

CHAPTER 2

LITERATURE REVIEW

2.1 Cohesion

A text is understood to be a piece of written or spoken material in its primary form that can be understood in context. It may be as simple as 1-2 words, a clause or a sentence or as complex as a report Halliday and Hasan (1976:1) define it as “any passage, spoken or written of whatever length, that does form a unified whole. According to Goziyah, et al. (2018), cohesion can be found in the form of personal pronouns, substitution, omitting, and conjunction. Then, according to Nurfitriani, et al. (2018), there are grammatical cohesion which means grammatical attachments between parts of discourse and lexical cohesion which is lexical binding between parts of discourse.

Many linguists have looked at cohesion as a connecting device of items for unity in writing. This study investigated the practical use of lexical cohesion in writing. Connor (1990) holds that cohesion is “the use of explicit cohesive devices that signals relations among sentences and parts of text.” Similarly, Halliday and Matthiessen (2004) explain cohesive devices as tools that enable readers to integrate information between sentences in a text such as conjunction, reference, ellipsis (substitution), and lexical organization.

Similarly, according to Halliday and Hasan in Lestari (2019), there are five major divisions of cohesive devices in English namely reference, substitution, ellipsis, conjunction and lexical cohesion. Reference, substitution, ellipsis and conjunction are included into grammatical cohesion; while reiteration and collocation are classified into lexical cohesion. Reiteration includes four sub divisions namely same words (repetition), synonyms (or near synonym), superordinates and general words. These classifications of cohesive devices, grammatical and lexical cohesions, are used as an analysis framework.

2.2 Lexical Cohesion

Lexical cohesion refers to the relations created between lexical items (Schubert 2008, 46). Therefore, when talking about lexical cohesion, it is about ties between words or phrases, and moreover, it helps to create text unity. As the name implies, Lexical cohesion is the type of cohesion achieved through the use of different lexical relations. As highlighted earlier on, this role is played by nouns, main verbs, adjectives, and adverbs (McCarthy, 1991; Eggins, 2004). McCarthy (1991) as cited in Hung and Thu (2014: 3) stated that lexical cohesion involves the repetition of a noun phrase or the use of another noun phrase that bears a relation to the antecedent noun phrase. It has two main types: reiteration and collocation.

2.3 Lexical Cohesion Categories

Halliday and Mathiessen (2014) presented six categories of general lexical cohesion, they are repetition / re-iteration, synonymy, antonyms, hyponyms, meronyms and collocation. The analysis identified the following cohesive markers.

a. Repetition / re-iteration

This is when a lexical item is repeated in subsequent clauses or sentences. The repeated item may appear in a slightly modified form, hence, “exact” or “inexact” repetition. Repetitive items need not refer to the same referent or mean the same thing. It is a very frequent type of cohesion in texts (Hoey, 1991; Gonzalez, 2010; Taboada, 2004; and Tanskanen, 2006).

b. Synonymy

Elhaj & Gawi (2015) stated that several words with the same meaning are said to be synonyms. Some researchers opine those synonymic relations should be determined by the context and no reference should be made to decontextualized meanings (Gonzalez, 2010 and Tanskanen, 2006). In addition, Paltridge (2000) stated that synonyms are used to avoid the repetition of the exact same word. It refers to the relationship between words that are similar in meaning such as customers and patrons.

c. Hyponymy: Yogaswara (2017) stated that hyponymy is a relation between two words in which the meaning of one of the words includes the meaning

of the other word. According to Al- Shemmery & Alshemmery (2017) hyponym has a form of meaning that is related to each other that forms a sequence based on the arranged meaning. As an example of mangoes, apples and bananas are hyponyms of the form of fruit, then spinach, mustard greens and potatoes are hyponyms of vegetables.

d. Antonyms

Paltridge (2000) said that antonymy refers to the opposite or contrastive meanings such as good and bad, happy and sad. In a similar fashion to Riemer (2010), antonyms are words that have meanings in different dimensions such as good-bad, high-short, and large-small.

e. Meronymy

According to Riemer (2010), meronymy is a part of the whole but not only in line with the meaning itself. Likewise, Paltridge (2000) stated that meronymy refers to lexical items which are in a whole-part relation, such as the relationship among “main course”, “potatoes”, and “broccoli”; or “fish”, “bones”, and “scales”.

f. Pertiwi (2020) stated that collocation is a combination of two words or a word that often used with another word (phrase) in which they co-occur habitually and naturally in the sentence. Collocation pertains to lexical items that are likely to be found together within the same text or they tend to occur within the same lexical environment. While Reiteration is either restating an item in a later part of a discourse by direct repetition or reasserting its meaning by exploiting lexical relations. (Halliday and Hasan 1976).

2.4 Argumentative Essay

In general, argumentative essay can be defined as a text that aims to influence the reader to accept the ideas, opinions, or statements put forward by the author. The author of an argumentative essay includes supporting data to strengthen his idea or opinion with the aim that the reader becomes convinced of the truth that the author conveys (Qodriyah, 2018). When writers write an argumentative essay, they make a claim and support it with reasons and evidence to change the way they think

about the issue (Anker, 2007: 220-221) Similarly, according to Rottenberg (1988:5), “argumentation is the art of persuading others, through the medium of reasoned discourse, to believe or act as we wish them to believe or act.” These definitions suggest that the writer tries to convince his/ her readers and the readers have to make decision whether agree or disagree with the ideas presented by the writer.

Some studies in cohesion mostly investigate expository, narrative, descriptive or argumentative essays produced by undergraduate students. Johnson (1992) investigated cohesive elements in expository essays written in Malay and in English by native speakers of both languages. The essays were evaluated by Malaysian teachers and American teachers of native and non-native speakers of English. The study revealed that there are no significant differences between cohesive devices used by good and weak essay writers.

Palmer (1999) reported a study that analyzes the way non-native English Language students create coherent texts. The findings suggest that lexical reiteration is often used by non-native speakers of English in order to create coherent texts.

Meisuo (2000) and Johnson (1992) examined cohesion in expository essays of Chinese students to find whether the number of cohesive ties used in the essays affect the qualities of good essays. No significant relationship between the number of cohesive ties used and the quality of writing was found. The finding indicated that the number of cohesive ties used did not contribute to the quality of essays.

Larasati (2020) investigated cohesive and coherence elements in short stories, procedure texts, environmental texts, and possibilities for learning in school. The study showed that those texts contain a cohesion and coherence which can be examined and studied to learn a good writing.

In contrast, some other studies which analyzed argument texts revealed that there was correlation between the frequency of cohesive devices and high quality essays. This means that high-quality essays use more cohesive devices and vice versa (Liu, 2005). Another study in cohesion in undergraduate argumentative essays was conducted by Alarcon and Morales’ (2011). The finding regarding

lexical cohesive devices used by undergraduate students showed a relationship between the number of cohesive devices and the quality of essays. The study indicated that certain cohesive types such as demonstrative reference and conjunctions were frequently used to process their argumentative essays.