

CHAPTER 2

THEORETICAL FRAMEWORK

Based on the research objectives in Chapter one, to understand lexical cohesion and its relationship to discourse analysis. I use several theories to analyze the application of learning in discourse analysis and identify the lexical cohesion. To achieve this, chapter two consists of four parts. The first part is Discourse Analysis, Context and Co-text, Cohesion, and Lexical Cohesion. The last section is a Previous Related Studies consisting of previous research to support this thesis and taken from three other researchers. This chapter tells about the further explanation of the concepts and theories.

2.1. Discourse Analysis

Discourse analysis is the study of language patterns throughout text and examines the relationship between language and the social and cultural contexts used. Discourse analysis are investigate of the knowledge about language beyond the word, clause, phrase and sentence. It also considers the approaches that the usage of language provides different views of the sector and specific understandings. Discourse analysis is longer than a sentence, and it is connecting between one sentence to any other sentence. According to (Gee & Handford, 2013) discourse is the study of application in language. It means which someone deliver in language and using language in a specific context to movements he does when he is use of language. In particular, according to (Gee & Handford, 2013) they state that “Discourse analysis is also often defined as the study of language above the sentence level, about how sentences combine to create meaning, coherence, and achieve goals”. So discourse is a sentence that is combined with other sentences to create meaning and make it understandable. For example, when you text a message to your parents, you will use the formal text, but when you text a message to your boyfriend, you will use informal text.

According to (Schmitt, 2013) “Discourse analysis can be interpreted in terms of how speakers and writers use lexical creation patterns in longer texts outside of sentences”. It means, discourse analysis is a person's

theoretical view of something in speaking and writing, which uses patterns in lexical making or the meaning of the word as written in a dictionary and is longer than the text and also from the sentence.

From all the explanation above, discourse analysis is the study of language patterns in a text and examines the relationship between language and the social and cultural context used. Knowledge of language beyond words, clauses, phrases and sentences is a form of analyzing discourse analysis. It can also review the approach that language use provides sector-specific views and understandings. That is, what a person conveys in language and uses language in a certain context to the movements he does when using language.

2.2. Context and Co-text

Linguistics used to analyze sentences without regard to context. The meaning of a new sentence can be said to be true if we know who the speaker is, who the listener is, how to pronounce it, and so on. Therefore, it is necessary to analyze the sentences first by analyzing the context. (M. Halliday & Hasan, 1976 as cited in Meinawati 2022) argues that context is the text that accompanies the text. It means that the context is present with the text. Text is a verbal element of a discourse, discourse practice is a process of production, distribution, and consumption of texts, while sociocultural practice is a dimension related to text, which in this case is classified into context and co-text. In the communication process, the text as a verbal sign is generally accompanied by other signs, which are used together with the text. (M. A. K. Halliday & Hasan, 2014) said that context literally means "something accompanying text", which is something that is inherent and present with the text, so that context can be interpreted as a situation or setting in which a communication occurs. Everything related to speech, whether it is related to the meaning, intent, or information, really depends on the context behind the speech event. So, it can be concluded that context is space and time which includes certain physical and social environments in understanding a text. The texts referred to in this case are not only texts that

are spoken but also those that are written.

Kridalaksana, H. (2013) Co-text is defined as a sentence or elements that precede and or follow no other element in the discourse. Co-text is a text that accompanies other texts and is interrelated and parallels the adjacent text. The existence of co-text in a discourse indicates that the structure of a text has a relationship with other texts. This is what makes a discourse whole and complete. Co-text can be a device for analyzing discourse. In a reasonably long discourse, it is often important to look for clear information in different parts of the word. With the co-text in the structure of the discourse, it shows that the text has a structure that is interrelated with one another so that the discourse becomes whole and complete. Then, with the context, a discourse that consists of texts emerges. If the context is a linguistic environment, then the context is an environment outside the language such as the situation and place in which the text is formed. Thus, a discourse is stated to be complete if it contains a clear context and context so that the meaning and purpose of the discourse can be clearly understood by the listener or reader. Then, that the text with structure cannot be understood separately from its co-text and context. The text wraps the message of the song, the co-text accompanies the text to clarify the meaning and function of a song, while the context binds and directs the values and norms contained in the song's message.

It can be concluded that the context is the text that accompanies the text. This means that the context comes with the text. Text is a verbal element of discourse, discourse practice is a process of production, distribution, and consumption of text, while sociocultural practice is a dimension related to text, which in this case is classified into context and context. Co-text is text that accompanies other texts and is interrelated and parallel to adjacent texts. The existence of the context in a discourse shows that the structure of a text has a relationship with other texts. So, it can be concluded that context in space and time that includes a certain physical and social environment in understanding a text. And the existence of the context in the structure of the discourse shows that the text has a structure that is related to one another so that the discourse becomes intact.

2.3. Cohesion

In the early seventies, when the textual analysis was still in its infancy, several important works were published dealing with the term cohesion. The best known of these studies is that of Halliday and Hasan (1976) in which the collection of sections available in English to connect sentences with one another is categorized into references, ellipsis, substitutions, conjunctions, and lexical cohesion. According to (M. Halliday & Hasan, 1976, as cited in Meinawati 2022), the type, number, and degree of utilization of cohesive devices used in the text contribute to the cohesiveness of a text.

Cohesion is a semantic concept and refers to the relationship of meaning contained in the text and which defines it as the content of language units in the form of abstract texts in the field of sentence and word discourse. That is, cohesion helps create text through the structure of the offer. According to (M. Halliday & Hasan, 1976, as cited in Meinawati 2022), the primary factor of whether a set of sentences do or does not constitute a text depends on cohesive relationships between and within the sentences which create texture: “A text has texture and this is what distinguishes it from something that is not a text, the texture is provided by the cohesive relation. Cohesive relationships within a text are set up “where the interpretation of some elements in the discourse is dependent on that of another. The one presupposes the other in the sense that it cannot be effectively decoded except by recourse to it”. As a result, cohesive relationships are formed and elements of expressions and statements are integrated into a text. The presupposition and the fact that it is resolved provide cohesion between the sentence and the text.

According to (M. Halliday & Hasan, 1976, as cited in Meinawati 2022) that cohesion is expressed partly through grammar and partly through vocabulary, hence grammatical cohesion and lexical cohesion. “It should be noted that cohesion is a relation in semantics but, like all components of a semantic system, it is manifested through the lexicogrammatical system. The

lexicogrammatical system includes grammar and vocabulary. From cohesive type references, substitutions and ellipsis are grammatical; lexical cohesion is lexical; and finally, the conjunction is on the border of the two, especially grammatically, but with a lexical component in it”.

Cohesion expresses the continuity that exists between one part of the text and another part of the text. This development is important in two ways. On the one hand, continuation shows at each stage in the discourse the relationship or communication with what has been said before. On the other hand, the continuity that cohesion has provided helps the reader to fill the gaps in the discourse, to divert all components of the message which are not in the text but are important and necessary for its interpretation. There are some gaps in the full text as it is impossible for the author to provide all of them in detail. But the readers can provide the missing points even though the text is incomplete. This happens because cohesion allows interaction between the reader and the text. Cohesion is used by readers and writers to create coherence in the text. Overall, cohesive devices contribute to text texture, readability, and comprehension.

There are five main types of cohesive devices: 1) reference, 2) substitution, 3) ellipsis, 4) conjunction, and 5) lexical cohesion. The first four are grammatical and the last one is lexical. According to (M. Halliday & Hasan, 1976, as cited in Meinawati 2022) lexical cohesion is a ‘phoric’ relation that is built through a vocabulary structure and is a relation at the lexicogrammatical level. Lexical cohesion grows through the use of details that are related in some way to pre-existing items. In short, lexical cohesion occurs when two words in a text are related in terms of their meaning. Repetition and collocation are the two main types of lexical cohesion. Repetition includes repetition, synonyms or almost synonyms, hyponymy (general-specific), meronymy (part-whole), antonyms, and general nouns.

2.3.1. Cohesion and Linguistics Context

According to Halliday & Hasan (1976 p. 14) “the simplest form of cohesion is that in which the presupposed element is verbally explicit and is found in the immediately preceding sentence”. It can be conclude the simplest form of cohesion, elaborated by Halliday & Hasan, is that the sentence element is clearly assumed orally and precedes the sentence. There are no sentence boundary restrictions on sentences because cohesion is not a structural relationship between sentences. In common form it means that something happened only before, regardless of whether it happened in the previous sentence. This form of premise refers to the element preceding the sentence and is commonly known as anaphora.

Example: Cindy leave the class last night, she looks unhealthy.

She in the second sentence is referring back to the Cindy in the previous sentence.

In addition, anaphora is like repetition which is repeating the item in the previous sentence.

According to Halliday & Hasan (1976 p. 17) “So far we have considered cohesion purely as an anaphoric relation, with a presupposing item presupposing something that has gone before it. But the presupposition may go to in the opposite direction, with the presupposed elements following. This is cataphora”. A cataphor here is a premise that can occur in the opposite direction to the premise of the next sentence. If anaphora is the premise pointing to the occurrence or backward in the previous sentence, cataphora is the premise pointing to the occurrence or forward in the next sentence.

Example:

1. When Jonathan going to school, he brings a lot of books (anaphora)
2. When He goes to school, Jonathan brings a lot of books (cataphora)

Halliday & Hasan (1976 p.33) “as a general rule, therefore, reference items may be exophoric or endophoric; and, if endophoric, they may be anaphoric or cataphoric”. A reference point based on the

surrounding text from the previous description of Endophora. Exophora, on the other hand, is a reference element that is relevant to the context of the situation. Exophora usually occupies completely outside the text, unlike the meaning of synonymous reference.

In particular, cohesion contributes to the readability of the text and affects the comprehension of the text and the clarity of the arguments within it. Halliday & Hasan (1976 p. 5) “cohesion is expressed partly through the grammar and partly through the vocabulary”. Here, Halliday & Hasan state that cohesion can occur through grammar, commonly known as grammatical cohesion, and through vocabulary, commonly known as lexical cohesion.

2.4. Lexical Cohesion

Halliday and Hasan (1976) divided cohesion into two broad categories: grammatical cohesion and lexical cohesion. On the other hand, lexical cohesion is manifested by the members of the open class items – nouns, adjectives, adverbs and verbs (main). The categories here include: Reiteration and Collocation. The members of reiteration include: repetition, synonym, almost synonym, superordinate and common word; Members of collocation include: Hyponymy, Antonym, Meronymy, Ordered Set, and Unsystematic Relationship. These categories and relationships have now been revised and modified differently by Halliday and Hasan themselves and many other researchers.

As the name suggests, lexical cohesion is a type of cohesion which is achieved through the use of different lexical relations. As previously underlined, this role is played by nouns, main verbs, adjectives and adverbs (Malah, 2015). According to (M. Halliday & Hasan, 1976, as cited in Meinawati 2022), lexical cohesion is a 'phoric' relation that is built through a vocabulary structure, and is a relation at the lexicogrammatical level. Lexical cohesion arises through the use of items that are related in some way to a preexisting one. In short, lexical cohesion occurs when two words in a text are related in terms of their meaning. Reiteration and collocation are two

major types of lexical cohesion. Reiteration includes repetition, synonyms or almost synonyms, hyponymy (general-specific), meronymy (part-whole), antonyms and general nouns. It can be seen in the following examples:

- a. Anna had to leave her village because **she** had to find and find Anne.
- b. Petter and his mother had to separate because **Petter** was going to Holland
- c. Can you hear me? Yes, I do.... (Replacement for hear).

From the example above, a cohesive meaning is formed. This is shown through the repetition of words in the example sentence (b), the use of pronouns in the sentence (a), and the substitution of the word do for hear in the sentence (c). These three sentences can be understood by the reader because they provide a complete understanding caused by the cohesion in the sentence structure.

2.4.1. Reiteration

According to Halliday & Hasan (1976), reiteration is a form of lexical cohesion which involves the repetition of a lexical item, the use of a general word to refer back to a lexical item. The reiteration is accompanied by a reference item, usually *the*.

For example:

Anna and I buy a book last night. The book is expensive.

(In the second sentence is a book which is accompanied by *the* reiterates of the book in the first statement).

(M. Halliday & Hasan, 1976, as cited in Meinawati 2022) state that when viewed as a lexical point of view, it is always a special case of a much more general phenomenon which is a repetition term. A repetition is a form of lexical cohesion which includes the repetition of a lexical item in the text or when speaking. It looks like repetition is similar to reference but there is a difference between the two things.

All examples have the familiar fact that one lexical item refers back to another, related to having a standard reference. This will refer to a general phenomenon as a reiteration. Lexical reiteration is divided into four:

A. The same word (Repetition)

(M. Halliday & Hasan, 1976, as cited in Meinawati 2022) stated that the same word or repetition is including in the types of reiteration. Because repetition is a form of lexical cohesion that involves the repetition of words, the repetition of this word is included in this reiteration. It can be concluded, that repetition is the act of repeating something that has been said, done, or written before.

Here the example of this repetition:

There was a *little boy* wearing a Spiderman costume walking around the park. After passing through many people, a little boy suddenly cried loudly and everyone just watched.

Here, word *little boy* in the first sentence is repeated again in the second sentence. This repetition of the word is still in the same word which is “*a little boy*” then, it is repetition. Repetition is one of lexical item which repeated again and still related to the previous sentence.

B. Synonym (Near-synonym)

(M. Halliday & Hasan, 1976, as cited in Meinawati 2022) said that the most rapidly visible type of lexical cohesion is where the same word is repeated and it has the same references on both occasions. While it does not necessary for two lexical occurrences to have the same referent in the sentence to be cohesive. It can use another word to refer it back but still has the same meaning or has near meaning to the word which it is referred. In this case, using a synonym is something that can be used to repeat a word that is referred to in the sentence. While synonym is a word or phrase with a similar meaning to another word. Although the word is not the same word, as long as it still has the same meaning and same reference it can be cohesive. A little bit like a synonym, near-

synonym itself is a word that has close meaning but not exactly the same in meaning. When it is used in the context near-synonym usually does not have the same meaning but has a little bit close meaning with the word which is referred to in the previous. Check the example below:

A: Do you know that great *man*? He is full of patience when he teaches his student

B: Of course I know that *boy*, he is wonderful

C: Do you *like* orange?

D: Yeah I do, I *love* orange

Here from the illustration of the example, in the conversation between A and B words *man* and *boy* are having the same meaning and it refers to the same object which they talk. The meaning of *man* and *boy* are not changing, it also still refers to the previous word. While in the conversation C and D, the words *like* and *love* are actually do not have exactly same in meaning but it nearly same in the meaning, so it called as near-synonym which have close meaning but not the same meaning.

C. Superordinate

In the second part of reiteration is Superordinate. According to (Sari & Anindita, 2020), superordinate is the connection of the meaning between more general term and more specific term. Superordinate is a classification of a word or an object that can be used to represent the whole 'class' or 'category' of many things. Thus the higher terms act as an umbrella term that includes the meaning of other words in it. The concept of superordinate is representing the group members of the relationship between them. Particularly, people may use the term superordinate more often to refer back to the multiple objects than to individual objects, (Wisniewski & Murphy, 1989).

Here the example of superordinate :

A **cat** is a symbol of luck. That **animal** is mine.

Here from illustration if the example, the words, animal and cat are related in such a way that cat refers to a type of animal, and animal is a general term that includes cat as well as other types of animal.

D. General Word

(M. Halliday & Hasan, 1976, as cited in Meinawati 2022) stated that general words which correspond to the main class of lexical items as usually people say are very commonly used with cohesive forces. General word is general meaning in a word and when these general word appear cohesively, they can be considered as examples of lexical cohesion. Cohesively, not all general word can be used cohesively, general word are only cohesive when the general word is in the context of reference. And also when these general word have the same reference as whatever signifies them, and if accompanied by a reference item.

Check the example below:

A: Do you know *Irene*? She is our new lecturer now

B: No, I do not ever know that *person*

From the example above, word *person* is a general word, because person includes many things which can be man or women. Usually general word can be such as person, thing, do and so on.

2.4.2. Collocation

Collocation is a word or phrase which has the most problematic part in lexical cohesion. (M. Halliday & Hasan, 1976) stated that collocation is all of the lexical relations which is not depends on the identity of reference and also not reiteration form which is accompanied by demonstrative. In the meaning, collocation is the relationship of a meaning that tries to classify the various relationships of meaning involved.

Lexical collocation can be simply described as “the association of lexical items that regularly co-occur” across expanses of sentences if need be (Halliday & Hasan, 1976). Collocation is combination of word that is used in a sentence. To make a combination, we can combine the words based on the type of the collocation. For example, verb + noun, noun + noun, adverb + verb and etc. Moreover, these combinations do not make a new meaning because the meaning is constructed from each of word. Collocation is not only a necessary element of language but also an outstanding feature that makes language specific and correct. Therefore, to learn English well the learners should attach much importance to collocation.

2.5. Previous Studies

In this research, I have found two journals and one thesis related to my research and those will be used as references and comparisons. The first journal entitled *An Analysis of Lexical Cohesion* found in “Never Say Never” song lyrics is written by Vivi Yulia Pratiwi, Yeni Dwi Jayanti, and Isry Laila Syathroh, who are students from IKIP Siliwangi Bandung, 2019. In this journal the writer found the similarity on topic that Pratiwi et.al used which is a lexical cohesion. But, here the object found differentiation of Pratiwi’s study. Their object only use one song, different from the one I use, which is one album songs. And their only focuses on lexical cohesion in particular synonym, repetition and antonym, different from what I focused on by adding collocation. And here their found of Pratiwi’s study is in the theory. To conducting the study, Pratiwi used Sugiyono as her main theory to analyzing her study while the writer uses Halliday and Hasan theory as the main theory of the study.

The second journal entitled *Lexical Cohesion Analysis on Adele’s songs lyrics in the Album 25* is written by Novi Eka Purnama Sari and Widyashanti K. Anindita who are students from Surakarta University, faculty of Language and Literature, 2020. In this journal the writer found the

similarity on topic that Sari et.al used which is a lexical cohesion. But, here the object found differentiation of Sari's study. Their object use album 25 from Adele, different from the one I use, which is use album Positions from Ariana Grande. Their only focuses on lexical cohesion in particular synonym, repetition, superordinate and general word, and collocation, different from what i focused on by adding also the function of lexical cohesion in the lyrics of Ariana Grande's songs. And here their found of Sari's study is in the theory. To conducting the study, Sari used Halliday & Hasan as her main theory to analyzing her study which one at the same as which the witer uses Halliday & Hasan theory as the main theory of the study.

The third previous study is undergraduated thesis, whose Sri (2018) entitle A Study of Lexical Cohesion in the lyrics of Demi Lovato's songs in Tell Me You Love Me Album of study program of English Universitas Brawijaya. In this study the writer found the similarity of the study which is in the topic is same that is lexical cohesion. But in Sri's study the writer found the differentiation are in the object, the object of Sri's is focus on lyrics of Demi Lovato's songs, while the writer is focus on the lyrics of Ariana Grande's songs.

From the previous studies above, the researchers have similarities and differences with research. The similarity is the analysis of lexical cohesion in a song lyric. However, the difference with this study is that it uses songs and lyrics from different singers in analyzing lexical cohesion.