LEXICAL COHESION TYPES USED IN THE DISCUSSION SECTION OF ENGLISH JOURNAL ARTICLES

THESIS
Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S. Pd) in Teaching English

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2019

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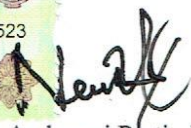
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ABSTRACT

Pratiwi, Nisa Andayani. 2019. *Lexical Cohesion Types Used in The Discussion Section of English Journal Articles*. A thesis. English Teacher Education Department, Faculty of Education and Teacher Training, Sunan Ampel State University. Surabaya. Advisors: Hilda Izzati Madjid, M. A and Dr. Siti Asmiyah, S. Pd, M. TESOL

Key Word: *Lexical Cohesion, Journal Article, Discussion Section*

This thesis discussed the analysis about how the types of lexical cohesions are used in the discussion section of English journal articles and description of the dominant type of lexical cohesion are used in the discussion section of English journal articles. The problem of this research is how are the use of lexical cohesion types in the discussion section of English journal articles and what is the dominant type of lexical cohesion used in the discussion section of English journal articles. This research is conducted using qualitative method. In order to achieve the goal, three discussion sections of English Language Teaching journal article from three different continent named Asia, Australia and Europe. Were analyzed using an application named AntConc 3.5.8. (Windows) 2019. The findings show that the discussion section of three journal articles used all of lexical cohesion types for 703 times (117 times in article 1, 191 times in article 2 and 375 times in article 3). It divided by six kinds of lexical cohesion. The first kind is repetition that used for 429 times in whole of research sample. Then, synonym used for 87 times. Next antonym used for 22 times. Then, hyponym used for 15 times. Next type is meronym that used for 16 times. Last is collocation that used for 114 times. There are the arrangements of lexical cohesion frequency, they are repetition (61.02%), synonym (12.37%), antonym (3.12%), hyponym (2.13), meronym (2.27%) and collocation (16.21%). So, the most frequently use of lexical cohesion types is repetition with 61.02%. While the least frequency of lexical cohesion types is hyponym (2.13%).

ABSTRACT

Pratiwi, Nisa Andayani. 2019. *Lexical Cohesion Types Used in The Discussion Section of English Journal Articles*. A thesis. English Teacher Education Department, Faculty of Education and Teacher Training, Sunan Ampel State University. Surabaya. Advisors: Hilda Izzati Madjid, M. A and Dr. Siti Asmiyah, S. Pd, M. TESOL
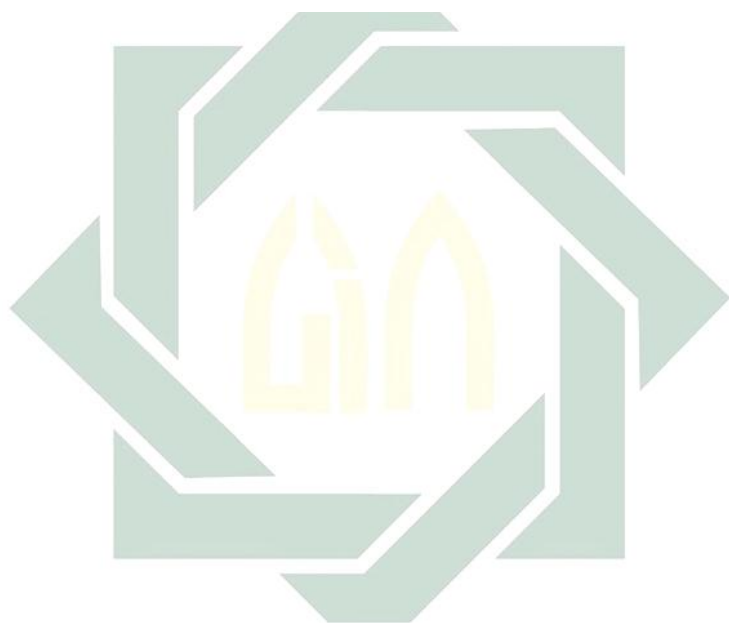
Kata Kunci: *Lexical Cohesion, Journal Article, Discussion Section*

Penelitian ini membahas analisis tentang bagaimana jenis kohesi leksikal digunakan di bagian diskusi artikel jurnal bahasa Inggris dan deskripsi jenis kohesi leksikal dominan yang digunakan di bagian diskusi artikel jurnal bahasa Inggris. Rumusan masalah dalam penelitian ini adalah bagaimana penggunaan tipe kohesi leksikal di bagian diskusi artikel jurnal bahasa Inggris dan apa tipe kohesi leksikal dominan yang digunakan di bagian diskusi artikel jurnal bahasa Inggris. Penelitian ini dilakukan dengan menggunakan metode kualitatif. Untuk mencapai tujuan tersebut, tiga bagian diskusi artikel jurnal Pengajaran Bahasa Inggris dari tiga benua yang berbeda yaitu Asia, Australia dan Eropa. Dianalisis menggunakan aplikasi bernama AntConc 3.5.8. (Windows) 2019. Hasil menunjukkan bahwa bagian diskusi dari tiga artikel jurnal menggunakan semua jenis kohesi leksikal sebanyak 703 kali (117 kali dalam artikel 1, 191 kali dalam artikel 2, dan 375 kali dalam artikel 3). Ini dibagi oleh enam jenis kohesi leksikal. Jenis pertama adalah pengulangan yang digunakan untuk 429 kali dalam seluruh sampel penelitian. Kemudian, sinonim digunakan untuk 22 kali. Antonim berikutnya digunakan untuk 15 kali. Kemudian, hiponim digunakan sebanyak 16 kali. Jenis berikutnya adalah meronim yang digunakan 16 kali. Terakhir adalah kolokasi Berikut adalah urutan frekuensi kohesi leksikal, yaitu repetisi (61,02%), sinonim (12,37%), antonim (3,12%), hiponim (2,13), meronim (2,27%) dan kolokasi (16,21%). Jadi, jenis kohesi leksikal yang paling sering digunakan adalah repetisi dengan 61,02%. Sedangkan frekuensi kohesi leksikal yang paling sedikit adalah hiponim (2,13%).
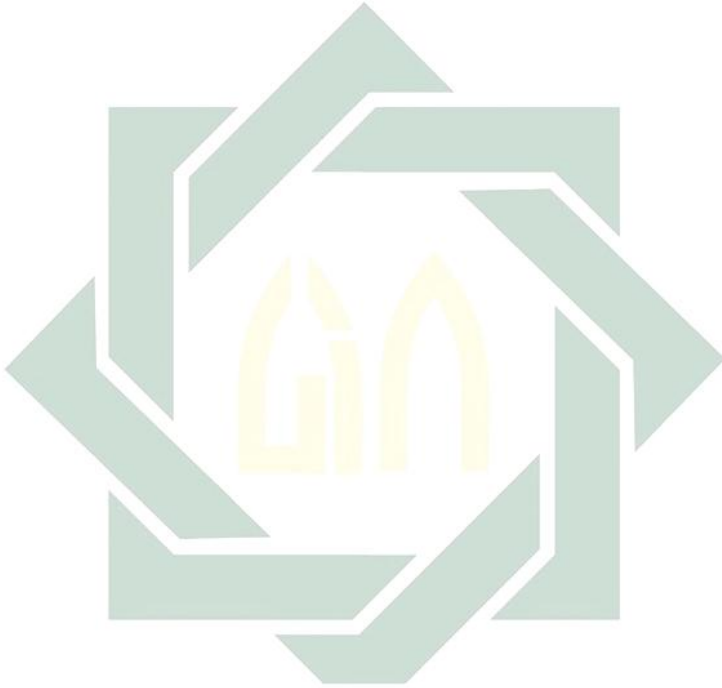
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LIST OF ABBREVIATION

DS-JA   = Discussion Section of Journal Article

Rep   = Repetition

Syn   = Synonym

Ant   = Antonym

Hyp   = Hyponym

Mer   = Meronym

Col   = Collocation

EFL   = English for Foreign Language

ELT   = English Language Teaching

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CHAPTER I
INTRODUCTION

This part introduces the general problems of this research. It included the research background, research question, research objective, research significance, research scope and limitation and definition of key terms.

A. Background

The cohesion is an important contribution in making a text coherent. In line with this, Halliday and Hasan argue that an important contribution to coherence comes from cohesion. Moreover, Halliday and Hasan divided cohesion into two types, they are grammatical and lexical cohesion.[1] Grammatical cohesion used in terms of grammar while lexical cohesion analysed a text through its vocabulary. The preceding relates to a combination of terms forming grammatical aspect between phrases. The latter relates to a combination of terms forming lexical element between phrases. According to Paltridge, lexical cohesion is divided into five. First, hyponymy is a lexical cohesion that relationship between constituent that has general meaning called sub ordinate and constituent that specific meaning called hyponymy. Second, synonym is the words that have similarity in meaning. Third, antonym is lexical cohesion that relationship between constituents that have
different meaning. Fourth, repetition is lexical cohesion that repeats the constituent. Fifth, collocation is the regular pattern of relationships between words.[2]

Lexical cohesion has two functions: first, to connect word and word, sentence and other sentence within a text, then it can be

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[1] [1] Halliday, M.A.K & Hasan R. (1976) *Cohesion in English*. London: Longman Group Limited.

[2] Paltridge, Brian. (2000). *Making Sense of Discourse Analysis*. Queensland: AEE Publishing.

1

separated again as indicating a repetition, indicating a synonym, indicating a superordinate, and indicating a particular term; second, it is used to denote the co-occurrence of phrases whose meanings are linked in the same setting. The above explanation shows that lexical cohesion is one of a language's significant elements and can be found from spoken (speech, dialogue, etc) or written text (literary work such as thesis, journal, and article). It analysed by using Halliday and Hasan[3] theory (about cohesive device) collaborates with Paltrige[4] theory (about lexical cohesion). Specifically, this study used combined theory because both theories explained about lexical cohesion detailly and it supported each other.

Lexical cohesion has an important role in language learning, including in learning English. This is because lexical cohesion consists of several important aspects in language learning such as synonyms, antonyms, hyponyms, meronyms and collocations, which are almost entirely used to develop ideas in oral and written form. Lexical cohesion used to explain the development of idea by using language.

In this study, it focused on written text named journal articles. It causes in this product of language form found out more six lexical items used in this research. Besides that, this study showed the use of lexical cohesion to make the written product such as thesis and journal articles to be more coherent and good-writing because they are the education product and it used by many people to be the references of further research. So that's why the researcher analysed the use of lexical cohesion in the journal articles because its importance in academic writing, especially in English language teaching.

Journal articles is a scientific publication that contains

[3] Halliday, M.A.K & Hasan R. (1976) *Cohesion in English*. London: Longman Group Limited.

[4] Paltridge, Brian. (2000). *Making Sense of Discourse Analysis*. Queensland: AEE Publishing.

papers published by the researcher, professor and other experts. Journal articles concentrate on a particular discipline or study area. Journal articles are designed for an academic or technical audience, not general readers, as opposed to newspapers and magazines. An academic journal article is a peer-reviewed journal publishing scholarships related to a specific academic discipline. Academic journal articles are used as forums for introducing and presenting fresh study scrutiny and criticizing current studies. Typically, content takes the form of papers that present original research, review articles, and reviews of books. The term academic journal articles apply in all areas to academic publications; this article explores the prevalent elements of all academic field journals. Quantitative social science scientific journals article and papers differ in shape and operate from humanities publications and qualitative social sciences; their particular aspects are discussed separately. It is divided into five sections, the first is introduction, the second is review of literature, the third is methodology, the fourth is result and discussion, and the last is conclusion and suggestion.

The discussion section is very important in the journal articles. It is an explanation of relationship between the present research result and previous studies result, the appropriateness of the present research result and its theory that develop it. This study to find out what types of lexical cohesion and the most dominant lexical cohesion within it. This study analysed and explained the kinds of lexical cohesion used in the journal articles discussion and classify the most dominant lexical cohesion found in the journal articles discussion. The discussion section describes how the outcomes of each variable's assessment are linked to each other in order to respond to the research objectives and connect them to the study hypothesis or the outcomes of prior studies. The aim of the discussion is to interpret and define the meaning of the results in light of what is already known about the study issue being investigated, and to clarify any fresh knowledge or ideas about the issue after the results have been taken into a finding by the researcher. In a journal, the discussion section always be linked to other chapters and united that cannot be divided. The discussion should always clarify how the study has also shifted the reader's

knowledge of the research issue and the outcomes of the studies.

This study analysed the kinds of lexical cohesion used in the discussion section in three English Language Teaching journal articles by three different continent journal article writers by using Paltrigde's theory about lexical cohesion which has six types of them (repetition, synonym, antonym, hyponym, meronym and collocation. The researcher chose those three articles of English Language

Teaching (ELT) because it has the relationship with the researcher's major in university, that is English Education. Another reason that's why those three articles from three different continents because each journal article has the highest of citation frequency by worldwide research. The higher the frequency of citation, it means the better the journal itself. The reason why this study took those three journal articles from different sources and continents, because it used to describe the variation of discussion section writing by using lexical cohesion. It showed that the use of lexical cohesion is not only affected by mother tongue, because the Asian journal articles that represents the Asian writer, included Indonesian writer, also used many lexical cohesion items, whether it is not the country using English as mother tongue.

This study intends to analyse them because the discussion section is a combination of researchers' and experts' sentences. So, it most probably creates an inappropriate or ineffective phrase. It is very important to understand the lexical cohesion used in the discussion section of the journal to determine the coherent or discourse structure and the larger meaning of a text. Furthermore, in order to gain a profound knowledge of the journal itself, lexical cohesion consisting of reiteration and collocation is very crucial. Therefore, this study entitled *Lexical Cohesion Types Used in the Discussion Section of English Journal* explained the use of lexical cohesion types in discussion section of international and Indonesian article to show how the article writer comes from inside and outside Indonesia use the lexical cohesion to make their article coherence and better, whether the basic language that the writer use was different.

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There are the previous studies used in this research. First, the study wrote by Damayanti[5] that focused on Lexical cohesion in the The Script's songs lyric. Second, Arifiani[6] do the research that analysed grammatical and lexical cohesion devices in Emma Watson's speech text. The purposes of the research are to know how the grammatical and lexical cohesion used in the speech text to reveal gender equality and to know grammatical and lexical cohesion used dominantly in the speech text to reveal the gender equality.

Third, the research by Laeli[7] that focused on lexical and grammatical cohesion on advertisements of the Jakarta Post Newspaper. Fourth, Andayani[8] focused on the cohesion and coherence in students' narrative writings. Fifth, the research held by Dwinuryanti[9] focused on the grammatical and lexical cohesion in exposition text organized by tenth grade Students of Senior High School.

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[5] Damayanti, Dyah. (2013). *Types of Lexical Cohesion Found in Lyric of the Script's Songs.* Bali. Udayana University Press.

[6] Arifiani. (2016). *An Analysis of Grammatical and Lexical Cohesion in Emma Watson's Speech Text on Gender Equality.* Jakarta: State Islamic University Syarif Hidayatullah.

[7] Laeli. (2015). *An Analysis of Lexical and Grammatical Cohesion on Advertisements of the Jakarta Post Newspaper.* Jakarta: State Islamic University Syarif Hidayatullah

[8] Andayani. (2014). *An Analysis of The Cohesion and Coherence of the Students' Narrative Writings in SMP Negeri 2 Banjar.* Singaraja: Ganesha University Press

[9] Dwinuryanti. (2017). *An Analysis of Grammatical Lexical Cohesion in Exposition Text Organized by Tenth Grade Students of Senior High School.* Surakarta: Sebelas Maret University Press

Sixth, Utami[10] did the research that focused on the use of lexical cohesion rubric reader write in Tanjungpinang Pos Newspaper. Seventh, the research from Wulandari Azis[11] that focused on lexical and grammatical cohesion used in the thesis of Indonesian Language and Literature Education Students. Last is the research by Rustono[12] that focused on the use of Lexical and Grammatical Cohesion in Scientific Work of Semarang Senior High School Student. Generally, the previous studies focused on the lexical and grammatical cohesion used in song lyrics, speech, advertisement, text, rubric and scientific works. While this current study focuses on the analysis of lexical cohesion used in discussion section of English journals.

B. Research Questions

Based on the background of the study above, this study intends to answer the following questions:

1. What are the use of lexical cohesion types in the discussion section of English journal articles?
2. What is the most frequently use lexical cohesion types in the discussion section of English journal articles?

C. Research Objectives

In line with the research questions above, this study aimed to :

1. analyse what are the types of lexical cohesions are used in the

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[10] Utami. (2016). *An Analysis of Lexical Cohesion Rubric Reader Write Tanjungpinang Pos Newspaper February 2016 Edition.* Tanjungpinang: Mataram Raja Ali Haji University Press

[11] Wulandari Aziz. (2015). *Markers of Lexical and Grammatical Cohesion (Analysis of Paragraphs in Thesis of Indonesian Language and Literature Education Students).* Sumbawa: Lakidende University Press

[12] Rustono. (2011). *Lexical and Grammatical Cohesion in Scientific Work of Semarang Senior High School Student.* Semarang: Semarang State University Press

discussion section of English journal articles.

2. describe the most frequently of lexical cohesion type are used in the discussion section of English journal articles.

D. Significance of Research

The significances of this research are the following.

1. Theoretically

    The theoretical advantage is to show the lexical cohesion used in the thesis or journal discussions and to analyse the kinds of lexical cohesion implemented in it. It is useful to show the use of lexical cohesion between Indonesian and international journal articles.

2. Practically

    The practical advantage is to provide input or feedback in Discourse Analysis teaching and learning. It also provides lecturer references for finding the best material to teach English Discourse, particularly lexical cohesion. It also provides information on how the English study program learners at Sunan Ampel State Islamic University Surabaya used lexical cohesion. The types of lexical cohesion found in the discussion section of thesis or journal can also be used as suitable media for the learners. The last, it used as the useful references for further researchers when designing comparable studies.

E. Scope and Limitation of Study

This research focuses on the scope of lexical cohesion in discussion section of English journal articles. The study took three English Language Teaching journal articles from three different continents (Asia, Australia and Europe). Those journal articles are about English Language Teaching. Three journal articles taken from 3 different continents. Those are Asia, Europe and Australia.

Each article represents each continent. Those three international journals chosen by the researcher based on the highest of citation frequency. The higher the frequency of citation, it means the better the journal itself.

F. Definition of Key Terms

The key words used in this study were defined as follows.

1. Lexical Cohesion

Lexical cohesion is a linguistic device that helps to make cohesiveness of the text. According to Paltridge, the main kind of lexical cohesion are repetition, synonymy, antonymy, hyponymy, meronymy, and collocation.[13] In this research, lexical cohesion is cohesiveness achieved through word choice to make English journal articles more cohesive, especially in discussion section of the journal articles.

2. Journal Articles

Journal articles concentrates on a particular discipline or study area. Articles are designed for an academic or technical audience, not general readers, as opposed to newspapers and magazines. In this research, journal article defined as the academic paper written by the expert of each academic field and it designed for specific reader who have the same academic field with the journal articles writer.

3. Discussion Section of Journal Articles

The discussion is the component of the article that allows the author to share what they believe their findings mean with regard to the big questions they put in the introduction. In this research, discussion section of journal articles is the

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[13] Paltridge, Brian. (2000). *Making Sense of Discourse Analysis*. Queensland: AEE Publishing.

important part that explained what the journal article writer found in their research, so it can answer the research question that they organized before the research was started.
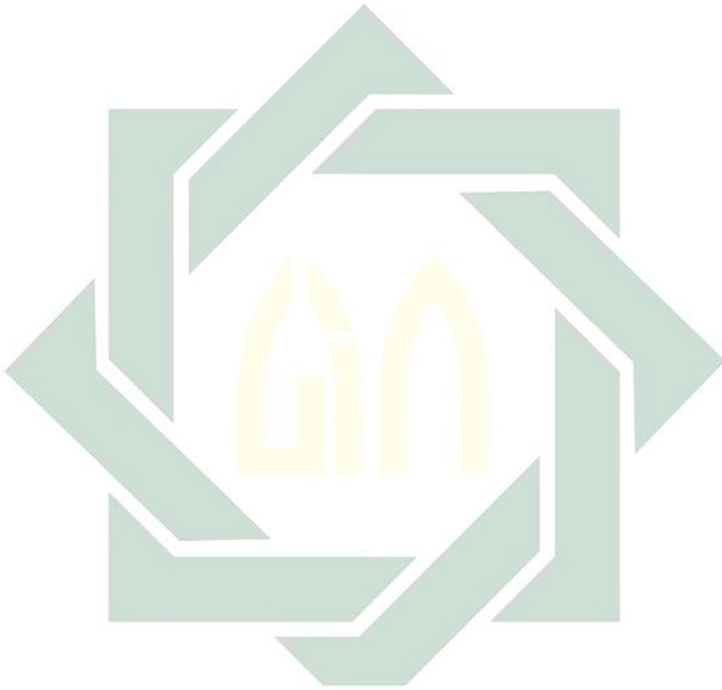
CHAPTER II
LITERATURE REVIEW

In this chapter, the writer explains several theories by reviewing some of the literature related to this study. This theoretical structure addresses several important areas: the lexical cohesion and the English journal's discussion section. In addition, some previous studies related to this current study are also discussed here.

1. Related Literature Review

a. Cohesion

Halliday and Hasan indicated that cohesion is the compatible relationship that can generate good sense in the discourse between one component and another. A research of theoretical sources disclosed that cohesion was one of the most productive fields in the research of texts.[14] Hoey describes cohesive ties that "require the reader to appear to the encircling sentences for their interpretation".[15] As Scott and Thompson state, "cohesion depends on repetition within the text".[16] Actually, the term cohesion has been defined by Halliday and Hasan. Cohesion occurs wherever the interpretation of some component within the discourse is depends on it of another. The concept of cohesion is semantic one. While in semantic relation itself, cohesion could be expressed through the structural organization of language. It is also realized through the system of lexico-grammar.

Richard stated that cohesion as "the grammatical and or lexical relationship between the different elements of a text. This

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[14] Halliday, M.A.K & Hasan R. (1976) *Cohesion in English*. London: Longman Group Limited.

[15] Hoey, M. (1983). *On the Surface of Discourse*. London: George Allen & Unwin.

[16] Scott & Thomson (2001). *Patterns of Text: In Honour of Michael Hoey*. Helsinki: John Benjamins Publishing Company

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may be the relationship between different parts of a sentence".[17] Therefore, it is the reason why there are grammatical cohesion and lexical cohesion.

Cohesion relates to the meanings of the relationship between the words in the text. It is evaluated in the form of the phrase. A phrase has the greatest grammatical structure position and determines how cohesion can be expressed. Cohesion can be conveyed throughout the text using the phrase structure. There are usually numerous phrases in the entire text. Cohesion, meanwhile, involves all the relationship of meaning within a text because it refers to unit of significance, not a form. It is necessary to create a text that becomes a unified whole. Therefore, by using cohesive equipment, it requires a device that can tie it together.

b. Cohesive Devices

Cohesive devices within a document can provide the logical relationship between phrases and paragraphs. They are nearly like the bridges in a text between sections. The text structure, in turn, provide a text with "unity of structure" as cited in Paltrigde.[18] In accordance with Halliday and Hasan When linguistic items correlate in phrases, a text functions as a single significant unit. In addition, a text has significance as a text when each phrase has cohesive relationships within a text with other phrases.[19]

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[17] Richards, Jack C and Richard Schmidt. (1985). *Longman Dictionary of Applied Linguistics*. Harlow, Essex, England: Longman.

[18] Paltridge, Brian. (2000). *Making Sense of Discourse Analysis*. Queensland: AEE Publishing.

[19] Halliday, M.A.K & Hasan R. (1976) *Cohesion in English*. London: Longman Group Limited.

In particular, cohesive devices are described as the device that links in a text to be communicative or cohesive between clauses, phrases, and paragraphs. In other words, they can assist the reader comprehend the interpreted thoughts within a text itself. There are two kinds of cohesive devices named lexical and grammatical cohesion.

There are the types in each sort of it that are outlined in the figure 2.1:
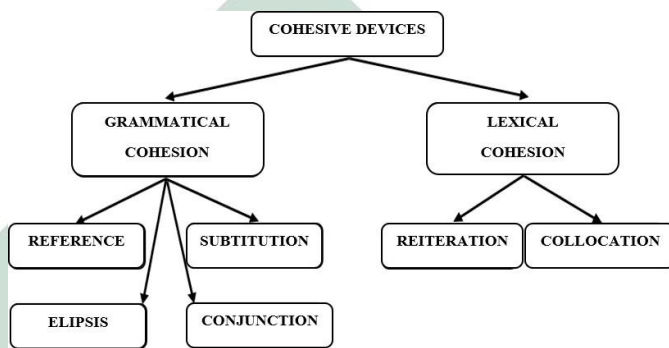
Figure 2.1. Halliday and Hasan's Theory of Cohesive Devices

The Figure 2.1. Hasan has clarified that Halliday and Hasan are grammatical cohesion and lexical cohesion separated into two groups. Grammatical cohesion, in particular, is divided into 4 subtypes (reference, substitution, ellipsis and connection), while lexical cohesion is divided into 2 subtypes (reiteration and collocation).

c. Lexical Cohesion

When two words are connected in a text in terms of their meaning, it implies that in the text there is a notion of lexical cohesion. Lexical cohesion is part of the relationships in a text between lexical item and substances of ideas in the discussion section. Halliday and Hasan said that as its components consist of two components in lexical cohesion they are Reiteration and Collocation. Reiteration is one form of lexical cohesion

involving the repetition of a lexical item at one end of the scale, the use of the general word to refer back to the lexical item at the other end of the scale, and a number of things in between – the use of a synonym or near- synonymous, super-ordinate.[20]
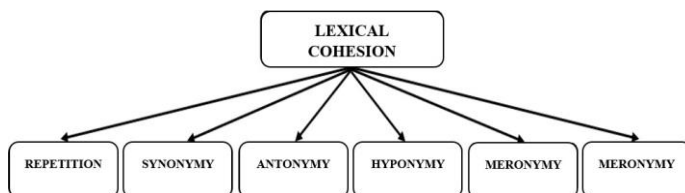
Figure 2.2. Types of Lexical Cohesion by Paltridge

The main types of lexical cohesion are repetition, synonymy, antonymy, hyponymy, meronymy and collocation according to Paltridge 21,[21] which is explained in Figure 2.2

a. Repetition

Repetition is to refer back to the previous phrase. Repetition is a component of lexical cohesion involving lexical item repetition. In accordance with definition from Cambridge Advanced Learner Dictionary, repetition is something that happens in the same way as something that happened before. According to Hoey in his work, *patterns of lexis in texts*, described different forms of repetition.[22] In his work, he implemented a number of possibly computable concepts in relation to lexical cohesion and text organisation, such as links, ties, bonds, and bond networks. And also, according to Paltridge, repetition relates to repeated phrases or words in the text, both phrases which have altered to reflect tense or tense situations

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[20] Halliday, M.A.K & Hasan R. (1976) *Cohesion in English*. London: Longman Group Limited.
[21] Paltridge, Brian. (2000). *Making Sense of Discourse Analysis*. Queensland: AEE Publishing
[22] Hoey, M. (1991). *Patterns of Lexis in Text*. Oxford: Oxford University Press

(reflecting a tense change) and emotions (reflecting a shift in quantity).[23] There are the example of repetition:

1. First finding *in this research* is there are two dominant metaphors found in song of Rihanna. *In this research* poetic metaphor uses to analogize one thing with some ideas of metaphor to make the lyrics more dramatic and meaningful.
2. If you think *you can do it*, *you can do it.*
3. The boy was a good *footballer*, because his father was a *footballer*, and his grandfather was a *footballer*.
4. The bird said, "I don't sing because *I am happy*, *I am happy* because I sing

The phrase *in this research* is repeated in next sentence. It categorized as repetition as a result of that means of *this research* and also the baby are still related with *in this research*. From the second example, the phrase *you can do it*, repeated two times in one sentence. In the third sentence, the word *footballer* repeated three times in one sentence. In the last example, there are two times repeated phrase *I am happy.*

b. Synonym

Synonymy is the meaning of the two lexical items which is identical, this does not mean that meanings are totally overlapping. simply that they ' mean the same ' to the extent that one meaning goes. According to Cambridge Advanced Learner, synonym is a word or phrase that has the same or nearly the same meaning as another word or phrase in the same language. In line with Lyons, synonym means two or more forms can be associated with one meaning, or two or more meanings can be associated with the same form. Synonym implies that two or more forms may have one meaning, or that two or more meanings may have the same forms. Detailly, there are the example of synonym:

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[23] Paltridge, Brian. (2000). *Making Sense of Discourse Analysis*. Queensland: AEE Publishing.

1. *It* negatively influences the adaptation to the learning atmosphere of <u>students</u> and their achievement. It can be argued that many <u>learners</u> are afraid of using a foreign language orally.
2. …… Because when speech events occur, they <u>refer</u> to duration. In this
paragraph, Jack's house was <u>pointed</u>.
3. *Another* synonym is *intelligent: smart, bright, brilliant, sharp; Old: antiquated, ancient, obsolete, extinct; Strong: stable, secure, solid, tough.*

In the phrase above, the word 'students' and 'learners' has the same meaning. The author has used distinct words but has some meaning to make the text variation. And the term ' refer ' and ' pointed ' also have the same meaning to make text more readable. The third example explained the detail of word synonym. They are *intelligent* that has similar meaning with *smart, bright, brilliant, sharp; old* that has similar meaning with *antiquated, ancient, obsolete, extinct; and strong* that has similar meaning with *stable, secure, solid, tough.*

c. Antonym

In line with Halliday and Hasan, antonym may be defined as the opposite of experiental meaning; the members of our co-extensional bond. They also add that "Antonym is lexical objects that in a text are contrary in meaning and function as a cohesive impact." Lyons stated that antonymy called oppositeness of meaning (as contrasted to sameness of meaning).[24] While, according to Cambridge Advanced Learner Dictionary, antonym is a word or phrase whose meaning is the opposite of another word or phrase. There are the examples of antonym:

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[24] Lyons, J. (1968). *Introduction to Theoretical Linguistics*. Cambridge: Cambridge University Press.

1. … the most *correct* answer occurred in 2-syllable, while the most *incorrect* answer occurred in 4-syllable.

The meaning of 'correct' and 'incorrect' are contrary. In this case, antonym characterize of such pairs of lexical items that denial of the one implies the denial of other.

2. There are several words with its anonym, they are *hot* with *cold*, *push* with *pull*, *teacher* with *student*.

d. Hyponym

Hyponymy is a relationship between a particular class and its subclasses. It implies that the item that refers to the overall class is called superordinate and hyponymy is called the item that refers to the subclasses. In line with Cambridge Advanced Learner Dictionary, hyponym is a word whose meaning is included in the meaning of another word. It refers to one of lexical item that there is the relationship is one of general to specific. In this case, it shows the more specific item to create the link with the general item.
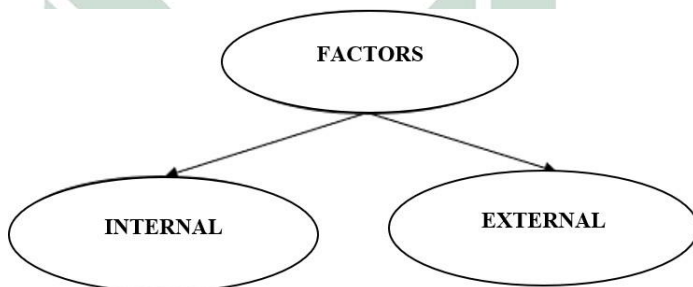
Figure 2.3. Lexical items in the relationship word factors

From the figure 2.3, it can be seen that hyponymy relates to the class of lexical items in which the relationship is one of a general or a sort of word 'factors', they are internal and

external factor.[25] Other example of hyponym can be seen below:

There are many _birds_ in the jungle. They are _owl, eagle, hawk,_ and _parrot_ there.
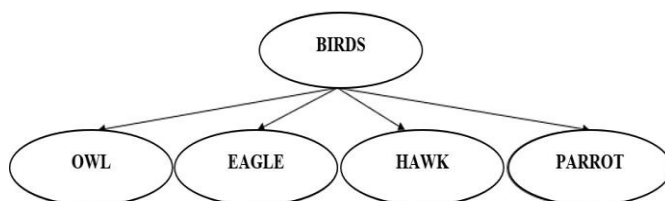
Figure 2.4. Examples of hyponym with _birds_ in the jungle

The figure 2.4. According to Birds, owl, eagle and parrot are its hyponyms. Explain the bird are the example of the jungle. We refer to bird species as a particular product.

e. Meronym

In accordance with Halliday and Hasan, meronymy relates to a part-whole relationship or concept used in the linguistic community that deals specifically with part and whole relationships. "While meronymy is much like a relationship of sense, there is another type of lexical pattern that adds to texture, but strictly speaking it is not acknowledged as a relationship of sense.[26] In accordance with Cambridge Advanced Learner, meronym is a linguistic-specific semanticized relationship. A meronym is a part of something or a member of it. Specifically, there are the example of meronym:

She knelt down and looked on the passage into the loveliest _garden_ you ever saw.

How she longed to get out of that dark hall, and wander about

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[25] Paltridge, Brian. (2000). _Making Sense of Discourse Analysis_. Queensland: AEE Publishing

[26] Halliday, M.A.K & Hasan R. (1976) _Cohesion in English_. London: Longman Group Limited.

among those beds of bright *flower* and theoretical *fountains*.

The words of flower and fountains are meronymy of garden, which flower and fountains are part or lexical set of garden. Another example of meronym is:
The relation between the principal *plants, broccoli and potatoes; and fish, bones and scales.*
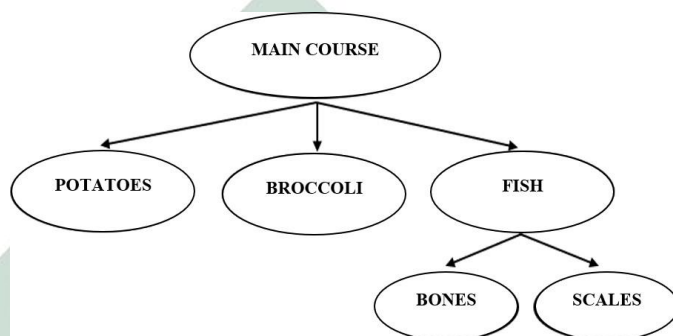
Figure 2.5. Example of Meronymy

The figure 2.5. Defined the items of potatoes and broccoli can also be described as co-meronyms of the superordinate item main course. As are bones and scales in relation to item fish (Paltridge).[27]

f. Collocation

According to Renkema, "Collocation deals with the relationship between words on the basis of the fact that these often occur in the same surroundings."[28] In addition, according to Paltridge, it describes associations between words that tend to occur, like the combination of adjectives and nouns as in 'quality

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[27] Paltridge, Brian. (2000). *Making Sense of Discourse Analysis*. Queensland: AEE Publishing.
[28] Renkema, Jan. (1993). *Discourse Studies: An Introductory Textbook*. Amsterdam: John Benjamins Publishing Company.

product', 'snide remarks', and 'discerning customers'. It also includes the relationship of verbs and nouns such as 'eat' and 'food'and the pairs of nouns like 'friend' and 'neighbour'. Furthermore added by Halliday and Hassan, "A word that is in some way associated with another word in the preceding text,because it is a direct repetition of it, or is in some sense synonymous with it, or tends to occur in the some lexical enviroment, coherence with that word and so contributes to the texture."[29] While, in line with Cambridge Advanced Learner Dictionary, collocation refers to how words go together or form fixed relationships. Example: "sheep and wool", "collage and study", or "congress and politican".

d. Discussion Section of Journal Articles

The aim of the discussion section in journal articles is to interpret and define the significance of the results in light of what was already known about the study issue being investigated, and to clarify any fresh knowledge or ideas about the issue after the writer took the results into consideration. The discussion always associated with the introduction through the research questions or hypotheses presented by the writer and the literature reviewed, but it does not simply repeat or rearrange the introduction ; the discussion should always clarify how the study transferred the reader's knowledge of the research issue from where the investigator left them at the end of the introduction.

The discussion section is often regarded to be the most significant component of the study journal article because it is here that the writer efficiently demonstrates his capacity to think critically about an issue, develop creative alternatives to issues based on a logical synthesis of the results and formulate a deeper, greater knowledge of the study problem under inquiry, present the fundamental meaning of the research, note potential consequences in other fields of study and explore possible changes to further develop research issues, highlight the

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[29] Halliday, M.A.K & Hasan R. (1976) *Cohesion in English*. London: Longman Group Limited.

significance of the study and how it can contribute to and/or assist fill current gaps in the field. Where suitable, the discussion section is also where the writer stated how the results of the research revealed new gaps in the literature that were not earlier exposed or properly defined, and involves the reader in critical thinking about problems based on evidence-based analysis of results ; it is not strictly controlled by objective reporting of information.

Those types of lexical cohesion found in the discussion section of articles analyzed by using an application named AntConc 3.5.8. Windows.[30] It is a freeware corpus analysis for concordance and text analysis.
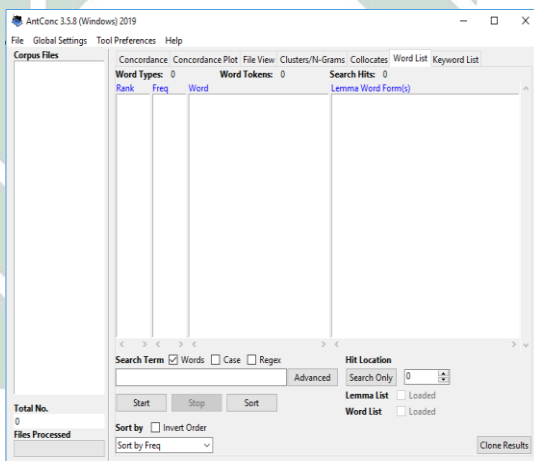
Figure 2.6. AntConc Main Media

The figure 2.6 explained that Some facilities we can get from this application such as concordance, concordance plot, cluster/N-Grams, collocates, word list, and keyword list. This application helped the writer to analyze the lexical cohesion data easily.

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[30] Laurence, "Laurence Anthony's AntConc."

e. Previous Studies

The writer reviewed a number of previous studies relating to this current study in this chapter. There are some previous studies which also explore about lexical cohesion. First is the research held by Damayanti.[31] Her finding was that in terms of lexical cohesion, there are many collocation and repetitions found in this lyric. There are 16 lexical items. In the pattern of reiteration, this research founds repetition; such as I'm not moving - I'm not moving, broke – broken, wish. Near synonym; such as wonder – thinking, stay – stand. Superordinate; such as a day - a month - a year. Collocations were also found in this research such as camp-sleeping bag, rains-snows.

The second study was carried out by Arifiani.[32] This research analyzes grammatical and lexical cohesion devices in Emma Watson's speech text. The purposes of the research are to know how the grammatical and lexical cohesion used in the speech text to reveal gender equality and to know grammatical and lexical cohesion used dominantly in the speech text to reveal the gender equality. Through counting the percentage of every cohesion devices that appear in the speech text by Scinto's formula.

Third, Laeli conducted the research.[33] The result of this study is that repetition is the highest proportion of lexical cohesive devices. Therefore, the repetition is superordinate, which appears three times in the texts 3, 4 and 7 of the seven texts. For addition, relation and conjunction are the higher

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[31] Damayanti, Dyah. (2013). *Types of Lexical Cohesion Found in Lyric of The Script's Songs.* Bali. Udayana University Press

[32] Arifiani. (2016). *An Analysis of Grammatical and Lexical Cohesion in Emma Watson's Speech Text on Gender Equality.* Jakarta: State Islamic University Syarif Hidayatullah

[33] Laeli. (2015). *An Analysis of Lexical and Grammatical Cohesion on Advertisements of The Jakarta Post Newspaper.* Jakarta: State Islamic University Syarif Hidayatullah

occurrences of grammar coherent instruments. They are both found in the seven texts. Then the second is an ellipse that appears in the text 1. On the contrary, in seven texts, several forms of cohesive devices are found not in the lexical and grammatical cohesion cohesive communication. Some texts have not been found in seven of them, but the cohesiveness of the text and the meaning of the texts, which has been well provided to the readers, has not been affected.

Fourth research was held by Andayani.[34] The results of this study showed that (a) the students produced the five types of cohesive devices to serve the coherence of their writings of which reference 70.77% with personal reference as the dominant use. Then, it absolutely was followed by conjunction 28.51%, substitution 0.57%, ellipsis 0.14%, lexical cohesion was used 137 item dominated with repetition 78%; (b) the students' produced coherence of the narratives through the development of themes, and the generic structure; (c) some problems of coherence identified were the problems with reference (personal, demonstrative), conjunction (additive, adversative, causal, temporal) and limited choice of lexical item.

Fifth, the research was held by Dwinuryanti[35] The results of this study indicates that: (1) the most used grammatical cohesion marker by class X IPS 2 students is the reference form with the highest appearance of 42 data, whereas the lexical cohesion marker most used is kind repetition with the highest appearance of thirteen data; (2) the use of the grammatical and lexical cohesion marker in writing the exposition has been shown to be varied, although the use is still uneven; (3) the most common misuse of grammatical cohesion marker in the student exposition is the use of the conjunction with the percentage of

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[34] Andayani. (2014). *An Analysis of The Cohesion and Coherence of The Students' Narrative Writings in SMP Negeri 2 Banjar.* Singaraja: Ganesha University Press

[35] Dwinuryanti. (2017). *An Analysis of Grammatical Lexical Cohesion in Exposition Text Organized by Tenth Grade Students of Senior High School.* Surakarta: Sebelas Maret University Press

73.08%.

Sixth, another research do by Utami.[36] The results showed that there are other forms of lexical cohesion in the Rubric Readers Write Newspapers Tanjungpinang Post Edition February 2016 which include, (1) repetition or repetition of words, (2) a synonym or common meaning of the word, (3) an antonym or resistance meaning of the word. (4) hyponymy and hypernymy or relations on the bottom, (5) collocation or collocation, (6) equivalence. Reps dominate in the rubric Readers Write Newspapers Tanjungpinang Post Edition February 2016. This indicates that a part of the experience of repetition is the important part.

Seventh, the research wrote by Wulandari Azis. The analysis showed that from 306 paragraphs, there are 243 lexical cohesion and 340 grammatical cohesion. Lexical cohesion markers were repetition (156 times), synonym (17 times), antonym (25 times), hyponym (6 times), correlation (19 times), and equivalence (18 times). On the other hand, grammatical cohesion markers consist of reference (52 times), substitution (39 times), ellipsis (11 times), conjunction (175 times), and pronoun (63 times).

Last research was held by Rustono[37] The results of the study showed that the form of lexical cohesion that occurs at all levels of the unit of discourse both right and incorrect is repetition while the form of grammatical cohesion is the mention of the word that is in focus. In addition, it was found that the frequency of using lexical cohesion was better than the use of grammatical cohesion ie. 424 (80%). This is caused by

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[36] Utami. (2016). *An Analysis of Lexical Cohesion Rubric Reader Write Tanjungpinang Pos Newspaper February 2016 Edition.* Tanjungpinang: Mataram Raja Ali Haji University Press

[37] Rustono. (2011). *Lexical and Grammatical Cohesion in Scientific Work of Semarang Senior High School Student.* Semarang: Semarang State University Press

vocabulary mastery easier than mastery of grammar. Mastery of grammar tends to be bound by rules while mastering vocabulary is open and not bound by any rules.

Generally, the previous studies focused on the lexical and grammatical cohesion used in song lyrics, speech, advertisement, text, rubric and scientific works. While this current study focuses on the analysis of lexical cohesion used in discussion section of English journal articles.
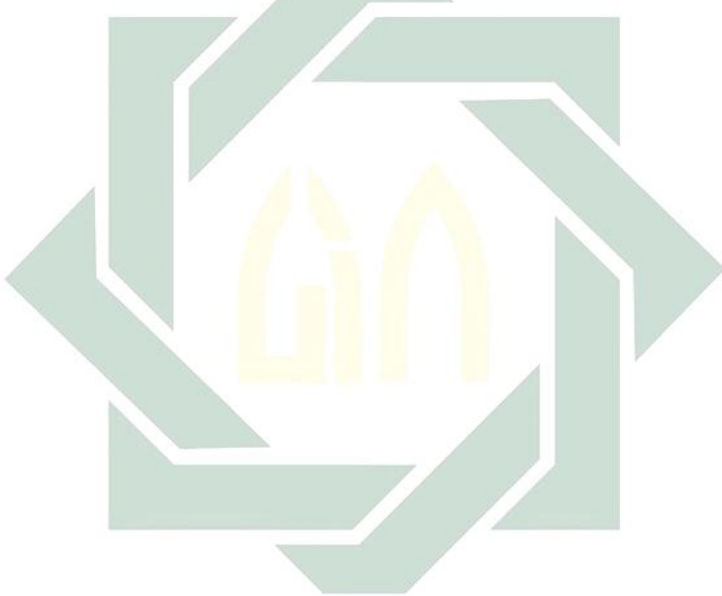
CHAPTER III
RESEARCH METHOD

Some aspects of the research method were presented and discussed in this section. It included approach and research design, object of the research, data collection and technique, data and data sources, research instruments, data collection techniques, data analysis techniques and research stages.

1. Approach and Research Design

From the research question in the previous chapter, this study aimed to establish the lexical cohesion used in the English language teaching journal article especially in the discussion section and to define the dominant types of lexical cohesion used by the journal article discussion section. This research has used descriptive qualitative methods, as words, phrases or images are used in this research to describe information which can be interpreted in order to draw general conclusions.

Definition approach involves the research design used in the analysis. This descriptive study aimed to obtain and then describe information on a particular problem. Different activities with the same purpose to describe the situation or phenomenon are descriptive investigations.[38] Sudarwan stated concise is important if a qualitative approach is to be used.[39]

In this way, the writer was a key instrument in analyzing the lexical cohesion used in English Language Teaching journal article, especially in its discussion section. In this study, in the discussion section of journal articles, the researcher has obtained, defined, analyzed or interpreted information of lexical cohesion forms. The presentation of the data accompanied by the analysis

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[38] Emmanuel J. Mason and William J. Bramble, Understanding and Conducting Research, (New York: Mcgraw-Hill Book Company, 1998), 31.
[39] Sudarwan Danim, Menjadi Peneliti Kualitatif. (Bandung: Pustaka Setia,2002), 61

test. In other words, this work used concise analyzes of data.

2. Object of the Research

The object of this study was the discussion section of three English Language Teaching journal articles written by three writers from different continents (Asia, Australia and Europe). Those three international journals were selected based on the most of citation frequency. The most frequency of citation, it means the better the journal itself. The reason why this study taken those three journal articles from different sources and continents, because it used to describe the variation of discussion section writing by using lexical cohesion. It showed that the use of lexical cohesion is not only affected by mother tongue, because the Asian journal articles that represents the Asian writer, consist of Indonesian writer, also used many lexical cohesion items, whether it was not the country using English as mother tongue.

The writer selected the sample from three journal articles discussion section in this study. Those articles were taken from several international English language teaching websites. For more specific, there are the table contains journal titles and its website sources. The reason for the selection about these three journal articles from different continents because they provided comparison between the way of journal published in each continent in arranging English articles to be coherent, especially in discussion section of journal articles.

Table 3.1. Journal Titles and Its Website Sources

No.	Journal Articles Title	Website sources	International Journal Articles
1.	Mobile Increased Activity in EFL classrooms at the University of Vietnam from the Students' Perspective	*http://journal.asiatefl.org/*	Asian Journal Article
2..	Teachers' Perception Towards the Use of Communicative Language Teaching in Enhancing Secondary School Students' Communicative Competence in English Language	*www.eajournals.org*	European Journal Article
3.	Integrating Multimodal Technologies with VARK Strategies for Learning and Teaching EFL Presentation: An Investigation into Learners' Achievements and Perceptions of the Learning Process	*https://dx.doi.org/10.29140/ajal.v2n1.118*	Australian Journal Article

The table 3.1. above explained about the object of this study, named International journal article from three different continents. It took the journal article entitled Mobile Increased Activity in EFL classrooms at the University of Vietnam from the Students' Perspective (represent Asian journal), Teachers' Perception Towards the Use of Communicative Language Teaching in Enhancing Secondary School Students' Communicative Competence in English Language (represent European journal) and Integrating Multimodal Technologies with VARK Strategies for Learning and Teaching EFL Presentation: An Investigation into Learners' Achievements and Perceptions of the Learning Process (represent Australian journal).

3. Data and Source of Data

1) Data

The data of this research are the use lexical cohesion and the types of lexical cohesion in the discussion section of three English journal articles.

2) Source of Data

In this study, the source of data are three English journal articles from three different continents.

4. Research Instrument

In this research, the writer act as key instrument because it involves library research (analyze document). This study used an application named AntConc 3.5.8. (Windows) 2019 to make sure that the data found is correct lexical cohesion types and to make the data finding process faster.

After that, the data of lexical cohesion types displayed into checklist table. in order to investigate the lexical cohesion used in discussion section of three English Language Teaching journal articles submitted by the writers from three different

continents. It used to get the data about the types of lexical cohesion used in discussion section of English journal articles and the dominant types of lexical cohesion that used by the journal article writers.

Table 3.2 Research Instruments Used Based on the Research Question

No.	Research Question	Data Sources	Research Instrument Used
1. 2.	What are the use of lexical cohesion types in the discussion section of English journal articles? What is the most frequently use of lexical cohesion types in the discussion section of English journal articles?	Phrases and words related to the lexical cohesion theory found in discussion section of English journal articles. The data percentage of lexical cohesion use (table 3.2)	- The Writer - AntConc 3.5.8 - Table checklist - Thesaurus - Uncountable

Based on the table 3.2, the writers specifically explained the research plan in order to answer both of research questions. Each of research questions has several steps to help the writer answered them. For more specific, it can be seen in the technique of data collections.

Based on data (see appendix), the writer input into the table of total in each lexical cohesion types in every journal article discussion. Then, the writer counted the total number of all lexical cohesion in every journal article discussion, the total of every lexical category and its percentage.

5.   Data Collection Technique

Data collection technique in qualitative deals with several steps below. Those steps below used to help the writer to collect the research data. There are the steps of collecting data.

1. The first method used in this study is codifying each journal article with JAD- 1 up to JAD-3.
2. After that, the writer read and closely define the journal article discussion section. The selection of the data is based on qualitative descriptive technique. The data selection method is closely reading each paragraph of the journal article discussion to acquire the relevant information with the theory.
3. Then select the theory-related phrases.
4. Then, select the words related to the theory.
5. After that, the data analysed by using Antconc application (repetition) and Thesaurus application (synonym and antonym).
6. After that, classify the words and counting the percentage of cohesion based lexical cohesion by Paltridge theory[40]
7. The next stage is analysing these after the information is

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[40] Paltridge, Brian. (2000). *Making Sense of Discourse Analysis*. Queensland: AEE Publishing.

categorized.
The data collection is combined with the data analysis
technique

6. **Data Analysis Technique**

To answer the first research question, the data gathered
in the table analysed into specific sample explanation from each
type of lexical cohesion. This technique helped the writer to
explained the use of lexical cohesion in discussion section of
English journal articles that used by the journal article writers.

For the second research question, Sudjiono's formula
used to determine the percentage of lexical cohesion used in the
three English journal articles divided by three journal articles
submitted by the writers from different continents. It used to find
out the dominant type of lexical cohesion used in those English
journal articles.

The table or figure displayed the information. The
formula is:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage
F = the number of lexical cohesion that used
N = the total of lexical cohesion[41]

7. **Research Stages**

a. Preliminary Research

Through this step, the writer ensures what kind of English
journal articles have chosen by the writer to be an object of
this research. This is because important to writer, it
continued for next step in starting the research itself.

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[41] Sudijono, Anas (2009). *Pengantar Evaluasi Pendidikan.*
Jakarta: PT. Raja Grafindo Persada

b. Designing Research Design

Before continuing research design, the writer decided on the title and research issue. With a study emphasis, the author decided to design a research study by outlining the information on the lexical unity used in the discussion section of the journal articles on the English language teaching.

c. Collecting data

As data are about document from 3 English language teaching journals articles published by foreign writers. It took the data of lexical cohesion used in each discussion section in every English language teaching journal article. Antconc application also used to collect the data of word and phrase frequency.

d. Analysing Data

After collecting data, the researcher began analysing details from Paltridge theory to explainedthis study to answer the research question of related literature. The researcher analysed data on the basis of lexical cohesion forms. There are six types of lexical cohesion such as repetition, synonymy, antonymy, hyponymy, meronymy, and collocation. To analyse the frequency of words or phrase (repetition), this study used Antconc application, while in analysing synonym and antonym, it used Thesaurus application. The writer also analysed the dominant types of lexical cohesion that used by the journal articles writer.

e. Concluding Data

Following the collection of information and analysis of data using the source, the researcher concludes this research, which represents the final report.

CHAPTER IV
RESULTS AND DISCUSSION

In this chapter, the writer analyzed the kinds of lexical cohesion used in the discussion section if English journal articles based on Halliday and Hasan[42] theory and it supported by Paltridge[43] theory and the most dominant form of lexical cohesion used in the discussion section if English journal articles.

4.1. Research Findings

There are some features or features that should be noted in writing good academic journal articles. Besides coherence, significant relationships between concepts, adequate use of punctuation, and grammatical accuracy, a few academics also recommend lexical richness or wealth of vocabulary, defined as a multitude of lexis.

In the discussion section of journal articles, this study has discovered a lot of lexical cohesive effects. This information was acquired the discussion section of English journal articles organized by three international writers from three different continents. This study obtained information on the lexical cohesion used by journal articles writer, which can be seen in this chapter, from the information analyzed.

NO	DISCUSSION SECTION OF JOURNAL ARTICLE	REP	SYN	ANT	HYP	MER	COL	TOTAL OF LEXICAL COHESION IN EACH DISCUSSION SECTION
1	DS-JA 1	64	24	4	3	3	19	117
2	DS-JA 2	130	10	7	2	11	31	191
3	DS-JA 3	235	53	11	10	2	64	375
	TOTAL OF EACH LEXICAL COHESION	429	87	22	15	16	114	703

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[42] Paltridge, Brian. (2000). *Making Sense of Discourse Analysis*. Queensland: AEE Publishing.
[43] Halliday, M.A.K & Hasan R. (1976) *Cohesnglish*. London: Longman Group Limited.

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**Table 4.1. The Types of Lexical Cohesion Used in Three
Journal Article Discussion Section**

From the table 4.1, in those three discussions section of journal article, it found 703 of lexical cohesion use with the detail 117 total of all lexical cohesion in the discussion section 1, 191 total of all lexical cohesion in the discussion section 2 and 375 total of all lexical cohesion in the discussion section 3.

Below are several examples of each lexical category from article discussion section. First category is repetition. Repetition is to refer to the previous phrase. Repeated, simple repeated phrases or words sentence, threading to the text is the most prevalent type among lexical instruments. There are two examples from International and Indonesian article discussion section:

Discussion Section of Journal Article 1 - (Repetition)

*The intervention helped to confirm **students**' enthusiasm in using a new mobile function, augmented reality, which they had never used before. **Students** showed their engagement and motivation in completing the project.*

In the first example of discussion section of journal article 1, there is a word repeated by the Asian article writer. It is word *students* that repeated two times in two sentences. The word *students* in the second sentence has the same context with the word *students* in the first sentence. The word *students* is repeated 8 times in the discussion section 1.

*Therefore, it is advisable that teachers need to integrate more **technology**-mediated activities to motivate students and make the best use of the available resources and affordances that mobile **technology** brings.*

In the second example of discussion section of journal article 1, there is a word repeated by the Asian article writer. It is word *technology* that repeated two times in one sentence. The

*The findings of this study suggest that the students are ready and positive for **mobile learning**. However, currently, **mobile learning** is not officially recognized and institutionally implemented at the School of Foreign Languages at Thainguyen University in Vietnam.*

word *technology* in the second clause has the same context with the word *technology* in the first clause. The word *technology* is repeated 6 times in the discussion section 1.

In the third example of discussion section of journal article 1, there is a phrase repeated by the Asian article writer. It is phrase *mobile learning* that repeated two times in one sentence. The phrase *mobile learning* in the second sentence has the same context with the phrase *mobile learning* in the first sentence. The phrase *mobile learning* is repeated 5 times in the discussion section 1.

*The findings of the study revealed that the possession of **smartphones** is very common and popular now at the tertiary level in Vietnam. Though all surveyed students owned **smartphones** and used them to learn English, they used them for informal learning as a kind of self-enrichment.*

In the fourth example of discussion section of journal article 1, there is a word repeated by the Asian article writer. It is word *smartphone* that repeated two times in one sentence. The word *smartphone* in the second sentence has the same context with the word *smartphone* in the first sentence. The word *smartphone* is repeated 5 times in the discussion section 1.

The word *students* is the dominant word used in the article 2 with 8 time and it followed by word *technology* (6 times) and *mobile learning* (5 times) as top three of highest frequency repeated word. According to the article title, it is coherence because the words *students*, *technology* and *students* also used to explained the article title.

Specifically, there are the words or phrases classified as repetition. In the first discussion section of article entitled "Mobile Augmented Reality Activities in EFL Classrooms at a Vietnamese University from the Students' Perspective", there are several repetition words or phrases. They are Students (8 times), Technology (6 times), Mobile learning, Smartphone and Study (5 times), Teacher (3 times), Device, Finding, Informal Learning, Integrate, Level, Practice, Research, Tasks and University (2 times).

Discussion Section of Journal Article 2 - (Repetition)

*The teachers are aware of the numerous benefits of classroom interaction and that it can be used as a major tool to boost students' confidence in speaking, it helps them attain fluency and allows them to communicate effectively in **English Language** which will in turn improve their overall performance in **English Language**.*

In the first example in discussion section of journal article 2, there is a phrase repeated by the European article writer. It is phrase *English Language* that repeated two times in one sentence. The phrase *English Language* in the second sentence has the same context with the phrase *English Language* in the first sentence. The phrase *English Language* is repeated 10 times in the discussion section 2.

*Lastly, the role of various linguistic environments in improving the communicative competence of **students** in English Language cannot be over emphasized. The teachers are aware that taking the **students** on excursion to different environment where English Language is used in real life situations can improve their communicative competence in English but it is saddening that **students** are not exposed to these linguistic environments.*

In the second example of discussion section of journal article 2, there is a word repeated by the European article writer. It is word *students* that repeated two times in one sentence. The word *students* in the second sentence has the same context with the word *students* in the first sentence. The word *students* is repeated 8 times in the discussion section 2.

*…..**effective** tool that can be used to improve **communicative competence** of students in English language. The findings of the study revealed that teachers who are the major implementers of curriculum were not consulted before textbooks were recommended. This had invariably led to their inability to engage in activities which can improve the **communicative competence** of students since the recommended textbooks are not enriched with activities that can facilitate the use of English Language in real life situations.*

In the third example of discussion section of journal article 2, there is a word repeated by the European article writer. It is word *teaching* that repeated two times in one sentence. The word *teaching* in the second sentence has the same context with the word *teaching* in the first sentence. The word *teaching* is

*The findings of the study also revealed that teachers are familiar with various methods of **teaching** and concurred that varying methods of **teaching** can improve students' communicative competence.*

repeated 7 times in the discussion section 2.

In the fourth example in discussion section of journal article 2, there is a phrase repeated by the European article writer. It is phrase *Communicative Competence* that repeated two times in one sentence. The phrase *Communicative Competence* in the second sentence has the same context with the phrase *Communicative Competence* in the first sentence. The phrase *Communicative Competence* is repeated 5 times in the discussion section 2.

The phrase *English Language* is the dominant phrase used in the article 2 with 10 times and it followed by word *students* (8 times) and *teaching* (7 times) as top three of highest frequency repeated word. According to the article title, it is coherence because the words *English language*, *students* and *teaching* also used to explained the article title.

Specifically, there are the words or phrases classified as repetition. In the second discussion section of article entitled "Teachers' Perception Towards the Use of Communicative Language Teaching in Enhancing Secondary School Students' Communicative Competence in English Language", there are several repetition words or phrases. They are English Language (10 times), Students (8 times), Teaching (7 times), Communicative, Competence, (6 times), Teachers, Improve (5 times), Findings, Method, School (4 times), Activities, Available, Different, Facilitate, (3 times), Classroom Interaction, Effective, Environment, Equipped, Helps, Laboratories, Life , Linguistic, Major, Materials, Necessary, Real, Recommended, Since, Situation, Speaking, Study, Textbook, Time, Tool, Use and Various (2 times).

Discussion Section of Journal Article 3 - (Repetition)

*To increase the willingness of making **multimodal assignments**, instructors should consider adopting mobile-friendly software or system interface so as to create smooth user experiences and thus decrease resistance from students against producing **multimodal assignments**.*

In the first example in discussion section of journal article 3, there is a phrase repeated by the Australian article writer. It is phrase *multimodal assignment* that repeated two times in one sentence. The phrase *multimodal assignment* in the second sentence has the same context with the phrase *multimodal assignment* in the first sentence. The phrase *multimodal assignment* is repeated 8 times in the discussion section 3.

*In addition, the effects of the technology-mediated multimodal activities on **students** were explored by investigating **students**' perceptions of learning.*

In the second example of discussion section of journal article 3, there is a word repeated by the Australian article writer. It is word *students* that repeated two times in one sentence. The word *students* in the end of sentence has the same context with the word *students* in the beginning of the sentence. The word

*Hence, language learners should be scaffolded with learner training regarding the use of multimodal **technology**. Doing so will bestow them with improved technological abilities so as to implement a **technology**-mediated multimodal approach in language learning with full effect.*

students is repeated 8 times in the discussion section 3.

In the third example of discussion section of journal article 3, there is a word repeated by the Australian article writer. It is word *technology* that repeated two times in one sentence. The word *technology* in the second sentence has the same context with the word *technology* in the first sentence. The word *technology* is repeated 7 times in the discussion section 3.

In the first example in discussion section of journal

*The second source of technological barriers probably comes from hardware or software problems which **language learners** are unable to solve, as mentioned in the student reflections. If there were so many inconveniences and difficulties to be overcome when it came to making productions for multimodal assignments, they might as well opt for a traditional presentation format held in the classroom. The finding seems to indicate that although **language learners** are regular computer users (as shown by Q15) they are not necessarily adroit in using technology for learning.*

article 3, there is a phrase repeated by the Australian article writer. It is phrase *language learner* that repeated two times in one paragraph. The phrase *language learner* in the last sentence has the same context with the phrase *language learner* in the first sentence. The phrase *language learner* is repeated 6 times in the

discussion section 3.

The phrase *multimodal assignment* is the dominant phrase used in the article 3 with 8 times and it followed by word *students* (8 times) and *technology* (7 times) as top three of highest frequency repeated word. According to the article title, it is coherence because the words *multimodal assignment*, *students* and *technology* also used to explained the article title.

In the third discussion section of article entitled "Integrating Multimodal Technologies with VARK Strategies for Learning and Teaching EFL Presentation: An Investigation into Learners' Achievements and Perceptions of the Learning Process", there are several repetition words or phrases. They are Multimodal assignment and students (8 times), Technology, Training (7 times), Language learner, Research, Video (6 times), Activities, Classroom, Mobile Device, Presentation performance, Reflection, Self, Technological (5 times), Class, Effect, Time (4 times), Class, Effect, Time, Approach, Audio, Technological Barriers, Multimodal assignment, Digital, Part, Positive, Possible, Result, Size, Skills, Teaching (3 times), Cross, Day, Disciplinary, Effectiveness, Effects, Experimental, Fear, Findings, Formats, Good, Group, Image, Improvement, Inconvenience, Instruction, Marginal, Medium, Need, Negative, Oral, Outcome, Participants, Period, Production, Progress, Reason, Resistance, Short, Significance, Smooth, Software, Students and Ways (2 times).

From the explanation of data finding of repetition in every journal article discussion, it implied that the article writer use repetition to explained topic repeatedly until the explanation clear and understood by the reader. It helped the writer to explained the point in the discussion section of their article clearly.

The second type of lexical cohesion is synonym. This does not imply the complete overlap of meanings; just that, to the extent that one meaning passes, they 'imply the same.' This means that the experience significance of the lexical elements is the same. There are the examples of synonym:

Discussion Section of Journal Article 1 - (Synonym)

The findings of the study revealed that the possession of smartphones is very __*common*__ *and* __*popular*__ *now at the tertiary level in Vietnam.*

In the first example from journal article 1, it found the synonym of the word or another word with same meaning or interpretation. It has the function in the discussion section to make the variation of writing and to make the explanation of the topic to be dynamic, based on the word using or meaning. The word can be told as synonym if it has the similar or same meaning before or after the word used in the sentences. From the first example above, the word of *common* has the similar meaning with *popular*.

The scope of using smartphones for self-study purposes was also at the __*simple*__ *and* __*basic*__ *level like through the use of dictionaries, pronunciation and listening practice.*

While, the second example from journal article 1 shown that *simple* and *basic* has similar meaning, so it can be used to explained something without change the meaning of the explanation itself.

No students used the __*devices*__ *as* __*tools*__ *to complete learning tasks assigned by their teachers.*

The third examples from journal article 1 shown that the word *device* and *tools* used in one sentence to explained something that the students didn't use in completing task assigned by their teacher. It is useful and do not make the problem because the word *devices* and *tools* have the same meaning.

Another suggestion from the research results is for university administrators to create appropriate __*regulations*__ *and* __*policies*__ *in encouraging the application of technology in general and mobile learning in particular in teaching practice.*

In accordance with the fourth example in discussion journal 1, it can be seen that *regulations* and *policies* have the same meaning and it can be used separately or together in the same sentence.

Beside the example above, there are the phrases or words that have the similar meaning with another word found in the discussion section of article "Mobile Augmented Reality Activities in EFL Classrooms at a Vietnamese University from the Students' Perspective". Beside *very common = popular,* the are several words or phrases categorized as synonym. They are *simple = basic*, *device = tool*, *regulation = policies*, *officially = institutionally*, *research = study, scope = limitation, findings = result, task = project, integrate = blanded, encouraging = motivation, students = learners, currently = now, advisable = suggestion, application = implemented, higher education = university, showed = expressed, function = purposes, investigate = surveyed, create = make, discovered = recognized, passion = enthusiasm, support = boosts* and *environment = situation* from discussion section of article 1.

Discussion Section of Journal Article 2 - (Synonym)

The **analysis** suggested that teachers agree that Communicative Language Teaching is an effective tool that can be used to improve communicative competence of students in English language. The findings of the **study** revealed that teachers who are the major implementers of curriculum were not consulted before textbooks were recommended.

In the first example from journal article 2 above, it found the synonym of the word or another word with same meaning or interpretation. It has the function in the discussion section to make the variation of writing and to make the explanation of the topic to be dynamic, based on the word using or meaning. The word can be told as synonym if it has the similar or same meaning before or after the word used in the sentences. From the first example above, the word of *analysis* has the similar meaning with *study*.

The analysis suggested that teachers **agree** that Communicative Language Teaching is an effective tool,,,,,it helps them attain fluency and **allows** them to communicate effectively in English Language which will in turn improve their overall performance in English Language.

While, the second example from journal article 2 shown that *agree* and *allows* has similar meaning, so it can be used to explained something without change the meaning of the explanation itself.

This corroborates with the findings of Kouicem (2010) that classroom __interaction__ helps students……. employ activities that can facilitate __communication__ in class.

The third examples from journal article 2 shown that the word *interaction* and *communication* used in one sentence to explained something that the students didn't use in completing task assigned by their teacher. It is useful and do not make the problem because the word *interaction* and *communication* have

The findings of the study also revealed that teachers are familiar with __various__ methods of teaching and concurred that __varying__ methods of teaching can improve students' communicative competence.

the same meaning.

In accordance with the fourth example in discussion journal 1, it can be seen that *various* and *varying* have the same meaning and it can be used separately or together in the same sentence.

Beside the example above, there are the phrases or words that have the similar meaning with another word found in the discussion section of article "Teachers' Perception Towards the Use of Communicative Language Teaching in Enhancing Secondary School Students' Communicative Competence in English Language". Beside *analysis = study,* the are several words or phrases categorized as synonym. They are *agree = approve and allow*, *communication = interaction*, *tool = device*, *various = varying and numerous*, *corresponded = concurred*, *suggested = recommended,* and *need = necessary* from discussion section of article 2.

Discussion Section of Journal Article 3 - (Synonym)

there were so many multimodal activities conducted within a short __period__ of __time__ that they might lose focus. Perhaps this leads to diminishing the achievement of presentation performance and hence the progress of presentation performance.

In the first example from journal article 3 above, it found the synonym of the word or another word with same meaning or interpretation. It has the function in the discussion section to make the variation of writing and to make the explanation of the topic to be dynamic, based on the word using or meaning. The word can be told as synonym if it has the similar or same meaning before or after the word used in the sentences. From the first example above, the word of *period* has the similar meaning with *time.*

Students' *voices emerging from the open-ended reflection questionnaire supported the above findings and yielded further clues to the **learners**' unwillingness of producing multimodal assignments despite their multimodal assignments toward the multimodal teaching approach.*

While, the second example from journal article 3 shown that *students* and *learners* has similar meaning, so it can be used to explained something without change the meaning of the explanation itself.

*In the current **study**, the multimodal presentation activities incorporated with technology were intended to address the inadequacies……… presentation performance appears to have a marginal statistical significance (p = .06) at the end of the **research**.*

The third examples from journal article 3 shown that the word *study* and *research* used in one sentence to explained something that the students didn't use in completing task assigned by their teacher. It is useful and do not make the problem because the word *study* and *research* have the same meaning.

*Regarding the participants' ambivalence about the multimodal approach in the classroom and producing multimodal assignments shown by the **results** of Q12 and 16, there are several possible reasons which might explain such inconsistency. Students' voices emerging from the open-ended reflection questionnaire supported the above **findings** and yielded further clues to the learners' unwillingness of producing multimodal assignments despite their multimodal assignments toward the multimodal teaching approach.*

In accordance with the fourth example in discussion journal 3, it can be seen that *results* and *findings* have the same meaning and it can be used separately or together in the same sentence.

Beside the example above, there are the phrases or words that have the similar meaning with another words found in the discussion section of article "Integrating Multimodal Technologies with VARK Strategies for Learning and Teaching EFL Presentation: An Investigation into Learners' Achievements and Perceptions of the Learning Process." Beside *period = time,* the are several words or phrases categorized as synonym. They are *students = learners*, *study = research and experimental group*, *result = finding*, *medium = moderate*, *assignment = task*, *possible = perhaps*, *good = great and well*, *showed = revealed*, *explained= informed*, *hence = therefore*, *effect = impact and induce*, *achievement = accomplishment*, *inconvenience = uncomfortable and anxiety*, *different = contrary and against*, *barrier = interference, difficulties and problem*, *assumption = perspective*, *decreased = dampen*, *appear = immarging*, *create = made and producing*, *individual = own*, *promote = suggest*, *performance = display and image*, *method = way and approach*, *motivation = support and encouraging*, *inconsistency = ambivalence*, *object = purpose*, *today = current*, *clue = sign*, *solve*

= overcome, *producing = making*, *implement = using*, *use = employ*, *skill = ability*, *training = teaching*, *general = regular*, *importance = significance*, *educator = instructor*, *increase = progress*, *get = gain* and *confirmed = ensure* from discussion section of article 3.

From the explanation of data finding of synonym in those article journal discussion, it implied that the article writer use synonym to explained topic by using similar words or phrases so that the text to be more coherence and has variation of writing.

Antonym is the third form of lexical cohesion. In the discussion section of these article, it showed several times of antonym. The example of antonym use is:

Discussion Section of Journal Article 1 - (Antonym)

> *However, the majority of the students expressed their desire to integrate smartphones in both **formal** and **informal** learning.*

Antonym used to make the contrastive explanation about the topic. It has the function to make the text has variation and explore the contrast meaning in order to make the text coherence. In the first example from discussion journal article 1, the word of *formal* has the opposite meaning with *informal*.

> *Another suggestion from the research results is for university administrators to create appropriate regulations and policies in encouraging the application of technology **in general** and mobile learning **in particular** in teaching practice.*

From the second example from discussion journal article 1, the phrase *in general* has the contrastive meaning with *in particular*. In this example, both of them used to explained the comparison between the application of technology and mobile learning in teaching practice.

> *No **students** used the devices as tools to complete learning tasks assigned by their **teachers.***

While, the third example from discussion journal article 1 showed the contrastive word, they are *students* and *teachers*. It explained the definition of *students* is really contrary with the definition of *teacher*. Both of them used to explained something in the sentence to explained the contrastive relationship between two subjects or objects and to show the comparison of something.

> *It is **similar** to what Kolb (2008) discovered, in that students' use of smartphones in their daily lives **contrasts** with their use inside the classroom.*

From the last example from discussion journal article 1, it shows the contrastive meaning between *similar* and *contrast*. From the meaning of both words, it explains the comparison between the smartphone used by the students inside and outside the school (their daily lives).

Beside the example above, there are the phrases or words that have the contrastive meaning with another word

found in the discussion section of article "Mobile Augmented Reality Activities in EFL Classrooms at a Vietnamese University from the Students' Perspective". Beside *formal x informal,* it can be seen several example of antonym form discussions section 1. They are in *general x in particular, teacher x students,* and *similar x contrast* found from discussion section of article 1.

Discussion Section of Journal Article 2 - (Antonym)

> …………it helps them attain fluency and allows them to communicate effectively in English Language which will in turn **improve** their overall performance in English Language. This corroborates with the findings of Kouicem (2010) that classroom interaction helps students **reduce** their speaking mistakes…………

Antonym used to make the contrastive explanation about the topic. It has the function to make the text has variation and explore the contrast meaning in order to make the text coherence. In the first example from discussion journal article 2, the word of *improve* has the opposite meaning with *reduce.*

> Even resource centers and language laboratories where the use of English language can be done without interference are **not available** in schools and in schools where they are **available**, they are not equipped with the necessary gadgets that they need to function effectively.

From the second example of discussion journal article 2, the phrase *not available* has the contrastive meaning with *available.* In this example, both of them used to explained the comparison between the school that has resource centers and language laboratories and the school hasn't it.

> Despite their awareness of the importance of using different teaching methods, most of them still fail to vary their teaching methods to and employ activities that **can** facilitate communication in class. Lastly, the role of various linguistic environments in improving the communicative competence of students in English Language **cannot** be over emphasized.

While, the third example from discussion journal article 2 showed the contrastive word, they are *can* and *cannot.* It explained the definition of *can* is really contrary with the definition of *cannot.* Both of them used to explained something in the sentence to explained the contrastive relationship between

*This had invariably led to their **inability** to engage in activities which can improve reduce their speaking mistakes, produce new grammatical forms and words, thus strengthening their language **ability**.*

two subjects or objects and to show the comparison of something.

From the last example of discussion journal article 2, it shows the contrastive meaning between *inability* and *ability*. From the meaning of both words, it explains the comparison between the students' ability in engaging the activities to improve language ability.

Beside the example above, there are the phrases or words that have the contrastive meaning with another word found in the discussion section of article "Teachers' Perception Towards the Use of Communicative Language Teaching in Enhancing Secondary School Students' Communicative Competence in English Language". Beside *improve x reduce,* there are several examples of antonym found in discussion section 2. They are *available x not available, can x cannot, ability x inability, exposed x cover, reduce x boost* and *available x luck.*

Discussion Section of Journal Article 3 - (Antonym)

*To **increase** the willingness of making multimodal assignments, instructors should consider adopting mobile-friendly software or system interface so as to create smooth user experiences and thus **decrease** resistance from students against producing multimodal assignments.*

Antonym used to make the contrastive explanation about the topic. It has the function to make the text has variation and explore the contrast meaning in order to make the text coherence. In the first example from discussion journal article 3, the word of *increase* has the opposite meaning with *decrease*.

*Several findings arose from the **quantitative** and **qualitative** data.*

From the second example of discussion journal article 3, the phrase *in general* has the contrastive meaning with *in particular*. In this example, both of them used to explainedthe

comparison between the application of technology and mobile learning in teaching practice.

*Due to the size of multimodal instructions and multimodal assignments, sometimes they had to employ **non-mobile devices** to ensure smooth production and uploading of their assignments and better viewing effects. They felt great inconvenience if their **mobile devices** could not support the instructions well or could not let them upload assignments without any hiccups.*

While, the third example from discussion journal article 3 showed the contrastive word, they are *non-mobile device* and *mobile device*. It explained the definition of *non-mobile device* is really contrary with the definition of *mobile device*. Both of them used to explained something in the sentence to explained the contrastive relationship between two subjects or objects and to show the comparison of something.

From the last example of discussion journal article 3, it shows the contrastive meaning between *comfortable* and *uncomfortable*. From the meaning of both words, it explains the comparison between the students feeling as digital native generation in making own images and listening to their voices more than video self- display.

*First, contrary to a general assumption about the "digital native" generation, who are supposed to feel **comfortable** being surrounded by and being part of digital production (McBride, 2009), reflections from the participating students revealed that they dreaded watching their own images and listening to their voices. Video self-display is **uncomfortable** and unnerving, contrary to the beneficial observations of technology to motivation and self-confidence.*

Beside the example above, there are the phrases or words that have the contrastive meaning with another word found in the discussion section of article "Integrating Multimodal Technologies with VARK Strategies for Learning and Teaching EFL Presentation: An Investigation into Learners' Achievements and Perceptions of the Learning Process". Beside *increased x decreased,* there are several examples of antonym found in the discussion section 3. They are *quantitative x qualitative, mobile device x non-mobile device, comfortable x uncomfortable, negative x positive, willingness x unwillingness, hardware x software, educator x learner, audio x video,*

individual x group and *balance x inadequacies.*

From the explanation of data finding of antonym in those three journals article discussion, it implied that the article writer use antonym to compare something or to make the explanation to be contrast.

Next, hyponym is a relation that holds between a general class and its sub- classes. It means the item that relates to general class is called superordinate and the item that relates to the sub-classes. The most general item called hypernym. Hypernym has subtypes called hyponym. It refers to one of lexical item that there is the relationship is one of general to specific. In this case, it shows the more specific item to create the link with the general item. In the discussion section of this article, it showed one time of hyponym, with the examples is:

Discussion Section of Journal Article 1 - (Hyponym)

*The findings of the study revealed that the possession of **smartphones** is very common and popular now at the tertiary level in Vietnam. Another suggestion from the research results is for university administrators to create appropriate regulations and policies in encouraging the application of **technology** in general and mobile learning in particular in teaching practice. It is believed that, the widespread adoption of **mobile devices** by young people would make it more difficult for higher education to resist.*

In the first example from discussion journal article 1 above, it found the relationship between hypernym and hyponym of the word or phrase which has the specific types or examples. In the first example, the word of *technology* is hypernym because it is general. It has the hyponym *mobile device.* While *mobile device* has the sub-types of *smartphone.*

The word language is hypernym. It has the hyponym foreign (language). The word *language* has several types, and one of them is *foreign (language).* It means that *foreign (language)* is not the mother tongue language. It can be seen that

*However, currently, mobile learning is not officially recognized and institutionally implemented at the School of **Foreign Languages** at Thainguyen University in Vietnam.*

the function of hyponym was to explained the relation between the general and specific types of something. From the journal article "Mobile Augmented Reality Activities in EFL Classrooms at a Vietnamese University from the Students' Perspective," there are two hyponyms, there is *technology* with its subtypes, *mobile device*, and subtypes *smartphone*, and *language* with its subtypes *foreign (language)*

Discussion Section of Journal Article 2 - (Hyponym)

*However, the teachers also perceived that classroom interaction can be time consuming since the time allocated for **English Language** is not enough to cover the teaching of the different aspects of the subject.*

In the first example of journal article 2, the word of *Language* is hypernym and it has the only one subtypes (hyponym) found in the second article, it is *English.* It explains one of the language kinds is English.

*This corresponds with the submission of Olagundoye and Akinwumi (2016) that language laboratories are not available in Nigerian **secondary schools** and that schools are not equipped with materials that can facilitate effective teaching of English Language.*

In the second example of journal article 2, the word of *School* (hypernym) has the only one subtypes found in the second article, it is *secondary* (hyponym). It explains one of the school level kind is secondary school.

In those examples above, it found the hyponym of the word or phrase which has the specific types or examples. In the first example, the word of *language* has the subtypes of *English*. While, in the second example, the word *schools* has the subtypes of *secondary*. It can be seen that the function of hyponym was to explained the relation between the general and specific types of something. From the journal article "Teachers' Perception Towards the Use of Communicative Language Teaching in Enhancing Secondary School Students' Communicative Competence in English Language," there are hyponym of *language* with its subtypes, *English*, and word *schools* with

subtypes of *secondary*.

Discussion Section of Journal Article 3 - (Hyponym)

*First, contrary to a general assumption about the "digital native" generation, who are supposed to **feel** **comfortable**.... language learners from video **fear** which gets in the way.....camera will no longer induce **anxiety** and resistance in them.... display is **uncomfortable** and **unnerving**.....the way of a **good** presentation performance..... they might as **well** opt for a traditional...*

In the first example of discussion article 3, the word of *feel* (hypernym) has several subtypes found in the third article, they are *comfortable, fear, anxiety, uncomfortable, innerving, good* and *well* (hyponym). It explains several examples of feel.

*The importance of learner training has gradually gained research attention. Learner training regularly, even for only a short **period** of **time** (say 15 **minutes** every **week**)..... accomplish almost every day-to-day task...*

In the second example from discussion article 3, the word of *time* (hypernym) has several subtypes found in the third article, they are *period, minute,* and *week* (hyponym). It explains several words which has the relationship with time.

*......adopting mobile-friendly **software** or system interface....... their own presentation performance on **audio** or **video** files would benefit...*

In the third example of discussion article 3, the word of *software* (hypernym) has several subtypes found in the third article, they are *audio* and *video* (hyponym). It explains several words which has the relationship with software.

There are several examples of hyponym found in discussion section "Integrating Multimodal Technologies with VARK Strategies for Learning and Teaching EFL Presentation: An Investigation into Learners' Achievements and Perceptions of the Learning Process." They are *hardware (camera, computer), device (mobile device and non-mobile device), multimodal (multimodal technologies, multimodal activities, multimodal assignment, multimodal ways, multimodal approach, multimodal teaching approach), research (quantitative, qualitative, experimental, survey), education (curriculum), size (medium, short) and method (questionnaire,*

observation).

From the explanation of data finding of hyponym in those three journals article discussion, it implied that the article writer use hyponym to explained the types or kinds of some topic in their discussion section.

Fifth, Meronym refers to a part-whole relation or a concept used in the linguistic community which specifically deals with part and whole relation. There are the examples of meronym use in those research sample:

Discussion Section of Journal Article 1 - (Meronym)

*However, currently, mobile learning is not officially recognized and institutionally implemented at the **School** of Foreign Languages…. has not been used a lot in the **classrooms** by **teachers**……However, the majority of the **students** expressed their desire to integrate……*

Meronym is a lexical cohesion that explained the word or phrase which has the relationship or being apart with another word. In the example from discussion article 1 above, it can be seen that the word *school* has the close relationship with the word *classrooms, teachers* and *students*. It caused that the *classrooms, teachers and students* are the component of *school*.

From the discussion section of journal article "Mobile Augmented Reality Activities in EFL Classrooms at a Vietnamese University from the Students' Perspective," there is only one meronym used that is *school (classrooms, teachers, students).*

*……available **resources** and affordances that mobile technology brings…… it is advisable that **teachers** need to integrate……*

Meronym is a lexical cohesion that explained the word or phrase which has the relationship or being apart with another word. In the first example from discussion section 2, it can be seen that the word *research* has the close relationship with the word *findings* and *resources*. It caused that the *findings* and *resources* are the component of *research.*

Meronym is a lexical cohesion that explained the word or phrase which has the relationship or being apart with another word. In the second example from the discussion section 2 above, it can be seen that the word *resources* have the close relationship with the word *teacher*. It caused that the *teacher* is one of the knowledge *resources*. Beside both examples above, there are several examples of hyponym found in discussion section of journal article "Teachers' Perception Towards the Use of Communicative Language Teaching in Enhancing Secondary School Students' Communicative Competence in English Language." They are *school (teachers, students, classroom), communication (interaction)* and *speaking (fluency).*

Meronym is a lexical cohesion that explained the word or phrase which has the relationship or being apart with another word. In the first example from discussion journal 3 above, it can be seen that the word *curriculum* has the close relationship with the word *syllabus* and *assignment*. It caused that the *syllabus* and *assignment* are the component of *curriculum.* This example is the only one of meronym used in the discussion section of article "Integrating Multimodal Technologies with VARK Strategies for Learning and Teaching EFL Presentation: An Investigation into Learners' Achievements and Perceptions of the Learning Process."

From the explanation of data finding of meronym in those journal article discussion section, it implied that the article writer use meronym to explained the types or kinds of some topic in their discussion section, more detail than hyponym and to help the reader to understand the closed-relation words or phrase.

Sixth, Collocation is a word that is in some way associated with another word in the preceding text, because it is a direct repetition of it, or is in some sense synonymous with it, or tends to occur in the same lexical environment, coherence with that word and so contributes to the texture. There is an example of collocation use:

Discussion Section of Journal Article 1 - (Collocation)

*...it can be inferred that **mobile learning technology**, really ready for **mobile learning**, using a new **mobile function**, affordances that **mobile technology** brings, widespread adoption of **mobile devices** by young people...*

In the first example from discussion of journal article 1 above, it found the collocation phrases by using word *mobile*. They are *mobile learning technology, mobile learning, mobile function, mobile technology and mobile device.*

*they used them for **informal learning** as a kind of self-enrichment......No students used the devices as tools to complete **learning tasks** assigned........to be a crucial part of their **blended learning program***

In the second example from discussion of journal article 1 above, it found the collocation phrases by using word *practice*. They are *listening practice and teaching practice.*

*The scope of using smartphones for self-study purposes was also at the simple and basic level like through the use of dictionaries, pronunciation and **listening practice**. Another suggestion from the research results is for university administrators to create appropriate regulations and policies in encouraging the application of technology in general and mobile learning in particular in **teaching practice.***

In the third example from discussion of journal article 1 above, it found the collocation phrases by using word *learning*. They are *informal learning, learning tasks and blended learning program.*

Beside those examples above, there are several examples of collocation found in discussion section of journal article "Mobile Augmented Reality Activities in EFL Classrooms at a Vietnamese University from the Students' Perspective."

They are *language (foreign language, language competence), university (university administrator) and education (higher education).*

Discussion Section of Journal Article 2 - (Collocation)

> The analysis suggested that teachers agree that **Communicative Language Teaching** is an effective tool that can be used to improve **communicative competence** of students in English language.

In the first example in article 2 above, it found the collocation phrases by using word *communicative*. They are

> Communicative Language Teaching is an **effective tool** that can be used to improve communicative competence of students in English language..... that schools are not equipped with materials that can facilitate **effective teaching** of English Language…

communicative language teaching and communicative competence.

In the second example in article 2 above, it found the collocation phrases by using word *effective*. They are *effective tool and effective teaching.*

> Even resource **centers** and **language laboratories** where.....The analysis suggested that teachers agree that Communicative **Language Teaching** is an effective tool that can be used to improve communicative competence of students in **English language**…….. produce new grammatical forms and words, thus strengthening their **language ability**

In the third example in article 2 above, it found the collocation phrases by using word *language*. They are *language laboratories, language teaching, English language and language ability.*

Beside those examples above, there are several examples of collocation found in discussion section of journal article "Teachers' Perception Towards the Use of Communicative Language Teaching in Enhancing Secondary School Students' Communicative Competence in English Language." They are *school (secondary school, school libraries), classroom (classroom interaction), textbook (recommended textbook), situation (real life situation), teaching (teaching method) and forms (grammatical forms).*

Discussion Section of Journal Article 3 - (Collocation)

> *In the current study, the **multimodal presentation** activities incorporated…. the effects of the technology-mediated **multimodal activities** on students₀₀₀₀, but they did not like producing **multimodal assignments**…. learning oral presentation in **multimodal ways**₀₀₀₀. Regarding the participants' ambivalence about the **multimodal approach** in the classroom₀₀₀₀, toward the **multimodal teaching approach**…. Due to the size of **multimodal instructions**……. learner training regarding the use of **multimodal technology**.*

In the first example in article 3 above, it found the collocation phrases by using word *multimodal*. They are *multimodal presentation, multimodal activities, multimodal assignment, multimodal ways, multimodal approach, multimodal teaching approach, multimodal instructions and multimodal technology.*

> *Therefore, the instructor should seek ways of relieving **language learners** from video fear…. to transfer their individual uses of technology to **language learning** tasks₀₀₀₀, should be made remains something for **language educators** to research further.*

In the second example in article 3 above, it found the collocation phrases by using word *language*. They are *language learners, language learning and language educators.*

> *In the current study, the **multimodal presentation activities** incorporated with technology were intended to address the inadequacies in learners' **presentation skills** in an EFL classroom₀₀₀₀, which reveals the value of learning **oral presentation** in multimodal ways…. to diminishing the achievement of **presentation performance**…….they might as well opt for a **traditional presentation format** held in the classroom*

In the third example in article 3 above, it found the collocation phrases by using word *presentation*. They are *multimodal presentation activities, presentation skills, oral presentation, presentation performance and traditional presentation format.*

Beside those examples above, there are several examples of collocation found in discussion section of journal article "Integrating Multimodal Technologies with VARK Strategies for Learning and Teaching EFL Presentation: An

Investigation into Learners' Achievements and Perceptions of the Learning Process." They are *mobile (mobile device, non-mobile device, mobile-friendly software), group (experimental group), digital (digital native, digital production), students (students' reflection, students' voice, students' perception), technology (technological barriers, technological device, technological abilities, technology mediated), teaching (teaching approach, teaching EFL Presentation), learning (learning outcomes, learning task), format (video format), marginal (marginal significance) and positive (positive influence).*

From the explanation of data finding of collocation in those three journals article discussion, it implied that the article writer use collocation to explained something with the supporting words or phrases so that the explanation be clear and usually used by dominant people, so that the reader will understand easily.

For more specific, the detail data of lexical cohesion found in three discussion section of article can be seen in the table in Appendix 1. The table explained the lexical cohesion found in the discussion section of all journal articles that used as this research object. There are 703 totals of lexical cohesion used in the discussion section of three journal articles. As can be seen, in the first discussion section of article entitled "Mobile Augmented Reality Activities in EFL Classrooms at a Vietnamese University from the Students' Perspective", there are 117 lexical cohesion divided into six kinds of lexical cohesion. They are repetition with 64 times, synonym with 24 times, antonym with 4 times, hyponym with 3 times, meronym with 3 times and collocation with 19 times of use.

From the data in the table above, it can be seen that the dominant of lexical cohesion used in the discussion section of article entitled "Mobile Augmented Reality Activities in EFL Classrooms at a Vietnamese University from the Students' Perspective" is repetition with 64 times from total of 117 lexical cohesion found in this article discussion section. In other side,

the least of lexical cohesion used is hyponym and meronym with 3 times of use from total of all lexical cohesion found in this article discussion section.

In the second discussion section of article entitled "Teachers' Perception Towards the Use of Communicative Language Teaching in Enhancing Secondary School Students' Communicative Competence in English Language", there are 191 lexical cohesion divided into six kinds of lexical cohesion. They are repetition with 130 times, synonym with 10 times, antonym with 7 times, hyponym with 2 times, meronym with 11 times and collocation with 31 times of use.

From the data in the table above, it can be seen that the dominant of lexical cohesion used in the discussion section of article entitled "Teachers' Perception Towards the Use of Communicative Language Teaching in Enhancing Secondary School Students' Communicative Competence in English Language" is repetition with 130 times from total of 191 lexical cohesion found in this article discussion section. In other side, the least of lexical cohesion used is hyponym with 2 timesof use from total of all lexical cohesion found in this article discussion section.

In the third discussion section of article entitled "Integrating Multimodal Technologies with VARK Strategies for Learning and Teaching EFL Presentation: An Investigation into Learners' Achievements and Perceptions of the Learning Process", there are 375 lexical cohesion divided into six kinds of lexical cohesion. They are repetition with 235 times, synonym with 53 times, antonym with 11 times, hyponym with 10 times, meronym with 2 times and collocation with 64 times of use.

From the data in the table above, it can be seen that the dominant of lexical cohesion used in the discussion section of article entitled "Integrating Multimodal Technologies with VARK Strategies for Learning and Teaching EFL Presentation: An Investigation into Learners' Achievements and Perceptions of the Learning Process" is repetition with 235 times from total of 375 lexical cohesion found in this article discussion section. In other side, the least of lexical cohesion used is meronym with

2 times of use from total of all lexical cohesion found in this article discussion section.

After all explanation of lexical cohesion found in discussion section of three journal articles, this study showed the detail information about the kinds of lexical cohesion, the words or phrases indicates the lexical cohesion and its frequency.

4.2. Discussion

This chapter addresses these observations by focusing on certain hypotheses of each of the following problems. After analyzing the data, the results of the research were well known. The above data are illustrated and explained the lexical unity used in the article paragraph. The analysis was therefore focused on the research findings.

1. Lexical Cohesion Used in the Discussion Section of English Articles

The research question aimed to investigate the use of lexical cohesion types in the discussion section of English journal articles. The finding high light that there are 6 kinds of lexical cohesion that used in all of the discussion section of English articles. They are such repetition, synonym, antonym, hyponym, meronym and collocation. Each kinds of lexical cohesion were analyzed detailly in the research finding. This finding brings the assumption that to make the paragraph or text more coherent, the writer should use lexical cohesion. It helped the writer to develop the idea to make the text or paragraph better. As Halliday and Hasan stated that the cohesion is an important contribution in making a text coherent.[44] It has important contribution to make the text coherence. Several theoreticians who made a lexical analysis on a related paper accepted the presumption of lexical unity.

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[44] Halliday, M.A.K & Hasan R. (1976) *Cohesion in English*. London: Longman Group Limited.

Each lexical cohesion has the main function to make the academic writing product like journal article more dynamic, coherence and variative. There are six kinds of lexical cohesion used in three journal article discussion section as this research object. First is repetition that used to explained topic repeatedly until the explanation clear and understood by the reader. It helped the writer to explained the point in the discussion section of their article clearly. Repetition used to stress the use of word or phrase that usually the main words or phrase / key terms in the title of article itself. For example, in the discussion section 2 entitled "Teachers' Perception Towards the Use of Communicative Language Teaching in Enhancing Secondary School Students' Communicative Competence in English Language", it found that the most repetition word is *English language,* followed by *students* and *teaching.* It makes the article coherence because the article writer focused on the topic, and it can be seen on the most repetition words or phrase inside the article itself.

Second, synonym used to explained topic by using similar words or phrases so that the text to be more coherence and has variation of writing. It is also important in writing journal article, especially in discussion section. Synonym makes the article more dynamic, so it doesn't look monotonous. The finding in the journal article "Integrating Multimodal Technologies with VARK Strategies for Learning and Teaching EFL Presentation: An Investigation into Learners' Achievements and Perceptions of the Learning Process" has many synonymous words that used to make the journal articles better. The writer changed several words or phrase with another similar words or phrase so it will look good when it read by the reader. For example, the word *barriers* can be replaced with *interfence, difficulties or problem.* The use of synonym will not affect the change in the meaning of the word or intention to be conveyed by the author in the journal article Third, antonym used to make the contrastive explanation about the topic. It has the function to make the text has variation and explore the contrast meaning in order to make the text coherence. In contrast with synonym, antonym used to explained the contrary meaning of words or phrase. Usually, it used to

show the comparison or contrastive word or phrase meaning. In discussion section of article "Mobile Augmented Reality Activities in EFL Classrooms at a Vietnamese University from the Students' Perspective", there are several contrary words to make the article more variative. One of them is *teacher* that has contrary meaning with *students.* It used the relation of subject and object in education field, especially in the school. Far away, it used to explained the cause and effect of English language teaching that explained in the journal article title.

Fourth, hyponym used by the article writer to explained the types or classes and subtypes or subclasses of some topic in their discussion section. Hyponym is a sub type of hypernym. The purpose of using hyponym is to explained the types or parts of the components of something. The hyponym more concisely explains the smaller portion of hypernym. In line with the example from article "Teachers' Perception Towards the Use of Communicative Language Teaching in Enhancing Secondary School Students' Communicative Competence in English Language", the word *language* (hypernym) has the subtypes *English* (hyponym). It showed that the word English explained the specific subtypes of language.

Fifth, meronym is used to explained the types or kinds of some topic in their discussion section, more detail than hyponym and to help the reader to understand the closed-relation words or phrase. It can be seen from the example of article "Mobile Augmented Reality Activities in EFL Classrooms at a Vietnamese University from the Students' Perspective" that explained the words *school* has the specific components like *students, teachers, and classroom.*

Sixth, collocation used to explained something with the supporting words or phrases so that the explanation be clear and usually used by dominant people, so that the reader will understand easily. Collocation is a series of words or terms that co-occur more often than would be expected by chance. In the research finding found in article "Mobile Augmented Reality

Activities in EFL Classrooms at a Vietnamese University from the Students' Perspective", the word *mobile* can be used as collocation if it combines with another word or phrase. For example, *mobile learning, mobile learning technology, mobile devices, mobile technology and mobile function.* It can be sound strange if the word *mobile* change with the word that has similar meaning but rarely used in daily life.

If the research finding compare with previous studies, it showed the similarities. First is the research held by Damayanti. The results also showed that there are other forms of lexical cohesion in the Rubric Readers Write Newspapers Tanjung pinang Post Edition February 2016 which include, (1) repetition or repetition of words, (2) a synonym or common meaning of the word, (3) an antonym or resistance meaning of the word. (4) hyponymy and hypernymy or relations on the bottom, (5) collocation or collocation, (6) equivalence.

The second research was held by Wulandari Azis.[45] The analysis showed that from 306 paragraphs, there are 243 lexical cohesion markers and 340 grammatical cohesion markers. Lexical cohesion markers were repetition (156), synonym (17), antonym (25), hyponym (6), correlation (19), and equivalence (18). From both of the previous research above, the difference is only in equivalence aspect that this study is not focused on it.

Third, research was held by Damayanti.[46] Her finding was that in terms of lexical cohesion, there are many collocation and repetitions found in this lyric. There are 16 lexical items. In the pattern of reiteration, this research founds repetition; such as I'm not moving - I'm not moving, broke – broken, wish. Near synonym; such as wonder – thinking, stay – stand.

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[45] Wulandari Aziz. (2015). *Markers of Lexical and Grammatical Cohesion (Analysis of Paragraphs in Thesis of Indonesian Language and Literature Education Students).* Sumbawa: Lakidende University Press

[46] Damayanti, Dyah. (2013). *Types of Lexical Cohesion Found in Lyric of The Script's Songs.* Bali. Udayana University Press

Superordinate; such as a day - a month - a year. Collocations were also found in this research such as camp-sleeping bag, rains-snows.

Fourth, research was held by Laeli.[47] The result of this research is that the highest percentage of lexical cohesive devices is reiteration. It consists of repetition that applies within the seven texts, then, superordinate which appears three times in the text 3, text 4, and text 7. In distinction, the highest occurrences of grammatical cohesive devices are reference and conjunction.

Fifth research was held by Andayani.[48] The results of this study showed that (a) the students produced the five types of cohesive devices to serve the coherence of their writings of which reference 70.77% with personal reference as the dominant use. Then, it absolutely was followed by conjunction 28.51%, substitution 0.57%, ellipsis 0.14%, lexical cohesion was used 137 items dominated with repetition 78%.

Sixth, another research do by Dwinuryanti.[49] The results of this study indicates that: (1) the most used grammatical cohesion marker by class X IPS 2 students is the reference form with the highest appearance of 42 data, whereas the lexical cohesion marker most used is kind repetition with the highest appearance of thirteen data.

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[47] Laeli. (2015). *An Analysis of Lexical and Grammatical Cohesion on Advertisements of The Jakarta Post Newspaper.* Jakarta: State Islamic University Syarif Hidayatullah

[48] Andayani. (2014). *An Analysis of The Cohesion and Coherence of The Students' Narrative Writings in SMP Negeri 2 Banjar.* Singaraja: Ganesha University Press

[49] Dwinuryanti. (2017). *An Analysis of Grammatical Lexical Cohesion in Exposition Text Organized by Tenth Grade Students of Senior High School.* Surakarta: Sebelas Maret University Press

Seventh, the research wrote by Rustono.[50] The results of the study showed that the form of lexical cohesion that occurs at all levels of the unit of discourse both right and incorrect is repetition while the form of grammatical cohesion is the mention of the word that is in focus.

Last research was held by Rustono by Arifiani. This research analyzes grammatical and lexical cohesion devices in Emma Watson's speech text. The purposes of the research are to know how the grammatical and lexical cohesion used in the speech text to reveal gender equality and to know grammatical and lexical cohesion used dominantly in the speech text to reveal the gender equality.

It can be seen that from whole of previous studies, this present study has the similarities with the analyzed data. It is about lexical cohesion used in the text, both academic (thesis, narrative text, exposition text and scientific work) and non-academic text (rubric, song lyric, advertisement and speech text). Those previous research found the same result, that one of lexical cohesion types, named repetition, has the highest frequency of use in each research result. No matter what the object of the research is (academic or non-academic). This result is same as this present study that explained the dominant use of lexical cohesion types in each discussion section both International and Indonesian journal article is repetition.

2. The Dominant Lexical Cohesion Used in the Discussion Section of English Articles

The dominant lexical cohesion found in this research is Repetition with 429 times. It can be seen that all discussion section of English article used for the object in this research contained lexical cohesion "Repetition". It caused that most of the article writers explained something in their discussion

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[50] Rustono. (2011). *Lexical and Grammatical Cohesion in Scientific Work of Semarang Senior High School Student.* Semarang: Semarang State University Press

section repeatedly by using same word or phrase in each paragraph. The article writer' purpose in applying repetition is to stressed something or explained the information detailly and repeatedly.

The second place of dominant lexical cohesion is Collocation. It is a lexical cohesion which depends upon their tendency to co-occur in texts.[51] It deals with the relationship between the words of the fact. These occur in the same surrounding. On the other hand, collocation is the various lexical relations which do not suspended to the referential identity and do not accompanied by "the" or demonstrative. In addition, according to Halliday and Hasan, collocation is lexical cohesion that achieved through the association of lexical items that regularly co- occur.[52] It is not only represented by synonym or superordinate, but also by pairs of opposites in various kinds. In this research, it used for 114 times from total of lexical cohesion found in this research.

For other kinds of lexical cohesion, it used less than 10 times. In details, synonym used for 87 times, antonym for 22 times, hyponym for 15 times and meronym for 16 times. It might be caused that whole of the article writer only use Synonym for explaining one word or phrase with similar word to help the reader more understand with their writing, use antonym to see the differences or opposite meaning of something, use hyponym and meronym for explaining the kinds or types of something.

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[51] Firth, J. R. (1957). *Papers in Linguistics, 1934-1951*. London: Oxford University Press.

[52] Halliday, M.A.K & Hasan R. (1976) *Cohesion in English*. London: Longman Group Limited.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

1. The use of lexical cohesion found in those three journal articles represent three different continents (Asia, Australia and Europe) has the main purpose. Repetition used to explain a topic repeatedly until the explanation clear and understood by the reader. It helped the writer to defined the focused point in the discussion section by using repeated key term. Synonym used to explain a topic by using similar words or phrases so that the text to be more coherence and has variation of writing. Antonym used to make the text has variation and explore the contrast meaning in order to make the text coherence. Hyponym used to explain the types or classes and subtypes or subclasses of some topic. Meronym used to explain the types or kinds of some topic in their discussion section, more detail than hyponym and to help the reader to understand the closed-relation words or phrase. Last, collocation used to explain something with the supporting words or phrases so that the explanation be clear and usually used by dominant people, so that the reader will understand easily. In line with findings and discussion, the use of lexical cohesion by the writer of journal articles from three different continents showed that the discussion section of journal used all of lexical cohesion types for 703 times (117 times in article 1, 191 times in article 2 and 375 times in article 3) It divided by six kinds of lexical cohesion. The first kind is repetition that used for 429 times in whole of research sample. Then, synonym used for 87 times. Next antonym used for 22 times. Then, hyponym used for 15 times. Next type is meronym that used for 16 times. Last is collocation that used for 114 times.

2. There are the arrangements of lexical cohesion frequency, they are repetition (61.02%), synonym (12.37%), antonym (3.12%), hyponym (2.13), meronym (2.27%) and collocation (16.21%). So, the most frequently use of lexical cohesion types is repetition with 61.02%. While the least frequency of lexical cohesion types is hyponym (2.13%).

The writers came up with the idea of examining the lexical cohesion of journal article writers especially on the subject of their discussion following the importance of lexical cohesion in academic writings. Object or elements calculated in the forms of lexical cohesion such as repetition, synonym, antonym, hyponym, meronym, and collocation make the writer the measured point, since the author needs to analyses how lexical cohesion is used in the journal articles' discussion section.

B. Suggestion

The writer proposed some significant things after carrying out research into the use of lexical cohesion in the discussion section of three journal articles:

1. For the Lecturers

The writer suggested that pay more attention on lexical cohesion used, and it should be taught in every writing subject. Since, the students expected to make a journal or article which is in academic form and also make it more complex and coherent. In accordance with finding, the lecture should prepare the university students to make the academic writing more coherence (the explanation should appropriate with the title of academic project).

2. For the learners

    The writer suggested that students have to learn about lexical cohesion considering that they have weakness in writing coherently and try to apply it in term of writing journal article, especially in its discussion section. Beside that students may also have knowledge about any other information that might help the students to learn the word and phrase, or about the use of lexical cohesion to make the writing product to be more coherent. The student should pay more attention with the appropriateness of keywords in the title and explanation of academic writing so that the academic product will be better.

3. For the Future Researcher

    The writer suggested that future researcher to conduct a research using another journal article to be research sample. It will show the more variation of lexical cohesion use in journal article both international and Indonesian. So, it can used by the academic article writer to be the references how to use lexical cohesion correctly.

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