An Analysis of Lexical Cohesion Types Used in the Thesis Discussion Section by English Study Program Students

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Abstract

The type of this research is descriptive qualitative quantitative research. It is aimed to find out types of lexical cohesion used in the thesis discussion section and to know what is the most dominant lexical cohesion types used in the thesis discussion section. The objects of this study are 20 theses which conducted by English Department undergraduate students who graduated in August 2017 at Bengkulu University. In this research, the researcher collected the data by using checklist. Based on the data, the researcher gets the result that there are 997 lexical items found in 20 theses discussion section that used as research object. It was divided into six types named Repetition, Synonym, Antonym, Hyponym, Meronym and Collocation. They were categorized by Halliday and Hasan's theory and supporting theory by Paltridge. Besides that, the researcher also found that the most dominant type of lexical item used by the thesis author is Repetition with 691 times from total of lexical cohesion in these theses discussion section

Keywords**:** Discussion section; lexical cohesion; thesis

Introduction

Discourse analysis is concerned with the study of the relationship between language and the contexts in which it is used. Discourse analysis study language in use: written texts of all kinds, and spoken data, from conversation to highly institutionalized forms of the talk. In English, discourse is very important to know and understand the grammar and vocabulary used in constructing sentences or in other words, the rules for making meaning (syafryadin, 2019). Renkema (2004) said that discourse refers to "the discipline devoted to the investigation of the relationship between form and function in verbal communication". MacDonald (2007) defines discourse studies as "the interconnected fields of rhetoric and composition and applied linguistics," meaning that not only does written grammar and rhetorical studies come into play, but also spoken dialects and colloquialisms — the cultures of specific languages and their use. According to Eisenhart and Johnstone's "Discourse Analysis and Rhetorical Studies," (2008) that when we speak of discourse analysis, we're also "asking not just about the rhetoric of politics, but also about the rhetoric of history and the rhetoric of popular culture; not just about the rhetoric of the public sphere but about rhetoric on the street, in the hair salon, or online; not just about the rhetoricity of formal argument but also about the rhetoricity of personal identity." Discourse cannot be confined to sentential boundaries. It is something that goes beyond the limits of sentence. In another words discourse is 'any coherent succession of sentences, spoken or written' (Matthews, 2005).

One example of discourse analysis is cohesion. According to Halliday and Hasan (1976), cohesion can be divided into two types: grammatical cohesion and lexical cohesion. The previous refers to a combination of terms between sentences that form grammatical aspect. The latter refers to a combination of terms between sentences that form lexical component. According to Paltridge (2000), lexical cohesion is divided into five. Firstly, hyponymy is a lexical cohesion that relationship between constituent that has general meaning called sub ordinate and constituent that specific meaning called hyponymy. Secondly, synonym is the words that have similarity in meaning. Thirdly, antonym is lexical cohesion that relationship between constituents that have different meaning. Fourthly, repetition is lexical cohesion that repeats the constituent. Fifthly, collocation is the regular pattern of relationships between words.

Lexical cohesion has two functions: first, to link word and word, phrase and phrase within a text then it can be divided again like indicating a repetition, indicating synonym, indicating superordinate, and indicating general word; second, it is used to indicate co-occurrence of words whose meanings are related in the same environment, (Halliday and Hasan, 1976). From the explanation above, we can get the point if lexical cohesion is one of important aspects from a language and it can find from spoken or written text. Also about the structure of language which is used in every literary works. Lexical cohesions sometimes appear in several writing products such as thesis, journal, and article.

Thesis is a kind of the academic writing products that became one of the final writing tasks especially for the last semester students in order to fulfill one of requirements for graduating from a college. It is divided into 5 chapters, first is introduction, second is literature review, third is methodology, fourth is result and discussion, and the last one is conclusion and suggestion. In this research, the researcher only focused on the discussion section to find out what the kinds of the lexical cohesion and the most dominant lexical cohesion in it. In this research , the researcher will analyze and give an explanation about types of lexical cohesion that are used in thesis discussion and classify the most dominant lexical cohesion that are appear in thesis discussion.

The discussion section is a description of how the results of the analysis of each variable are related to each other to answer the research objectives and relate them to the theory underlying the research or the results of previous studies. The purpose of the discussion is to interpret and to describe the significance of the findings in light of what is already known about the research problem being investigated, and to explain any new understanding or insights about the problem after the researcher have taken the findings into consideration. The discussion section will always connected with other chapters in a thesis and it becomes united which cannot be separated. The discussion should always explain how the study has moved the reader's understanding of the research problem and research results as well.

In this research, the researcher will analyze types of lexical cohesion used in discussion section in the 20 thesis composed by the students of English Study Program of Bengkulu University graduated in August 2018. The researcher wants to analyze them because discussion section is a combination between sentence made by researchers and the experts. So, it most likely causes the sentence will be inappropriate or ineffective. In order to determine the coherent or discourse structure and the larger meaning of a text, it is very important to understand the lexical cohesion used in discussion section of thesis. Furthermore, lexical cohesion which consists of reiteration and collocation is very essential in order to get deep understanding of the thesis itself. Therefore, the researcher interested to conduct the research entitled An Analysis of Lexical Cohesion Types Used in the Discussion Section of Thesis Organized by English Study Program Students at Bengkulu University.

Research Methodology

The research design used in this research was quantitative qualitative research because in this research the researcher used percentage formula to analyze the data then explained it theoretically. Cresswell in Sugiyono (2013) stated that quantitative research originated in the physical sciences, particularly in chemistry and physics. The quantitative method typically began with data collection based on a hypothesis or theory and it followed by the application of descriptive or inferential statistics. This method used to count the score of the test.

According to Creswell in Sugiyono (2013), qualitative research was an inquiry process of understanding based on distinct methodological traditions of inquiry that explored a social or human problem. The researcher built a complex, holistic picture, analyzes words, report detailed view of information, and conducted a study in a natural setting. It was expected that this method would help the researcher to deliver the result.

The instrument of this research were checklist to find out the rank of lexical cohesion that used in thesis discussion organized by English study program students at Bengkulu university. In checklist, the researcher will find the number of lexical cohesion that used in thesis discussion organized by English study program at Bengkulu University. The researcher will put the findings into table.

Findings and Discussion
Findings

In this research, there are many lexical cohesions found by the researcher in thesis discussion section. Those data were obtained from 20 theses discussion of English Study Program students in Bengkulu University. From the data analyzed, the researcher got the data about the lexical cohesion used by the English study program students as can be seen in this section.

The Types of Lexical Cohesion Used in All Research Samples

No.	Types of Lexical Cohesion	Total of Lexical Cohesion	Percentage
1.	Repetition	691	69%
2.	Synonym	27	3%
3.	Antonym	22	2%
4.	Hyponym	29	3%
5.	Meronym	103	10%
6.	Collocation	125	13%
TOTAL		**997**	**100%**

From the table above, there are six types of lexical cohesion found by the researcher in all of thesis discussion section that used as the object of this research. It can be seen that, there are 997 totals of lexical cohesion used in 20 sample of thesis discussions. From the whole of lexical cohesions, the researcher found 691 (69%) lexical cohesions with the category of repetition. Repetition is to refer back to preceding word. Repetition is a part of lexical cohesion that involves that repetition of lexical item. According to Hoey (1991) in his work, patterns of lexis in texts, described different forms of repetition. Paltridge (2000) stated that repetition refers to words that are repeated in the text, as well as words that have changed to reflect tense or number such as feel and felt (reflecting a change in tense) and feeling and feelings (reflecting a change in number). Among the lexical devices, the most common form is repetition, which is simply repeated words or words phrase, threading to the text.

Discussion

This research was aimed to describe the types of lexical cohesion used by English Study Program students in writing their thesis discussion section. This research focused on the scope of lexical cohesion in discussion section of thesis which conducted by English Department undergraduate students who graduated in August 2017 at Bengkulu University. It will explain what kinds of lexical cohesion in discussion section of thesis using Halliday and Hasan's theory and supporting theory by Paltridge. The sample of this research was 20 theses discussion of English Study Program students in Bengkulu University. There are 10 theses about English Language Teaching (ELT), 8 theses about Linguistics and 2 theses about Literature.

In line with the findings data, there are 6 types of lexical cohesion used by the English Study Program in writing thesis discussion. There are lexical cohesion found in this research, they are Repetition, Synonym, Antonym, Hyponym, Metonymy and Collocation. In conclusion, the dominant lexical cohesion is Repetition with 691 times. It can be seen that all of thesis discussion section used

for the sample in this research contained lexical cohesion "Repetition". It caused that most of the students explained something in their thesis discussion repeatedly by using same word or phrase in each paragraph. The thesis authors' purpose in applying repetition is to stressed something or explain the information dentally and repeatedly. It caused that the thesis author as Indonesian people (non-native speaker) used similar words in explaining important information in their thesis with the purpose to help the reader easy to understand what they want to explain in thesis discussion.

The second place of dominant lexical cohesion is Collocation. It is a lexical cohesion which depends upon their tendency to co-occur in texts (Firth, 1957 in Lyons, 1977: 612). It deals with the relationship between the words of the fact. These occur in the same surrounding. On the other hand, collocation is the various lexical relations which do not suspended to the referential identity and do not accompanied by "the" or demonstrative. In addition, according to Halliday and Hasan, collocation is lexical cohesion that achieved through the association of lexical items that regularly co-occur. It is not only represented by synonym or superordinate, but also by pairs of opposites in various kinds. In this research, it used for 125 times from total of lexical cohesion found in this research.

The third is Metonymy with 103 times of use in writing thesis discussion. It used to explain a part-whole relation or a concept used in the linguistic community which specifically deals with part and whole relation. "While metonymy is very much like a sense relation, there is another kind of lexical patterning that contributes to texture, but strictly speaking i not recognized as a kind of sense relation (Halliday and Hasan, 1976).

Next, there are three types of lexical cohesion used below 100 times. They are Hyponym with 29 times, Synonym with 27 times and Antonym with 22 time of use. Those three categories above actually have the least frequency than Repetition, Collocation and Metonymy. It might be caused that whole of English student only use Hyponym for explaining the kinds or types of something, Synonym for explaining one word or phrase with similar word to help the reader more understand with their writing and use antonym to see the differences or opposite meaning of something.

Last, it can be concluded that most of the English study program students in Bengkulu University use six types of lexical cohesion to explain their idea/opinion in their thesis discussion. They actually use Repetition for many times to give more explanation about something. In line with Halliday and Hasan (1976), lexical cohesion refers to the way related words are chosen to link elements of a text. So, it can help the author to give more explanation about the topic, idea or opinion about something. It is also can help the reader in understanding what they read.

Conclusion and Suggestion

In accordance with the previous findings and discussions, after all steps the researcher can draw some conclusions. First, there are 997 lexical items found in 20 theses discussion section that

used as research object. It was divided into six types named Repetition, Synonym, Antonym, Hyponym, Metonymy and Collocation. They were categorized by Halliday and Hasan's theory and supporting theory by Paltridge. Different from several previous studies that only used Halliday and Hasan's theory, this research used combination theory of Halliday and Hasan and Paltridge theory about lexical cohesion.

Second, the dominant type of lexical item used by the thesis author is Repetition with 691 times from total of lexical cohesion in these theses discussion section. It is caused that the thesis author as Indonesian people (non-native speaker) used similar words in explaining important information in their thesis with the purpose to help the reader easy to understand what they want to explain in thesis discussion. It is the different result because in several previous studies, the highest frequency of lexical cohesion use is collocation or reiteration. While in this research the dominant lexical item used is Repetition. It also can be seen that the thesis authors tend to use mostly one type of lexical cohesion types, which was Repetition. In other words, there were less variation of lexical cohesion types used in writing thesis essay by the English Study Program in University of Bengkulu. From findings of this research, it can be seen that Antonym category has the least frequency of use with 22 times. It might cause that the students have less knowledge in using lexical items. So that they only use Antonym category for several times, contrast with other category like Repetition, Synonym, Hyponym, Metonymy and Collocation.

Third, based on the research finding, it can be concluded that all of thesis author understand about the use of lexical cohesion in writing academic essay. It can be seen from the data that explained none of the thesis discussion do not use lexical items in explaining its topic. But, actually, the thesis author should learn more about the use of lexical cohesion variation so that their academic essay will be better. After conducting this research, the researcher would like to give some suggestions as follows: For students whose major is English Department, studying English not only to study about four skills, also they must study other language aspect. Moreover, we have to know about other aspects such as structure, contextual meaning and other literary sources. One of them is in discourse field, specifically lexical cohesion, the English student can write the good academic essay or other writing product by understanding lexical cohesion, so that their writing will be better. The students must try to understand about the variation of lexical cohesion so that they will able to use not only Repetition but also other categories of lexical items, especially in witting academic essay.

For the lectures, the researcher wishes that they will be mentors/tutors for other researchers. It will help them to get the references of lexical cohesion research. It also can help them to be the guidance for the further research. Hopefully they will facilitate the English student when they want to try to make the research about discourse field. Also, the lecturer can teach or guide more about lexical cohesion in written and spoken form to the students so that they will understand the use of lexical

cohesion deeper. The teacher must give the understanding to the students that use Repetition category is Synonym, Antonym, Hyponym, Metonymy or Collocation to make the essay or other writing product will be better.

The researcher also hopes that the further research especially dealing with discourse analysis specifically lexical cohesion. It can give a great contribution in terms of English language teaching and learning. The other researchers had also better in academic field whether written and spoken. The researcher suggests to further researcher dealing the research about lexical cohesion use to take the sample in academic writing class or the student still learn about how to make thesis or other academic essay. Hopefully, the further researcher will find another subject of the research, and they will find better ideas to improve better findings in English language teaching and learning process. So that the future research will complete the previous studies about lexical cohesion.

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