wears red or yellow or some other *bright colour*.
- b) Do you like *strong coffee* or *strong tea* ?

2) Nouns and verbs

Notice about how nouns and verbs frequently appear together, as in the example in the following sentence:

The *economy boomed* in the 1990s. (The economy was very strong)

²³ Jan Rankema & Christoph Schubert, *Ibid*, p.128

²⁴ Michael McCarthy and Felicity O'Dell, *English Collocations in Use (Intermediate)*, Cambridge University Press, 2017, p.12

3) Noun and noun

There are several collocations involved the pattern a ... of ... Here are some examples:

- a) As Max read the lies about him, he felt *a surge of anger*.
(literary: a sudden angry feeling)
- b) Every parent feels *a sense of pride* when their child does well or wins something.

4) Verbs and expressions with prepositions

Some verbs are paired with specific prepositional expressions. The following are examples: As Jack went on stage to receive his gold medal for the judo competition you could see his parents *swelling with pride*. (looking extremely proud)

5) Verbs and adverbs

Some verbs have certain adverbs that are commonly used in collocate with them. The following are examples:

- a) She *pulled steadily* on the rope and helped him to safety.
(Pulled firmly and evenly)
- b) She *smiled proudly* as she looked at the photos of her new grandson.

6) Adverbs and adjectives

Adjectives have particular adverbs which regularly collocate with them. The following are examples:

- a) They are *happily married*.
- b) I am *fully aware* that there are serious problems.

7) Verb + Noun

Verbs and nouns have a lot of fixed collocations that are set phrases. The following are examples of verb + noun:

- a) Our lawyer *drew up a contract* for us to sign.
- b) I didn't want to *pass up the chance* of seeing Hong Kong, so I agreed to go on the trip.

3. The Function of Lexical Cohesion

According to Morris and Hirst, lexical cohesion is a component of a discourse that is formed by a series of linked words that contribute to lexical meaning continuity. Lexical cohesiveness occurs not just between pairs of words, but also across a subject unit of the text, encompassing a number of close related terms. From several explanation about lexical cohesion, lexical cohesion has various function in a discourse are :²⁵

- 1) Lexical cohesion relates to how related words are used to connect text parts. It is used to connect words, phrases, and phrases within a text, and then it can be divided again, such as expressing a repetition, a synonym, a superordinate, and a general word.
- 2) Lexical chains can provide hint for determining coherence and discourse structure, and thus the text's overall meaning.
- 3) The function of using lexical cohesion is to make the text harmonious and as a binder so that the text has meaning. A good text or discourse has a good composition and continues with each other so that the text can be understood the meaning. Text or discourse that has a clear harmonization can make it easier for the audience or reader to digest and understand the message conveyed by the orator or author.
- 4) Ties which link which also serves to clarify the text's meaning. A text that forms a discourse certainly has an

²⁵ Jane Morris and Hirst, *Lexical Cohesion Computed by Thesaural Relations as an Indicator of the Structure of Text*, (York University, University of Toronio, 1991), p.22

interconnection bond that serves to define the meaning in the text as well as the discourse's viewpoint. All the types of lexical cohesion we have considered to date have involved reference identities; it doesn't matter if the repeated item is a repetition, synonym, superordinated or general word.²⁶ This bond serves to refer to something else in a text or discourse, it is in all kinds of lexical cohesion without exception.



²⁶M.A.K. Halliday, Ruqaiya Hasan, *Ibid*, p. 281



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