

# LEXICAL COHESION IN NEWS ARTICLE ON THE JAKARTA POST ENTITLED “WHY FULL DAY SCHOOL WILL NOT WORK IN INDONESIA?”

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## Abstract

The purpose of this study is to investigate what types and what is mostly found of lexical cohesion in the news article. Written texts are different from spoken interaction. To make the readers know what the writers mean, the writers should compose a well formed of the text. Cohesion is an aspect of a text, which entails that the letter forms a unified whole, rather than unrelated sentences. Cohesion plays a special role in the creation of text. There are two main types of cohesion there are grammatical cohesion and lexical cohesion. Grammatical cohesion consist of reference, ellipsis, substitution and conjunction, whereas lexical cohesion has two aspects, they are reiteration and collocation. Lexical cohesion refers to the way related words are chosen to link elements of a text. This study used qualitative research as the research method. Based on the result of this study, it can be concluded that there are six types of lexical cohesion and the types of lexical cohesion which is mostly used by the writer is repetition but this article is lack of antonym. And the use of lexical cohesion in writing a text can deliver the meaning of whole text itself for the readers easily and clearly.

**Keywords:** *Written texts, Grammatical Cohesion, Lexical Cohesion*

## INTRODUCTION

There are two types of interaction; written and spoken. Written texts are different from spoken interaction. To make the readers know what the writers mean, the writers should compose a well formed of the text.

A text is a collection of words which have meanings and it can be spoken or written, prose or verse, dialogue or monologue. Hameed (2008) believes that as a means of communication texts play a very important role in getting the meaning across others. A text is a unit of language in use (Halliday & Hasan, 1976 in Hakim, 2016) Every text has a structure, the structure refers to how the information within a written text is organized. The unity of text is showed by its coherence and cohesion.

Cohesion is considered an internal element, which binds the passage together Halliday & Hasan (1976). It is one of the hints for the reader to relate the meaning together within the text (Dastjerdi & Samian, 2011 in Emilia, Habibi, & Bangga, 2018). Cohesion plays a special role in the creation of text. Cohesion expresses the continuity that exists between one part of the text and another Halliday & Hasan (1976). There are two main types of cohesion there are grammatical cohesion and lexical cohesion. Grammatical cohesion consist of reference, ellipsis, substitution and conjunction, whereas lexical cohesion has two aspects, they are reiteration and collocation Halliday & Hasan (1976).

Reiteration is a form of lexical cohesion which involves the repetition of lexical item, at one end of the scale Halliday & Hasan (1976). In addition, reiteration means either restating an item in a later part of the discourse by direct repetition or else reasserting its meaning by exploiting lexical relations Toolan & McCarthy (2006). Collocation is the words that frequently go together but it is not have a semantic relation between words like in a reiteration Halliday & Hasan (1976).

This study only focuses on analyzing the types of lexical cohesion namely repetition, synonymy, antonymy, hyponym, superordinate and collocation Halliday & Hasan (1976). Lexical cohesion refers to a study of cohesive element in the text. Lexical cohesion refers to the way related words are chosen to build a text. According to Paltridge (2000). Repetition refers to words that are repeated in the text, as well as words that have changed to reflect tense or number than synonym refers to the relationship between words that are similar in meaning while antonym refers to opposite or contrastive meanings. According to (Halliday & Hasan, 1976) superordinate is a name for more general class it is used to refer to a word which has general properties, not the specific one. Paltridge (2000) also said that collocation is often related by the sense of meaning to build up the lexical relations. It is describes associations between words that tend to occur, like the combination of adjectives-nouns, the relationship of verb-nouns and the pairs of nouns.

This study tries to answer the research question what types of lexical cohesion are used in the news article entitled “why full day school will not work in Indonesia ?” on the jakarta post. The purpose of the study is to describe and to investigate the types of lexical cohesion used in the news article “why full day school will not work in Indonesia?” on the Jakarta post.

## METHOD

This study used a qualitative method and conducted by descriptive research design. According to Creswell, (2014), qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. In addition, Perry (2005) as cited in Dewi, Hernawan & Apsari, 2019) stated that qualitative research is characterized by the verbal description of its data. This study took the news article as the data entitled “Why full day school will not work in Indonesia?” on The Jakarta Post published on August,23<sup>th</sup> 2017 at 09.22 am.

In collecting the data the researchers took the data from the website [www.TheJakartaPost.com](http://www.TheJakartaPost.com) in Mutohar (2016). The researchers analyzed the sentences and words in each paragraph that contain lexical cohesion by categorizing and put it in the column which consists of type of lexical cohesion from Halliday & Hasan (1976). After that the researchers interpreted the data based on the analysis and then made a conclusion.

## RESULTS AND DISCUSSION

### Results

Table 1 Findings of the lexical cohesion

No.	Types of Lexical Cohesion	Number
1.	Repetition	53
2.	Synonymy	4
3.	Antonymy	-

4.	Hyponymy	18
5.	Superordinate	4
6.	Collocation	4
TOTAL		83

## Discussion

The researchers analyzed the data by using cohesion theory of (Halliday & Hasan, 1976). The researchers analyzed the text which contains cohesion device per sentence with sign (S). The total of the sentences in text “why full day school will not work in Indonesia?” are 34 sentences.

### 1. Repetition

The used of synonym can avoid a repetition. In this study the researchers found 53 words which have repetition as follows :

Sentence 1	For decades, politicians have been debating over different ideas for education reform for <b>Indonesian education</b> .
Sentence 2	..... to extend <b>school hours</b> for elementary and junior high school students in order to have better educated <b>students</b> and less stressful <b>parents</b> .
Sentence 4	Effendy’s plan on <b>full day schools</b> seems very logic.
Sentence 5	<b>Additional school hour</b> could means more educational outcomes.
Sentence 6	If school time are extended into 4 or 5 p.m. <b>students</b> can <b>learn</b> more.
Sentence 7	The minister said that in the traditional hours <b>students</b> could <b>learn</b> on academic subjects such as math, science and other learning subjects.
Sentence 8	then, the <b>additional hours</b> , <b>students</b> could do extracurricular activities such as sports and religions activities to engage them in <b>positive learning environments</b> .
Sentence 9	He goes on states that parents could benefits from <b>full day schooling</b>
Sentence 10	Knowing that <b>students</b> in a safe and <b>positive environment</b>
Sentence 11	However, the <b>full day school</b> will be another educational problem as it will fit in traditional schooling system in <b>Indonesia</b> .
Sentence 12	Before regulating any policy in <b>Indonesian education</b> , policy makers should consider of what is called by ‘grammar of schooling’, a term referring to regular <b>structures and rules</b> that organize how <b>school</b> work.
Sentence 13	The term of ‘grammar of schooling’ was introduced by David Tyack and William Tobin from Stanford University to explain the <b>rules and structures</b> of schools that fundered any <b>educational innovations and policies</b> .
Sentence 14	As we might know that school in <b>Indonesia</b> .....
Sentence 16	Most of <b>students</b> and <b>teachers</b> are working to prepare for examination
Sentence 17	Therefore, <b>teachers</b> tend to explain lesson abstractly, then they ask <b>students</b> to work on students’ worksheet to drill material discussed previously.

Sentence 18	While there has been numerous <b>policies</b> such as the newest 2013 curriculum that is believed to promote active learning and character building, if <b>the structure</b> and objective of schooling remains the same, any <b>educational innovation</b> will settle on <b>the structure</b> at <b>traditional schooling practices</b>
Sentence 19	Therefore, the idea of <b>full day school</b> might fit in the <b>traditional schooling practices</b> in <b>Indonesia</b> which can add the burden for <b>teachers</b> and <b>students</b> .
Sentence 20	while the <b>additional hours</b> are expected for enjoying learning activities, they can turn to be <b>additional</b> times to do homework.
Sentence 21	This is similar to what happens when <b>students</b> approach the national exam, <b>students learn</b> test preparation until afternoon.
Sentence 22	<b>Full day school</b> will also add burden for <b>teachers</b> in that they should stay at <b>schools</b> , setting up lesson plan and preparing activities for <b>additional hours</b> .
Sentence 23	This could be <b>unfair</b> for them as they also need to get along with their families.
Sentence 24	Moreover, some of <b>teachers</b> still get treated <b>unfair</b> , receiving low salary.
Sentence 26	..... create <b>schools</b> like a factory rather than nurturing creativity and respects from <b>students</b>
Sentence 27	Rather than regulating controversial <b>full day school</b> that receive many disagreement from <b>parents</b> .
Sentence 29	As supposed to teaching <b>students</b> to work collaboratively, the <b>school</b> environment create individual
Sentence 34	In addition, schools should create <b>rules and structures</b> that can nurture students' postive behavior.

From the table above, there are so many repetition that the writer used to build the text. Those words are; *Students* for 11 times on sentence (2,6,7,8,10,16,17,19,21,26 and 29), *Full day School* for 6 times on sentence (4,9,11,19,22 and 27), *Additional school hours* for 5 times on sentences (2,5,8,20 and 22), *Teachers* for 5 times on sentence (16,17,19,22 and 24), *Structure and rules* for 4 times on sentence (12,13,18,34), and *Indonesia* for 3 times on sentences (11,14 and 19), *learn* for 3 times on sentence 6,7 and 21), *School* for 3 times on sentences (22,26 and 29), *Educational innovation and policies* for 3 times on sentences (13 and 18), the last words have repeated twice, they are *Indonesian education*, *Positive environment*, *Traditional schooling practice*, *unfair* and *parents*.

From the repetitions above, we can know the highest word which has been repeated that is *Students*. It can be happened because this article discussed about full day school that students are the main actor here. And the occurrence of those words makes a relation between one sentence and others. In addition in (Hoey, 1991) findings that repetition was the most dominant.

## 2. Synonym

In this study the researchers found 4 words which have synonym as follows :

Sentence 14	If we <b>look</b> at the daily activities of students in the classroom we will <b>see</b> exactly the problem of Indonesian school.
Sentence 27	.... policy makers <b>to ponder</b> about grammar or rules existing in Indonesian school systems
Sentence 28	.....examinations need to be re- <b>consider</b> as they kill students' development.

The researchers utilizes synonyms to avoid too much repetition on the text. Those word are; *Look* (s.14) – *See* (s.14), *Ponder*(s.27) – *Consider* (s.28).

### 3. Antonym

This text is not have an antonym. So, the researchers can not find it.

### 4. Hyponym

In this study the researchers found 18 words which have hyponym as follows :

Sentence 1	For <b>decades</b> , politicians have been debating over different ideas for <b>education</b> .....
Sentence 2	..... <b>Education and Culture minister</b> , for instance, promotes his controversial plan to extend <b>school hours</b> for <b>elementary and junior high school</b> .....
Sentence 3	In the <b>time</b> when indonesia's educational ranking in the world is still low
Sentence 6	If school time are extended into 4 or 5 p.m. students can <b>learn</b> more
Sentence 11	However the full <b>day</b> school will be another educational problem as it will fit in traditional schooling system in <b>Indonesia</b> .
Sentence 12	<b>Before</b> regulating any policy in Indonesian education
Sentence 14	.....standardized <b>curriculum</b> and <b>classes</b> are divided and evaluated using traditional methodologies.
Sentence 15	If we look at the daily activities of students in the <b>classroom</b> .....
Sentence 16	most of <b>students and teachers</b> are working to prepare for examination.
Sentence 21	This is similar to what happens when students approach the national exam, students learn test preparation until <b>afternoon</b> .
Sentence 22	... teachers in that they should stay at <b>schools</b> , setting up <b>lesson plan</b> ...
Sentence 26	Our <b>country</b> has identified the problems of education .....

*Education, Education and Culture minister, school hours, elementary and junior high school, learn, curriculum, classes, classroom, students and teachers, schools, lesson plan* is hyponym of education element. *Decades, time, day, before, afternoon* is hyponym of time. *Indonesia* is hyponym of country.

### 5. Superordinate

The researchers found 2 words which have superordinate as follows :

Sentence 7	The minister said that in traditional hours students could learn on <b>academic subject such as math, science and other learning subjects.</b>
Sentence 8	.... Students could do <b>extracurricular activities such as sports and religious.</b>

Superordinate is used by the writer to reveal a spesific word (hyponym) by its general reference (hyponym). The words *math and science* in sentence (s7) have superordinate link with the word *academic subject*. And the words *sports and religious* have superordinate link with the words *extracurricular activities*.

#### 6. Collocation.

The researchers found 5 of collocation in several clause and sentences below:

Sentence 9	He goes on states that parents could benefits from <b>full day</b> schooling too.
Sentence 10	.... <b>Positive environments</b> would bring peace of minds for parents especially for them who are working <b>full time</b> .
Sentence 17	.... then they ask students to work on students' <b>worksheet</b> to drill material discussed previously.
Sentence 20	while the <b>additional hours</b> are expected for enjoying learning activities, they can turn to be additional times to do <b>homework</b> .
Sentence 22	... teachers in that they should stay at schools, setting up <b>lesson plan</b> ...

All those collocation make interrelated sentence by using the combination of adjective and noun group and verb and noun

### CONCLUSION

Based on the data analysis, it can be concluded that there are six types of lexical cohesion and the types of lexical cohesion which is mostly used by the writer is repetition. There is 53 occurrences in total. But, the writer also did not use an antonym in his text. It can be seen that the meaning relation in the text occurs among the six types of lexical cohesion. The text should consist of the interrelated sentences to achieve a good unity. And the use of lexical cohesion in writing a text can deliver the meaning of whole text itself for the readers easily and clearly. the researcher reported that lexical cohesion was the most dominant source of cohesion and that repetition was the dominant type of lexical cohesion in the corpus.

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