THE LEXICAL COHESION FOUND IN THE EDUCATIONAL ARTICLE OF JAKARTA POST

[1]Nenni Triana Sinaga*
[1]Universitas HKBP Nommensen, Indonesia
[1]*nenni.sinaga@.uhn.ac.id*

[2]Hotmian Sagala
[2]Universitas HKBP Nommensen, Indonesia
[2]*hotmian.sagala@student.uhn.ac.id*

[3]Uli Evianna Hutabarat
[3]Universitas HKBP Nommensen, Indonesia
[3]*uli.hutabarat@student.uhn.ac.id*

[4]Joel Apriadi Sinaga
[4]Universitas HKBP Nommensen, Indonesia
[4]*joel.sinaga@student.uhn.ac.id*

[5]Johannes Nababan
[5]Universitas HKBP Nommensen, Indonesia
[5]*johannes.nababan@student.uhn.ac.id*

Abstract: The article writing found in the Jakarta post is essential to understand, especially in learning English and to know the quality of the article. This study aimed to determine what type of lexical cohesion is most prevalent in Jakarta Post educational articles and why that type of lexical cohesion is prevalent in the first place. The researcher used Halliday and Hassan's theories about lexical cohesion, which is lexical cohesion divided into two kinds, namely reiteration and collocation. There are five types of reiteration: repetition, synonymy, antonym, meronym, and hyponym. This study was conducted using the qualitative method. Data analysis used Miles and Huberman's model (reduction, display, and verification). The outcomes were discovered. Repetition occurred in nine items, synonymy in five items, hyponymy in an item, antonym in an item, meronym in an item, and collocation in five items. The most dominant kind that was found is repetition, with nine items. It is more dominantly found in educational articles because the article shows the quantity of affirmation of ideas or intensity and beauty in clarifying the contents of the text.

Keywords: *analysis data, educational article, lexical cohesion*

INTRODUCTION

Language makes it easier for someone to unite perceptions with other people because whatever work we are in requires communicating using the appropriate and correct language. Thus, the position of language cannot be separated from everyday life that occurs now and in the past or the future. In its development, a language developed by spawning several parts in language studies. This phenomenon makes it easier for people to learn the language itself. One of the language developments is discourse analysis. It is a   language method for communicating socially and culturally because discourse is formed by a   series of related words to communicate with others correctly and adequately (Batubara et al., 2021)

Cohesion is part of discourse analysis. Cohesion is a linguistic device that shows connectedness in the text or sentence. The term "cohesion" refers to the precise lexical, grammatical, or semantic textual frequencies that help readers connect the ideas presented (Dascalu et al., 2018). One type of cohesion is lexical cohesion. Lexical cohesion is about the meaning influenced by the selection of vocabulary (Matthienssen & Halliday, 2014). It deals with the lexical cohesion items related to other cohesion so that an excellent textual structure is created. Lexical cohesion is related to conceptual structures and can signal the relationship between those structures (Pangkey et al., 2019). Lexical cohesion is essential because when we are reading a text or discourse, it helps us understand the content. This is because lexical cohesion consists of several essential aspects in language learning, such as synonymy, antonymy, hyponymy, meronymy, and collocation, which are almost entirely used to develop ideas in oral and written forms. Lexical cohesion can be divided into reiteration and collocation (Matthienssen & Halliday, 2014). The types of reiteration include repetition, synonym, hyponym, and meronym. Lexical cohesion has the function of relating words and words, phrases, and phrases within the text, which can be categorized as a repetition, synonym, meronym, hyponym, and collocation.

Lexical cohesion can be found in scientific writing in newspapers, magazines, and other articles. One of the scientific writings that we often encounter is the educational article in the Jakarta Post newspaper. The Jakarta Post is one of the publishers of daily newspaper media in English. The need for English increases along with the advancement of time along with the globalization, especially in developing

countries where most of their citizens are non-English native speakers (Febrie Novitasari, 2019). It is because globalization is the lifeblood of humanity on the planet to acquire knowledge on social life, politics, economics, technology, and sophisticated technological instruments of the time.

The reason why the researchers chose educational article of the Jakarta Post is because it is one of the newspapers that provides information about the education development in Indonesia. The researcher was interested to know how far lexical cohesion is used in Jakarta Post as one of scientific writings and as an educational article. Interested readers of this article also find that it is pretty affordable for parents and young people. To make it easier for readers to understand the contents of the topic, of course, there must be an aspect of language learning, as already mentioned above, so that the researcher is interested in observing the use of lexical cohesion for the easier reader's understanding of the content of an educational article and what types of lexical cohesion are contained in it. The researcher chose an interesting educational article topic title and apply the lexical cohesion to identify and analyze which type dominated the text.

With this research, the researcher knows what type of lexical cohesion is more prevalent in this article. It can be concluded whether the article has an aspect in language learning and whether readers easily understand its content. Therefore, this study will show the use of lexical cohesion to make the written product, such as theses and journal articles, more coherent and sound writing.

Here are some of the previous studies that the researcher used. Puspita et. al., (2019) with the title "Lexical Cohesion in News Article on the Jakarta Post Entitled "Why Day School Will Not Work in Indonesia? 2019. Her study investigates the types and the most common types of lexical cohesion in news articles. This study used qualitative research. The result showed six types of lexical cohesion found in the Jakarta Post article. Then, lexical cohesion, which is mostly used, is repetition. The second is written by (Wahyono et. al., 2020) and is entitled The Use of Lexical Cohesion in Jakarta Post Newspaper". His findings showed five types of lexical cohesion were found in the political column, such as 107 repetitions, 48 synonyms, 13 antonyms, 50 hyponyms, and 30 hypernyms. The dominant type found is repetition.

The two articles were meant to provide an overview to examine lexical cohesion. They examined lexical cohesion in news articles and political articles, while this study focused on educational articles in the Jakarta Post newspaper. Educational articles were essential reading for the community, particularly for academics who used them as a reference source in all educational development.

REVIEW OF LITERATURE

Discourse Analysis

Many theoretical books have many definitions of discourse, each of which aims to explain the true sense of discourse. At the same time, the meaning of discourse varies according to the theoretical perspective utilized by the other researcher. Discourse can give meaning through communication in talking about a topic. In linguistics, discourse is a more extensive term that describes a form of language that involves words, phrases, or sentences by observing their relationship. Discourse analysis learning about linguistics, which involves written and spoken language, can convey words that give a sense of communication. A text may be spoken or written. In this case, a unit (Wahyono et al., 2020)**.** Discourse analysis can also study information structure in communication (Emilia et al., 2018)**.** In other words, discourse analysis is very important to learn how language is used for good communication. Hence, discourse analysis is part of linguistics that is arranged by the structure use of spoken and written language for communication functions. It helps us learn how to talk and make sense of the context of communication. Some linguists work as discourse analyzers or applied linguists to try to decipher the text in terms of grammatical structure, which is primarily conversational.

Lexical Cohesion

Cohesion is a semantic concept and part of the system of a language. The language can be spoken or written (Wahyono et al., 2020)**.** Lexical cohesion is the part of cohesion that the use of vocabulary can define. This is a key feature of creating summaries and the defining experience of Halliday and Hassan. Lexical reiteration is one way to create cohesion in reading through lexical items observed on the reading surface. A word is the primary lexical cohesion as the facility for connecting sentences in a text. Matthienssen and Halliday (2014) identified two main subclasses of lexical cohesion, namely reiteration and collocation.

Reiteration

Reiteration is a lexical device that causes a lexical item to be. The semantic link inside phrases and reiteration uses words with nearly the same meaning. As a result, employing identical words, reiteration determines the semantic 27 relationships. Reiteration is defined as five items: repetition, synonymy, antonymy, hyponym, and meronymy (Matthienssen & Halliday, 2014)**.** Reiteration is seen as simpler and easier to identify in text than collocation since it is more systematic (Hellalet, 2013).

Repetition means the recurrence of the phrase in another sentence. Repetition is part of the lexical cohesion found in a text. According to the Cambridge Advanced Learner's Dictionary 2020, repetition is the same thing used before. According to (Matthienssen & Halliday, 2014), the lexical scheme in the text describes different senses in the text. His research showed that the concept of lexical cohesion was computable from text organization, such as links, connections, ties, and bond networks. Moreover (Sidabutar, 2021); defines repetition as related to the repetition of phrases or words in a text, and both phrases have been changed to reflect tension or tension (reflecting changes in tension and emotions). Example 1. Kevin read the book. The book was very thick. 2. If you think you can do it, you can do it. The example of the clause above shows the repetition related to each clause. In the first sentence, the book is the word related to each phrase. In the second sentence, the phrase "you can do it" is repeated twice in one sentence.

Synonymy means that two terms have the same meaning, not that the meanings completely overlap (Matthienssen & Halliday, 2014) It's just that they have the same meaning in terms of one meaning. Synonymy is the interconnection between two or more words or expressions with similar significance. In other words, synonymies might be defined as two or more phonological words with substantially similar meanings. Consider the following scenario: Beautiful = pretty Look=see. Two or more terms have comparable meanings based on that example. It can be used to spice up our speaking or writing. There is a restriction on using terms with comparable meanings. We may utilize them at any time and anywhere.

An antonym can be the opposite of experience or meaning (Matthienssen & Halliday, 2014)**.** When reading a text, it is common to encounter an antonym that can be applied to each clause. According to the Cambridge Advanced Learner's Dictionary

2020, an antonym is a word or phrase whose meaning is opposite to that of another word or phrase. The example of an antonym is opposite hot-cold, poor and rich, and good-bad.

A hyponym relationship is an interconnection between a specific class and its subclass. It is the relation of one meaning to another because it has the same scope (Zakiyah & Zakrimal, 2020). This means the items that refer to the whole category are called the top, and the subordinate words are called the items that refer to subcategories. We can see from the lower words that there are many birds in the forest. For example, there are owls, eagles, and parrots, and birds are examples of forests. The birds here are species-specific: 29.

Meronymy is the connection between the part-to-whole meaning relationships. It means that some words can be replaced by another word that has a part of the whole meaning relationship. Examples: class=blackboard, marker=butcher, kitchen=knife; from the example, we know a blackboard is a part of a class, and a butcher is a part of the marker. The main difference between hyponymy and meronymy is that hyponyms exemplifies the notion of it is a kind of, while meronymy stands for it is a part of (Hoshan, 2020).

Collocation

Collocation is about the composite of a word that appears together but has a different meaning (Dascalu et al., 2018). Benson cited by Sari and Gulö (2019) says collocation refers to words that combine withcertain other words or grammatical constructions. This means that there are words that have their pair to be put together to create natural semantic units. The combination of adjectives and nouns comes here, such as beautiful pictures, verbs, and nouns. Co-location is related to the relationship between words and that they frequently appear in the same circumstance. Thus, it can be said that collocation is important in creating cohesion in connection.

METHOD

Descriptive qualitative research was applied in this study because the result would be found by observing, identifying, and analyzing the lexical cohesion used in educational articles in Jakarta Post. Creswell (Creswell & Creswell, 2018) states that qualitative research is a method that enables a probe to see the purpose of the problem

under study. The data source was taken from the educational article of Jakarta post written by Adelaide, Australia, on Saturday, January 29, 2022, and chose the attractive topic with the title Curriculum 2024 and the changing role of teachers. The technique for collecting data was observation and documentation.

The procedure of collecting data: First, the researcher searched and downloaded educational articles online from the online media Jakarta Post. Then, she read the article, underlined the lexical cohesions found and made notes to find the lexical cohesion in the Jakarta Post. After that, she determined the types of lexical cohesion. The following technique was used to analyze the research data.

Analyzing data applied to an interactive model which divided into three steps for analyzing qualitative data: data condensation, data display, and conclusion/verification. Data condensation consists of some steps: selecting, focusing, simplifying, abstracting, and transforming data that approximates all parts of written field notes, interview transcripts, documents, and empirical materials. The second step was called a data display. In this step, the researcher can tabulate the data where the data has been selected and focused on in the first step. Before concluding, the tabulating would help the researcher end. The last step of analyzing qualitative data is that the data is complete. Starting from the first step until the previous step, it describes all of the data to come clear. The conclusion could be able to answer the formulation of the problem that was formulated from the beginning. The results of this study may change at any time because the coherence of the contents of an article is different, thus allowing other researchers to conduct research again even with other topic objects for finding lexical cohesion in Jakarta.

FINDINGS AND DISCUSSION

Findings

After collecting and analyzing data, the researcher focused on the results and discussions of the kind of lexical cohesion and the total for each kind found. By applying Halliday and Hassan's method, the researcher found the lexical cohesion and divided them per item, such as repetition of nine items (curriculum, language teaching, teacher-student, teachers, knowledge, new, school), a synonym of five items (idea-mindset, stakeholders-agencies, obstacles-challenging, wrong-incorrect, might-may), an

antonym of one item (accept-relinquish), meronym for one item (teachers-school-curriculum), hyponym (language teaching-linguistics), collocation of five items (new school, unquestioning minds, classroom discussions-making a mistake, existing knowledge, cultural factors).

Having done the research in the educational article of the Jakarta Post, the researcher has got the kind of lexical cohesion and the total for each kind. This study explained the analysis of the Jakarta Post article by applying Halliday and Hassan's concept. After analyzing the data, the researcher found lexical cohesion, namely the repetition of nine items, synonyms of five items, antonyms of one item, meronym of one item, hyponym of one item, and collocation of five items. The total lexical cohesion in the educational article Jakarta Post is twenty-two items. They are displayed below:

Table 1. The Lexical Cohesion Types in an Educational Article in Jakarta Post

Types of Lexical Cohesion	Number
Repetition	9
Synonym	5
Antonym	1
Meronym	1
Hyponym	1
Collocation	5
TOTAL	22

Based on the findings above, repetition happens in the same way or something that has happened before. Repetition relates to repeated phrases or words in the text which have been altered to reflect tense or tense situations. The data of repetition found nine repetitions in this article. The data of repetition was repeated in one sentence. *Anindito Aditomo, the head of the ministry's Educational Standards, Curriculum, and Assessment Agency, argued the new curriculum aimed to transform schools into safe, engaging, and meaningful spaces for learning.* The word curriculum appears twice in one sentence because this article talks about education and contains the curriculum. It also raises the repetition of the word curriculum to re-explain the topic's content. This also occurs twice in one sentence, namely to clarify the content of the text.

The following data are also found in the synonyms data, which are used to explain topics by using similar words or phrases so that the text becomes more coherent and has a variety of writing. Synonyms for making articles more dynamic so they don't look monotonous. Examples of synonyms that the author found in this article are

mindset and idea words. *While the idea is brilliant and deserves our support, the plan may face some obstacles in its implementation, considering the nature of Indonesian classrooms and the deep-seated mindset that needs challenging.* In this article, mindset explains how the topic is and re-explains the content of the topic by using another word, namely the word idea, but does not change its meaning, so that there are variations in the words found in the contents of this article. For example, after researching lexical cohesion, it turns out that several sentences are not synonyms, but because of the relationship between these sentences, a word can become synonymous because it has the same meaning; for example, the author finds the words obstacle and challenging; actually, obstacle means an obstacle while challenging is a challenge. This is not classified as a synonym because they have different meanings. Still, in the sentence of the article that the author examined, this word is classified as a synonym because of the relationship between the meanings of the words and the contents of the article.

In this study, the authors also found an example of antonyms in the article text: *accept a*nd *relinquish. Teachers must also encourage students to undergo trial and error to learn from their mistakes. But the toughest challenge for teachers is to accept their new role under the new curriculum and relinquish their old responsibilities.* While the word relinquishes states that the teacher must let go of his old responsibilities, this word includes lexical cohesion in the type of antonym. Researching lexical Antonyms are relationships between two words with opposite or opposite meanings (J.W.M verhaar, 2012) identifies antonyms as words or phrases whose meaning is the opposite of other expressions. We frequently find the antonym corresponding to each clause when we read a text. The example of an antonym is opposite hot-cold, poor and rich, and good-bad. The antonym type was not found because this text has analyzed most of the words just to express the intention, so there is no need for the antonym word. It showed the opposite relation between words. The antonym word was far and near found in the second sentence; this word explained the distance of the city because the data taken from student writing were found in the third sentence. This data was analyzed based on the paragraph, while this study analyzed this type based on the sentence.

Then, the researcher found the examples data of meronyms. There is one meronym, namely, *In this regard, teachers, parents, schools, and other stakeholders and agencies play a vital role in ensuring that the curriculum works*. The classroom,

teachers, and students are the components of the school. From explaining the data finding of meronym in the educational article, it is implied that the article researcher uses meronym to explain the types and kinds of topics. It is explained to readers to understand the relationship between words and phrases. A meronym is a semantic relationship that shows constituent parts or explains that x is part of y. A meronym is a lexical cohesion that describes a word or phrase related to other word parts.

Addition for, the author also found the example of a hyponym in this educational article, the data is *Communicative Language Teaching (CLT), competency-based language teaching (CBLT), and task-based language teaching (TBLT). They share similar features and are used in* English language *classes in Indonesia, or at least their implementation has been attempted.* In this article, mindset emphasized to the reader about the English Language which has similar features and is used in classes. Hyponyms are inclusion relationships that operate between groups of words. A hyponym has a more general meaning. In linguistics and lexicography, hyponyms are terms used to denote certain members of a wider class (Nordquist, 2017).

Lastly, the author found the data for collocation type. The example of collocation in this article is "*Ahead of its implementation, schools across the country can trial the prototype curriculum at the start of the* new school year *in July at the new school.*" The word "new school" is a combination of two words, where "new" is an adjective and "school" is a noun. If the word new is separated from the word school, it will be able to have different meanings so that the word new can also be combined. The other words, for example, new hair, and new year, still have the same meaning, which separated will change their meaning. The explanation of the data finding of collocation in the educational article explains that the researcher used collocation to explain something with the supporting word or phrase from the combination word that created the same meaning. In this article, the researcher found five collocations. The other data state that he states that parents could benefit from full-day schooling too. There are two combinations of the word, namely full (adjective) and day (noun), while in this study, there were three words that combined those categories into collocation types, namely: new school year. New as an adjective word that combines to year word as a noun and school here as a noun word combined into one word. The researcher discovered the data of each type of reiteration in the educational article Jakarta Post. They are repetition,

synonyms, antonyms, meronyms, hyponyms, and collocation. The most dominant type that was found in the educational article Jakarta Post is repetition, with nine items.

Discussion

Based on the explanation above, the dominant is repetition. It is more dominantly found in educational articles because the article shows the quantity of affirmation of ideas or intensity and beauty in clarifying the contents of the text. Since the purpose of repetition is to show the quantity of affirmation and clarify contents about something in the text, it is easier for the reader or the article consumer to emphasize a point and also adds to the powers of persuasion that repetition can convince people of the truthness.

The interpretation of repetition found in the educational article is to give more information to the reader in purpose to make a thought about the context in the text. That is why repetition is the most dominant type in the text because the researcher wants to express what is the thing in the text that should be emphasized and focused on. These findings also showed their views about the context by applying reiteration types in the article and it is also easier for the researcher to find what is emphasized in the context.

The use of synonym and collocation types is the second most dominantly used in the educational article Jakarta Post, which can conclude that a medium using similar words or phrases and a medium used of combining two or more words that form a term with a one-word meaning. Then following by antonym, meronym, and hyponym as small using types in the educational article Jakarta Post, it means the minimum use of two words with opposite or opposite meanings, a semantic relationship that shows constituent parts, and relationships that operate between groups of words of the context in the article.

CONCLUSION AND SUGGESTIONS

Conclusion

The benefit of lexical cohesion in a text for a reader is because lexical cohesion consists of several important aspects in language learning, such as synonymy, antonymy, Hyponymy, meronymy, and collocation, which are almost entirely used to develop ideas in oral and written form. So this educational article is a good text because

it consists of lexical cohesion that has a relation with another word, phrase, and sentence that make it easy for readers to understand the content of the topic.

Suggestions

The researcher acknowledges that the study is still insufficient to gain more information on lexical cohesion. There are many more ways to discuss what can be learned in this lexical cohesion. For this reason, the researcher recommends readers or recent researchers, especially English language students at HKBP Nommensen Medan University, continue research on lexical cohesion. Various interesting media, such as other newspapers or magazines, novels, etc., can be used as research objects in the cohesive dictionary. However, there are many gaps in the study; the researcher hopes this may be one of the advice for readers or those wishing to research to identify the lexical cohesion.

REFERENCES

Batubara, M. H., Rahila, C. D. I., & Ridaini, R. (2021). An Analysis Lexical Cohesion In Jakarta Post News. *Journal of Linguistics, Literature and Language Teaching (JLLLT)*, *1*(1), 1–7. https://doi.org/10.37249/jlllt.v1i1.278

Creswell, W. J., & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative adn Mixed Methods Approaches. In *Journal of Chemical Information and Modeling* (Vol. 53, Issue 9).

Dascalu, M., McNamara, D. S., Trausan-Matu, S., & Allen, L. K. (2018). Cohesion network analysis of CSCL participation. *Behavior Research Methods*, *50*(2), 604–619. https://doi.org/10.3758/s13428-017-0888-4

Emilia, E., Habibi, N., & Bangga, L. A. (2018). An anlysis of cohesion of exposition texts: An Indonesian context. *Indonesian Journal of Applied Linguistics*, *7*(3), 515–523. https://doi.org/10.17509/ijal.v7i3.9791

Febrie Novitasari, N. (2019). Collaborative Learning in ESP Speaking Classroom: Learners' Perceptions and Experiences. *KnE Social Sciences*, *3*(10), 309. https://doi.org/10.18502/kss.v3i10.3912

Hellalet, N. (2013). Reiteration relations in EFL student writing: The case of Moroccan university students. *English Language Teaching*, *6*(11), 160–166. https://doi.org/10.5539/elt.v6n11p160

Hoshan, A. (2020). A Semantic Analysis of Hyponymy in Mansfield ' s The Little Girl ﻯ ﺍﺳ ﺍ ﻮﻣ ﻉ ﺩ ﻳ ﺩ ﻕﺎ ﺗَ ﻩ ﻥﺍ ﺹ. *Human Sciences Research Journal*, *4*(December), 263–276.

J.W.M verhaar. (2012). *Asas-Asas Linguistik Umum*. Gadjah Mada University Press.

Matthienssen, christian, & Halliday, M. A. . (2014). *Halliday ' s Introduction to Functional Grammar*.

Pangkey, R. D. H., Ilmu, F., & Unima, P. (2019). Penerapan Model Pembelajaran Example Non Example untuk Meningkatkan Hasil Belajar Pendidikan SD GMIM Sendangan Sonder. *Pendidikan Kewarganegaraan PENDAHULUAN*, *15*, 26–31.

Puspita, G. S., Khairun Nisa, F. R., & Suprijadi, D. (2019). Lexical Cohesion in News Article on the Jakarta Post Entitled "Why Full Day School Will Not Work in Indonesia?" *PROJECT (Professional Journal of English Education)*, *2*(4), 507. https://doi.org/10.22460/project.v2i4.p507-513

Sari, B. N., & Gulö, I. (2019). Observing Grammatical Collocation in Students' Writings. *Teknosastik*, *17*(2), 25. https://doi.org/10.33365/ts.v17i2.325

Sidabutar, U. (2021). An Analysis of Lexical Cohesion on the Students' Writing. *JETAL: Journal of English Teaching & Applied Linguistic*, *2*(2), 62–67. https://doi.org/10.36655/jetal.v2i2.533

Wahyono, S., Hasyim, N., & Mulya, A. S. (2020). Lexical Cohesion Analysis On Scopus Indexed-Journal Entitled "A New Control Method For Power Based On Dynamic Evolution Control ". *Epigram*, *17*(1), 27–36. https://doi.org/10.32722/epi.v17i1.3313

Zakiyah, L., & Zakrimal, Z. (2020). Semantics Analysis of Hyponym in The "Fate and Furious 8." *Linguistic, English Education and Art (LEEA) Journal*, *4*(1), 45–55. https://doi.org/10.31539/leea.v4i1.1361