

Chapter 1: Introduction

This chapter introduces the background relates to lexical cohesion which focus on students' literature review in writing for academic purposes subject. This chapter also includes research question and objectives of study.

Background

Writing for academic purpose is the advanced writing style which is used by the students at university or college and also by academics such as lectures, scientists and researchers. According to Hogue (2008) writing for academic is the kind of writing which the people involved in college classes. He also added the purpose of academic writing is to explain the detail of something or to give information about something (p.02). Writing for academic purposes consist of academic papers such as essays, journals and research papers. In addition, writing for academic purposes are important for several reasons such as it can be used an assessment of student's knowledge, used as a proof that a research or a specific experimental has been obtained, it also can be used as a guidance to learn new specific information, and it used to clarify the thoughts and identify the gaps in understanding a knowledge. Further, it can be assumed that writing for academic is a fundamental way to develop and understand the idea in context.

The scope of writing for academic purposes subject are focus on several disciplines including writing argumentative essay, annotated bibliography and literature review. From those certain disciplines the students are required to consider about the constituent piece of composing a good writing. For instance,

the content, word choice, style, sentence structure, and grammar. Furthermore, to concern about the problem of writing quality in writing for academic subject, the students have to pay attention towards cohesion in arranging the text so that the readers easily understand the text. Besides, Halliday and Hassan (1989) claimed that an essay or a text is considered to be a good writing if it fulfils with element of cohesion which supported by coherence as well. The elements of cohesion build a good relation towards content within a text while coherence alludes properties of passage which is related to the meaning. Therefore, cohesion embrace the inner property which has connection with ties or link on the content.

Cohesion is the linguistic feature which link sentences together through vocabulary and partly through grammar. Halliday and Hassan (1976, p. 4) mentioned that "cohesion is one of the important aspects that can build the texture in the text". It alludes to the way which all components of the content such as conjunctive, individual pronoun and expressive are associated each other so that it becomes significant aspect to achieve a qualified writing. Cohesion also refers to the relation of meaning that exists within the text. It is a semantic relation among elements of the text that makes a text meaningful. In addition, Halliday and Hassan specified that there are two groups of cohesion namely; grammatical cohesion (reference, substitution, conjunction and ellipsis) and lexical cohesion (reiteration and collocation). Lexical cohesion has more central role than grammatical in a text, due to the only type of cohesion that regularly forms multiple relation in a text.

As asserted by Halliday (1985, p. 310) Lexical cohesion is established through a choice of words. Thus, by the selection of vocabulary, it will give a cohesive effect within the text. Lexical cohesion also refers to the rules of using vocabulary selection in managing relations in a text. Further, Halliday and Hasan divided types of lexical cohesion into reiteration (repetition, synonymy or near-synonym, superordinate and general word) and collocation. Reiteration is a form of lexical item which includes the redundancy, at one end of the scale. While collocation refers to the relationship between words that frequently occur together. It is important to build up lexical relations by putting long cohesive chains throughout the whole text. For this reason, the way to achieve cohesion is by repeating the same word or phrase or utilizing chains of related words that give contribution towards the continuity of lexical meaning. For instance, found in student's literature review:

This novel contains social messages that can be the **reflection** of the society. Literature is seen as the **reflection** of human life, because literary workers are the part of society that will always be involved with the problems in it.

The word *reflection* is repeated twice as a sign of lexical cohesion that give clear the continuity in the text. This is called repetition, which means the action of bending or folding back. The word *reflection* in the first sentence explains about the novel that contains the message for the society as it can be a reference. Further, the word *reflection* in the second sentence claims the literature also reflecting the human life. This word repeated by the writer due to give continuity

in the text. Another example of lexical cohesion also found in students' literature review. The data below presents kind of collocation.

In this case, English is already being a ***big key*** for going everywhere around the world. Nowadays, it is not an obligation for people to master all the languages for each countries that they will visited soon, English is more than enough.

As elaborated by McCarthy (2005), collocation is the natural combination of words which refers to the way of words that closely associated each other. Like shown in the example above, the word *big* collocates with the word *key*. These items of collocation are called fixed combinations which the word *big* as adjective and *key* as noun. This collocation provides the new context within the item which incarnated in particular occasion. Then, this combination gives cohesive effect that help to establish the unity of the text. Therefore, from two examples of lexical cohesion above, the use of lexical cohesion is important in academic writing particularly in literature review because lexical cohesion give link and tie of a text to show a relation and organize the text well in order to make readers get the intention and direction of the text easily. In other words, it can help the writers to construct an organizing and connecting ideas in their writing products specially literature review.

In this study, the researcher concerned literature review as the subject of analysis. Because literature review provides theory and the base information clearly which supported by the experts as well. As for it becomes one of the written text that must be mastered by the students. According to Chris (2018, p. 25) "literature review is a basic scholarly paper for research in nearly every academic field". The literature review also the part of undergraduate and post

graduate students work, including thesis and dissertation. Concerning this, the students have to compose a good literature review.

Moreover, to enhance the quality of writing especially literature review, English department Universitas Negeri Gorontalo provides their students with writing for academic purposes subject. This subject is taught for the students in semester 4. Further, in the last semester, the students who enrolling this subject are asked to compose a literature review as their final project. As for, they are freely to choose the topic that will be conduct. As viewing this, it can conclude that to determine the quality of students writing in writing for academic purpose subject, the lecture have a look and asses on their literature review work.

The researcher was interested in analysing the existence of lexical cohesion which concerns toward students' literature review because the main things to consider in writing are continuity and relation between sentences or paragraphs to make the writing product be cohesive. It also revealed the cohesiveness of the content in order it is easily conveyed to the readers. By that, the researcher supposed to identify the quality and the way of students' thinking and organization of their academic writing particularly students' literature review well by analysing students' literature review in writing for academic purpose subject. Therefore, as the subject analysis, the researcher employed the students' literature review in writing for academic purpose subject from students in semester 4 in English Department, Universitas Negeri Gorontalo.

Studies about lexical cohesion in writing have been conducted by some previous researchers. Such as Wellysmeini (2017) has conducted the research

about lexical cohesion found in students' argumentative essays. This study uses the combination of lexical cohesion taxonomy as proposed Halliday and Hassan (1976) and Halliday and Matthiensen (2014). This study used descriptive qualitative design to find variety of lexical cohesion and the differences and similarities of lexical cohesion found in high graded and low graded students' argumentative essays. The data of this study were 35 students' argumentative essays collected from students' test assignments in the third semester in English department of Universitas Negeri Jambi. The result found all lexical cohesion types in students' writing.

M, Al Inayatul (2017) conducted the same topic about *Lexical cohesion Elements in Undergraduate Thesis Abstract of English Department student of Universitas Islam Negeri Maulana Malik Ibrahim Malang*. This study focused on thesis abstract. She chose thesis abstract due to abstract is an essential part of thesis, it also the factor that make the reader decide whether to read the thesis or not and factor that influence the reader's judgement about thesis quality and importance. This is qualitative descriptive method. The data was taken from 10 chosen thesis abstract, by undergraduate students majoring in linguistic of English Department. The result of this study found all the element of lexical cohesion. Further, the result is appropriate with Halliday and Hassan (1976) theory of cohesion that is repetition is a common phenomenon in English.

Another previous researcher, have conducted similar research on the large field. Such as by Ikhwanda Putra (2018) was a student of English Department in English Islamic University of Riau had a study about *An Analysis of the use of*

Grammatical and Lexical Cohesion in Theses Written by Undergraduate Students Majoring in English of Islamic University of Riau. He focused to analyse thesis written by undergraduate students in order to find out the occurrence and the percentage of the use of grammatical and lexical cohesion by using qualitative research design or content analysis to be specific. He took the data from the first and the fourth chapters of the 25 theses written by undergraduate students majoring in English of Islamic University of Riau written between 2012 and 2016.

However, Ikhwanda Putra only took 20 theses taken as the samples for this research because only 20 person who wrote the theses that researcher got the contact. The results showed that the highest occurrence and percentage of the use of grammatical and lexical cohesion was 47.50% on conjunction and the lowest was 0.07% on substitution, the errors that students made in the use of grammatical and lexical cohesion are mostly in terms of collocation and repetition. He found that the reasons why students made errors in the use of cohesive devices in writing their thesis were the students still lack of grammar knowledge, and the students also paid less attention to the use of cohesive devices in writing their theses.

As viewing from preliminary researches, lexical cohesion consistently used in the writing particularly academic writing, but previous researchers just investigated lexical cohesion in argumentative essay, descriptive writing, and also in abstract of undergraduate thesis. Accordingly, to provide the corpus of lexical cohesion in academic writing, the present researcher conducted this research as the new references toward reader in order the sight about lexical cohesion get

more attention in Universitas Negeri Gorontalo, particularly at English Department.

Therefore, the researcher decided to conduct a research that focused on *Analysis of Lexical Cohesion on Students' literature review in Academic writing for academic subject*. The researcher only focused on analysing reiteration and collocation which related to the lexical cohesion in students' literature review in writing for academic purposes subject in English Department, Universitas Negeri Gorontalo. Therefore, the researcher carried out from the result of their literature review in order to see the using of lexical cohesion in students' academic writing particularly in their literature review work.

Research Question

Based on the background of the research, the research question is what are the types of lexical cohesion found on student's literature review text in writing for academic purposes subject?

Objectives of the Study

This section presents the objectives of this study in accordance with the research questions which the objectives of the study are to identify and describe lexical cohesion in student's literature review in writing for academic purpose subject.

Significances of Study

Theoretically this research is expected to have contribution in the area of written literature review. The result of this study is expected to be conducive to some aspects. This research created a new document about the types of lexical cohesion used by the students in literature review work. Thus, they have more references

about the using of lexical cohesion and pay attention toward lexical cohesion in composing literature review. It is also expected to provide more information and references in the area of lexical cohesion, particularly for those who want to conduct the research in the same field. So, it will give the next researchers some ideas to improve research on cohesion particularly lexical cohesion.

Practically this research provides the list of types lexical cohesion that become the references for further researcher to conduct a research in area of cohesion. Since lexical cohesion is not being taught particularly in learning process, therefore this research will be utilized as a consideration by the lecturers to enhance student's ability in lexical cohesion by adding the specific material of lexical cohesion to the lesson plan in writing for academic subject.

Scope of Study

This research gives the limitation to the research subject and object. The subject of study is lexical cohesion and the object of the study is the students' literature review in writing for academic purposes. As explained in background of study, lexical cohesion consist of 2 types, there are reiteration and collocation.

Reiteration is a form of lexical cohesion which involves the repetition of lexical item, at one end of the scale. Reiteration also divided into several terms there are; repetition, synonym or near-synonymy, superordinate, and general word. While collocation is lexical cohesion which is two or more words that often go together.

This research conducted at English Department Universitas Negeri Gorontalo and the participants were students class of 2017 in semester 4. Based

on the requirements about this research, the selected participants of this research were limited by the result of students' literature review based on score A- and have pass this subject because consider the quality of the literature review. Which means they also are good enough at those subject especially at writing and it was eligible to be selected. The highest score of students made the researcher easier found the lexical cohesion in their writing.

Definition of Term

To get general understanding about the research, the researcher clarifies several terms:

1. Lexical Cohesion.

Halliday and Hassan (1976) defined lexical cohesion as the way of word related to each other and the words are chosen to link elements of a text. It is the relationship between the part of discourse or text to obtain a cohesiveness. Lexical cohesion occurs when two elements in a text are linked through semantic one. The purpose of using these lexical aspect is to get the effect of intensity of the meaning of language, clarity of information and the beauty of language. Then Halliday and Hassan divided the lexical cohesion into two types. The first type is reiteration which are repetition, synonymy, near synonymy, superordinate and general words and the second one is collocation.

2. Student's Literature review.

According to Creswell (2005), a review of literature is a written summary of journal articles, books and other documents that describe the past and current state information, organizes the literature into topics and documents a need for a proposed study. Literature review is quite related to critical thinking which its main purpose is to provide the association with background for the research undertaken. It also presents the readers with theory base and the reviewed material that relate to the investigation. Thus, the students writers have to reveal their understanding toward theories or previous research material in order they are able to manage the writing so that to be able to convince the readers. Therefore, the students have to construct a literature review properly in their writing project or their research assignment. As for, this research allude, s students' literature review that composed by the students in writing for academic purposes subject in English Department, Universitas Negeri Gorontalo.

3. Writing for Academic Purpose Subject

According to Hogue (as site in Mali, 2014, p. 38) “academic writing is regarded as kind of writing done in a college and aims either to explain or to give information about something, especially for teachers and classmates regarded as the audience in the academic writing”. It is the process of presenting ideas in rational, organized, systematic, reasonable and logic way. Then it becomes several types of writing academic product such as essay, book, article, report, project, thesis and dissertation. Further, as the big academic field, English Department of Universitas Negeri Gorontalo provide writing for academic purpose subject in their curriculum. It becomes one of the subject for students in the fourth semester.

Therefore, from this subject, the students get knowledge that help them to enhance their capability in academic writing.