

# LEXICAL COHESION IN TESSA HADLEY'S SHORT STORY EXPERIENCE

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## LEXICAL COHESION IN TESSA HADLEY'S SHORT STORY *EXPERIENCE*

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### ABSTRACT

<sup>22</sup> This study discusses <sup>37</sup> lexical cohesion in the Tessa Hadley's *Short Story Experience*. The purpose of this study is to describe the kinds of lexical cohesion and explain how lexical cohesions create coherence in Short story *Experience*. This data were taken from a famous writer of Tessa Hadley. This research used from (Halliday and Hasan, <sup>12</sup>1976) theory. This research used qualitative method. This research shows that repetition, synonym, antonym, superordinate, and collocation are found in the text. This study presents repetition which is the most frequent type of lexical cohesion in the text. Repetition occurred 16 items, superordinate occurred 15 items, synonyms are also found in the text, which is 6 items, collocation occurred 4 items. And the last antonym occurred 3 items. Based on the analysis, the lexical create the coherence of the text.

**Keywords:** Short story, lexical cohesion, coherence.

### INTRODUCTION

In society, language is the most important part of human life to communicate with others. They communicate both as senders and recipients message. This is because there is mutual understanding with each other. In order to produce a language that easily accepted, both must be well organized. Language also can produce a thought, ideas, and opinions. Based on Wardhaugh (1986, p.1) that a language is what the spoken by certain members of society. To send the message, speaker can use spoken or written language.

The spoken language tends more to repetition, correction, and incomplete sentences. It is more expressive than written language. This is largely supported by body language, movements and intonation to convey a brief understanding. People use spoken language as verbal language in their daily lives, such as the relationship between the speaker and audiences.

Written language is given complicated and complex than spoken with longer sentences and many subordinate clauses. Written language needs the existence of patterns or structures correctly to facilitate understanding. The authors or user of the written language must focus on writing aspects such as grammatical structure, tenses, social structure, etc. <sup>1</sup>

Text is a word or sentence that is put together completely. Based on Brown and Yule (1983, p.190) text is verbal note of the communicative program. Verbal form can be seen in conversation, speech, etc. And the written form can be seen in novel, short story, articles, etc. According to Halliday and Hasan (1976, p.293) texts are several sentences that are united in meaning and different in types of sentences. In the text, other than the first sentences, each sentence shows several type of cohesion with the previous sentence.

Coherence is realized in relationships that exist between parts. According to Halliday and Hasan (1976, p.48) they must match with itself and the context of situation. Coherence construction can be achieved through cohesion. This is a set of linguistics that every language

must have to connect one text to another. This is a semantic relationship that allows one part of the text to function as a context for another, Halliday and Hasan (1976, p.48).

According to Halliday and Hasan (1976, p.4) cohesion describes the relationship of meaning contained in a text and assigned to it as text. Cohesion is the relationship between parts in a text that are characterized by the use of language elements (Brown and Yule 1983, p.191). Cohesion is also a numbered of possibilities which is in the language to make texts collected together. Halliday and Hasan (1976, p.6) divided cohesion into two kinds, namely grammatical cohesion and lexical cohesion.

Short stories are one type of written language which is a short work fiction. This is a story with a theme that is fully developed but significantly shorter and less complex than a novel. Therefore, this study focuses on analyzing lexical cohesion in short story *Experience* by Tessa Hadley the use of cohesive device.

## LITERATURE REVIEW

### Cohesion

Cohesion is an important part of text or sentence. Based on Halliday and Hasan (1976, p.4) cohesion refers to relationship of meaning assigned in a text and which define it as a text. All the components of the semantic system cohesion are realized through grammar and vocabulary. Therefore cohesion divided into two parts, the first is grammatical cohesion includes devices such as reference, substitution, ellipsis and conjunction, the second is lexical cohesion includes devices such as reiteration (repetition, synonymy, superordinate, general word) and collocation (co-occurrence of lexical items).

### Cohesive Devices

Cohesive device can provide a logical relationship between sentences and paragraphs in a text. They are almost like a bridge between parts in the text. This means they contributed to what Halliday and Hasan called texture unity. In the schematic structure of the text, provides the text with "structural unity" based on Halliday and Hasan (1989) as quoted in Paltridge (2000, p.139). Text functions as a single unit which means when linguistic items are correlated in sentences. Moreover, a text has meaning as text when each sentence has cohesive relationship with other sentences in a text, based on Halliday and Hasan (1976, p.28). Especially, cohesive devices are defined as devices that connect clauses, sentences, and paragraphs in the text to be communicative or cohesive. In other word, they can help the reader to understand the points or ideas which is grammatical cohesion and lexical cohesion in the texts.

### Grammatical Cohesion

Grammatical cohesion is a semantic connection that marks the surface between clauses and sentences in a written discourse, between utterance and change of speech, based on McCarthy (1991, p.34). Halliday and Hasan (1976, p.13) divide the basic category of grammatical cohesion which shows that the systematization of this concept by classifying it into different categories. These categories are references, substitutions, ellipsis, and

conjunction. These categories have types of grammatical cohesion and theoretical basis which describe and analyze texts in a practical way.

**a. Reference**

Based on Halliday and Hasan (1976, p.3) reference are items which cannot interpret semantics in their own right. That it can interpret by looking at the other elements, it is referring to. They stated that "reference is the relationship between the text element and something else with the reference and interpret in the example given" (Halliday and Hasan, 1976, p.308). Reference generally divided two different types; endophoric and exophoric.

**b. Substitution**

Substitution occurs when one elements replaces another element. They define the terms "substitute" as kind of counter that is used instead of repeating certain items, Halliday and Hasan (1976, p.89).

For example:

"My hard disk is broken. I have to get a new one."

In this example, "one" is replaced. Items commonly used in English for substitution are one (s), Do, So/not, same, etc.

**c. Ellipsis**

Halliday and Hasan (1976, p.142) define substitution by zero, it means that ellipsis is a type of substitution.

For example:

"Lisa brought a note book, and Rena some crayons."

It means that "brought" in the second clause is ellipsed.

**d. Conjunction**

According to Halliday and Hasan (1976, p.227) conjunction as a cohesive device, conjunction is not only focused on the semantics that exist in grammar. But on one particular aspect of them, namely the function they have of relating to other linguistic elements that occur in succession but are not related to each other linguistic elements that occur sequentially but are not related to other, structural means. Conjunctions are also divided into several types, namely as follows; additive conjunction, adversative conjunction, causal conjunction, temporal conjunction.

**Lexical Cohesion**

Lexical Cohesion is relationship between elements in the discourse semantically. According to Halliday and Hasan (1976, p.27) lexical cohesion is the cohesive effect achieved by the vocabulary selection. Lexical refers to relationship of meaning between lexical items in the text, especially the word of content and the relationship between them.

There are two classification of lexical cohesion, namely reiteration and collocation;

**a. Reiteration**

Reiteration is one of lexical cohesion which involves repetition of a lexical item, and several things are between the use of synonym, near synonym, or superordinate. From the explanation above, it can be concluded that reiteration has several part, which are:

**Repetition**

Repetition is rewrite items in the previous sentences in the same form and meaning as the following sentence. For example:

Today's weather is very *beautiful*, like your face is also *beautiful*.

So, in the text above, the word "beautiful" is repeated in two sentences.

### **Synonyms**

Synonym is two or more words with closely meaning; the same meanings. For example:

1.) I booked one *deluxe* room.

2.) They lead a comfortable and *luxurious* life without anyone disturbing them.

So, the text tells the reader that they want to order in a comfortable bed room and no one disturbing him.

### **Superordinate**

Superordinate is a name for more general class. It almost the same as general word, but that's only in the general meaning.

For example:

Tomas has a new *Honda*. He bought his motorcycle with the results of his hard work.

The word "motorcycle" refers to Honda and motorcycle is a superordinate of Honda.

So, the text tells that Honda is one brand of motorcycle.

### **General Word**

General words, which are suitable for the main class of lexical items, are very specifically used with the cohesive power. General word appear when they have the same reference as anything implied, and when accompanied by a reference item, based on Halliday and Hasan (1976, p.280). An example:

1 I'll come back here to this *place*. And we had met on *the corner* of the street.

### **b. Collocation**

Collocation is another part of lexical cohesion. Collocations are two or more words that are commonly used together.

For example:

John : Can I see you on Sunday?

Jasmine : All right. I'll be back in Seoul on Saturday night.

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## **RESEARCH METHOD**

In this study, the writer used qualitative method. Denzin and Lincoln (1994, p.2) describe that qualitative research multi-method in focus, involving an interpretive, naturalistic approach to the subject matter. It means that qualitative method learn everything in their natural settings, try to understand phenomena in terms of the meanings people bring to them. Qualitative method suits the linguistics study since this study investigates paired utterances request as a natural conversation in daily activity. It was taken by researcher because it is suitable to use in describing the analysis accurately, and systematically. It belongs to one of research procedure that provides descriptive data in the written form containing the object which will be observed. This study refers to qualitative since there is no description of statistic procedure in collecting data. Meanwhile, descriptive research is used on describing the situations or events in the literal sense. The study concern on described the analysis of lexical cohesion in *Experience* Short story by Tessa Hadley. As the description, it analysis and identifies the kind of lexical cohesion clearly.

## RESULT AND DISCUSSION

In this part, the data are analyzed to identify the lexical cohesive devices and to explain their roles in creating contextual short story coherence. In this discussion, text of *Experience* short story that used consists of lines divided into paragraphs. In each row are numbered to make easy to analyze. In the analysis, the data is coded according to the position of paragraph. L is an abbreviation of line, indicating the position of the line in text.

### 1. Repetition

Repetition is rewrite items in the previous sentences in the same form and meaning as the following sentence. Such as one example of text found in a short story *Experience*:

(L. 135-137) I've never *lived*, I thought, as I knelt there, reading with my legs cramped underneath me, aware of the rain as if it were drumming on my skin. I've never *lived*: the word ran in my head. Life was garish and ruthless and exaggerated, and I'd never really had it—I was like one of those child brides in history whose marriage was annulled by the Pope because it wasn't consummated.

The word "lived" also repetition, because the word "lived" used the same word repetition in the same sentence. The word *lived* here is included verb. The text tells the reader that Laura's life experience was bad.

### 2. Synonym

Synonyms is two or more word with closely meaning; the same meanings. Such as one example of text found in a short story *Experience*:

(L. 233-236) When they'd *gone*, I noticed that he'd *left* it behind on the table: most of the page was blank, but a procession of tiny people was drawn neatly and precisely along the bottom—men, women, and children, weaving their way among tall clumps of grass and jagged rocks.

The word "gone and left" is a near synonym. Both of the words explain that gone means not staying which means leaving something or place. The author writes the word *gone* and *left* in one sentence because the author wants to make the reader know that Julian's activities at Hana's house.

### 3. Antonym

Antonym is a word opposite in meaning to another. Such as one example of text found in a short story *Experience*:

(L. 1-2) When my marriage fell apart one summer, I had to get out of the little flat in Kentish Town, where I had been first *happy* and then *sad*. I arranged to live for a few months in another woman's house; she agreed to let me stay there rent-free, because she was going to America and wanted someone to keep an eye on things.

The words "happy and sad" are antonym. These two adjectives describe Laura's condition when she got married in the past life unhappy.

### 4. Superordinate

Superordinate is a name for more general class. It almost the same as general word, but that's only in the general meaning. Such as one example of text found in a short story *Experience*:

(L. 46-47) I told myself that this *house* was a good *place* for me, temporarily: this nowhere where I was nobody.

The word *house* and *place* are relation because house is the name one of the places where someone lives. The word *house* is superordinate, and *place* is subordinate. The text tells the reader that condition Laura is felt blessed because to have found which place was Hana's house, the place where she lived.

## 5. Collocation

Collocation is another part of lexical cohesion. Collocations are two or more words that are commonly used together. Such as one example of text found in a short story *Experience*:

(L.109-111) Everybody did it. What was the matter with me that I didn't take it for granted, that my *heart beat* sickly, as if the little sex kit had somehow made a fool of me?

In the text heart and beat shows as the second ties. This sentence creates cohesion and coherence. Beat is verb that associated with heart because beat is heart's activity. It describes unstable state of Laura's heart.

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## CONCLUSION

Based on the discussions from the previous chapter, it can be concluded that lexical cohesion presented in *Experience* short story are reiteration and collocation. The reiteration is repetition, synonym, antonym, and superordinate. Repetition occurred with right words and more information. The researcher found in text, repetition occurred 16 items. Next, lexical cohesion in the text is superordinate. Superordinate occurred 15 items. Then synonyms are also found in the text, which is 6 items. Collocation cohesion occurring in the text denotes a part to part relationship, it's occurred 4 items. And the last antonym occurred 3 items. Based on this study, analysis of lexical cohesion contributed to coherence of the text. The cohesive relationships that occur in the text contribute to continuity and also set the context for the interpretation.

This study does not cover all aspect of cohesion. The researcher only chose one topic of cohesion, which is lexical cohesion. The researcher hopes that this study is useful for the development of learning about lexical cohesion. The suggestion for the next researcher is also analyzing grammatical cohesion for getting comprehensive research. Besides that, the suggestion can use another type of text as the data source, and use different method of analysis from this study.

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