The Analysis of Lexical Cohesion on Academic Text of IELTS Reading Passages and Its Implication for English Teaching

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui jenis dan item kohesi leksikal yang dominan pada bacaan akademik IELTS. Penelitian ini dilakukan dengan metode Deskriptif Kualitatif. Subyek penelitiannya adalah bacaan bacaan IELTS 16. Objek penelitiannya adalah kohesi leksikal yang ditemukan dalam teks. Hasil analisis menunjukkan bahwa jenis kohesi leksikal yang ditemukan adalah Pengulangan, Sinonim, Antonim, Hiponim, Meronim, dan Kolokasi. Hasilnya menunjukkan bahwa jumlah kohesi leksikal tertinggi muncul dalam teks adalah kolokasi (25 item) dan pengulangan (19 item). Ini berarti teks akademik IELTS kompleks dan dapat disesuaikan dengan kehidupan sehari-hari karena bergantung pada isu-isu umum yang disajikan secara global. Teks akademik ini sangat direkomendasikan untuk digunakan oleh guru dalam pembelajaran bahasa Inggris dan secara pedagogis sangat membantu siswa untuk meningkatkan keterampilan kata-kata dalam bahasa Inggris dasar.

Kata Kunci: *Kohesi leksikal, teks akademik IELTS, pemahaman bacaan.*

Abstract

The purpose of this research is to find out the types and the dominant items of lexical cohesion on the academic Reading passages of IELTS. This research was conducted in Descriptive Qualitative method. The subject of the research is Reading passage of IELTS 16. The object of the research is the lexical cohesion that was found in the text. The analysis showed that kinds of lexical cohesion that was found are Repetition, Synonymy, Antonym, Hyponym, Meronym, and Collocation. The results indicated that the highest amounts of lexical cohesion appeared in the text was collocation (25 items) and repetition (19 items). It means that the academic texts of IELTS were complex and adjustable with the daily basis since it depends on the common issues that served globally. This academic text is really recommended to be utilized by the teacher in English learning and pedagogically it is helpful for students in order to enhance the words skill in basic English.

Keywords: *Lexical Cohesion, IELTS Academic Text, Reading Comprehension.*

INTRODUCTION

IELTS (International English Language Testing System) tests are a kind of english test that is designed to measure English proficiency of non-native English speakers in terms of four skills (Reading, Listening, Writing and Speaking). IELTS is a written text that is collaborated with a various regulations of knowledge and

insightful information that has been examined scientifically. The IELTS test is used to assess learners proficiency in the English language and has been recognized by about 135 nations worldwide.

Australia, New Zealand, and Canada are a few nations that use this test. Because each component of this test is so carefully evaluated, official institutions like the British Council, IDP IELTS Australia, and the University of Cambridge support it. (Damanik & Discipline, 2022). In addition, IELTS tests can also maximise the learner autonomy, grit and self-reliant. (Khabir, 2022). IELTS test contains some aspects of english skills that are essential to be mastered and one of them is reading skill. It is usually covered on a long or short passages with the certain topic.

The academic passages of IELTS allow students the opportunity to fully comprehend the main idea or point of the passages since it plays an essential role in determining learners' curiosity and literacy in learning English. But, in fact it is still remains as the intricated and tough lesson to study as it is rarely found in general educational system in our country. Hence, no wonder if the material of IELTS present a high order thinking skill to be conquered.

Nonetheless, the big problem that mostly occurs is that the student in Indonesian can't comprehend, and declare effectively what the information they have read even in a brief explanation. The result held by the OECD (Organization for Economic Cooperation and Development) in 2018 which is called PISA (Programmed for International Student Assessment), founds that ability of reading test is still below the average score that has pointed.

In that case our country Indonesia, gets the 73th rank of 79 countries that involves in the study. It's the bad reality that our country must accept and of course can act on the student's development especially in learning English language. If someone or student cannot convey and apprehend what the meaning or the message, they have read in one passage, it means that they will have no guidance to seek a crucial information that they are usually get when learning. That's why the capacity of reading is really necessary to cope with the modern era where the development of technology and education remains upgraded significantly.

Based on the problem above, the researcher believes that the biggest cause is because Indonesian students have not adjusted to engage and spend their time in reading particularly in a long passage or discourse. There are a lot of language elements in the passage and it has the correlation one another. If students are able to identify and dive the meaning in the main point of sentence in the text, they have to know the relation between one word to another word lexically or we can say they need to know the Lexical Cohesion from the text because it always associated with vocabularies and the real message of the passage.

In addition, the reading activity must be applied as a way to adapt with this modern era since it works to activate mind, and maintaining the good habit of literacy carefully. (Abdulhamidovna, 2022 p.46). The way to realize it, is by doing an analysis through the Discourse Analysis that generates Lexical Cohesion as its part. Discourse analysis is a discipline of linguistics that concentrated on the

language features of the text in various contexts. It is firstly remarked by the Zellig Harris (1952) when identifying the relationship between speech and language.

Through Discourse analysis, we will know how the word is connected each other with a certain part and how language depends on the context in which it is applied both in written or spoken description of interactions. (Paltridge, 2012 p.3). Cohesion is a part of Discourse analysis. Cohesion is a linguistic device that shows relatedness in the text or sentence. The term "cohesion" refers to the precise lexical, grammatical, or semantic textual frequencies that assist readers linking the ideas presented. Cohesion refers to the unity of the relationship between one element and another in discourse so that a logical or reasonable meaning is come out. (Sinaga et al., 2022 p.208)

Cohesion can be divided in to two sections particularly Grammatical Cohesion and Lexical Cohesion. Lexical cohesion refers to the links between the content words (nouns, verbs, adjectives, adverbs) which are used in sequential segments of discourse. So, we can say that it is the way in which the reader can get the meaning or information by the view of relation part of the words, phrases, clauses, sentences or vocabularies in the passages.(Merkel et al., 2021 p.83). Lexical cohesions are varied with the source of the text, articles, journals or papers etc. In Teaching learning process, that generally uses an academic passage, of course it be conducted effectively by the use of lexical cohesion. It aims to create a structure of discourse that is harmonious and logical. Therefore, both instructor and learners will get the point toward the discourse or text and achieve the good literacy.

Due to the result of low standard of reading previously mentioned, the researcher is inspired to conduct the research about the analysis of lexical cohesion in the academic text of IELTS reading passages and its implication for English teaching in order to reveal the advantages of these passages to be used as the material in English teaching.

METHODOLOGY

Research Design

In conducting this research, the researcher used Descriptive Qualitative research design. The researcher used this design because the researcher wanted to analyze the lexical cohesion on the IELTS reading passages needed an analysis, elaboration and description regarding to the topic in the passages. According to (B. B. Kawulich, 2015 p:97), Descriptive qualitative research is a research design that describes who, what and where of events or experiences from a subjective perspective. It means this research design constructs the theories, and interpretation of something or phenomenon in a form of description. In addition, this research will mainly conclude the result of lexical cohesion in form of elaboration for each part of sentence that has identified from the passages.

Data and Source of Data

In conducting this research, the researcher used the source of data from the Reading Text or Passages from IELTS Cambridge batch 16. The object of this research is a reading passage. The researcher will take one title of text from the batch 16 and analyzing the lexical cohesion from the sentences in the passages

Instrument of Collecting Data

Instrument plays the essential role in obtaining the data of the research. According to the book of Miles, B. Matthew, Huberman, Michael.A, Saldana, (2014) p.51, instrument is a tool that is used to collect the data of the research. It is a way for the researcher to obtain the data efficiently. In collecting the data, the researchers used herself to obtain the data through observation and document analysis. In observation, the researcher I observed and browsed some academic passages from a different IELTS books and then the researcher analyzed part of Lexical Cohesion found in the text.

The Procedure of Collecting Data

In this research, the researcher did some ways in order to collect the data. Here are some following ways

1 First of all, the researcher searched the IELTS online text book from an internet.
2 Secondly, the researcher downloaded it based on the edition of IELTS book.
3 Third, the researcher read and comprehended the sample of passage that has been chosen.
4 Then, the researcher analyzed the lexical cohesion from each passage
5 Finally, the researcher classified the lexical cohesion based on its class/ category.

The Technique of Analyzing Data

The data of the research can emerge in various way that it sometimes makes the researcher may feel overwhelmed to organize it. Due to the massive amount of data, it is fundamental for the researcher to immerse herself in one particular data and analyze it in a good structure. Analyzing the data means transforming the data into and a form of description, summarization and Interpretation that related to the story of the topic or the field of research. By analyzing the amount of data, it enables the researcher to categorize, and discover the pattern and the theme of the identified data. In this research, the researcher uses the technique of analyzing data proposed by Miles and Huberman (2014) page 31 as the guidance for analyzing the data of the research above. The analyzes of qualitative data are useful when one needs to supplement, validate, or illuminates qualitative data gathered from the same setting. Therefore, here are some methods of analyzing the data.

1. Data Reduction

According to Miles & Huberman (2014) page 31, Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. In this part, the researcher will select the different title of IELTS passage from some edition. After that, the researcher will make a main focus of the text in the scope of lexical cohesion and its types to enable the researcher to analyze it. In order to make it in a simple part, the researcher will simplify the text in to a phrase/clause and then transform it into a classification or types of lexical cohesion.

2. Data Display

According to Miles & Huberman, (2014) page 32. A display is an organized, compressed assembly of information that permits Analysis drawing and action. They believe that data display is the primary means for valid qualitative analysis, which consist of: various types of matrices, graphics, networks and charts. All of it is designed to combine information that is arranged in a coherent and easily accessible form. In this research, the researcher will use the media display of tables, and charts for the text of academic IELTS in order to get the clear information from the analysis of data.

3. Drawing and Verifying Analysis

According to Miles & Huberman (2014) page 32, Analysis is also verified as the analyst proceeds. When in the midst of data collection, researchers had a brief Analysis. To draw Analysiss, of course, cannot be done carelessly, so, in this research the researcher will go back to see the data to be verified, take the notes, and take the Analysis from the analysis lexical cohesion types in IELTS Reading Passages.

RESULT AND DISCUSSION

Results

In this research, the researcher discovers that there are some types of lexical cohesion that are found in the texts. Those are explained on the following table that is combined with supported information linked to each type of the data analysis. The sample text's title is Why We Need to Protect Polar Bears with 8 paragraphs long.

Based on the sample of IELTS Reading text batch 16, there are 6 types of collocations that are found by the researcher, they are: Repetition, Synonymy, Antonymy, Hyponymy, Meronymy, and Collocation. It consists of some items below:

Table 1. Lexical Cohesion Found in The Passage

No	Kinds of Lexical Cohesion	Amount	Percentages
1	Repetition	19	37%
2	Synonymy	2	4%
3	Antonym	3	6%
4	Hyponymy	2	4%
5	Meronymy	-	0%
6	Collocation	25	49%

The table above is the display of lexical cohesion that are discovered by the researcher from the sample text of Reading passage IELTS batch 16. There are six types of lexical cohesion but only five types that are found in the text. The total words identified are 51 words. Firstly, there are 19 words of repetition that are generally pointed. After it is divided in to the total words the result of percentage is 37 percent. Secondly, there are 2 words of synonymy found in the text. With the calculation of data, the result of percentage is 4 percent. Thirdly, there are 3 words of antonymy. The result of percentage is 6 percent. Additionally, there are 2 words of hyponymy the same with a synonymy it is 4 percent. Finally, the last type is Collocation. There are 25 words identified with the 49 percent of percentage result. On the other side, meronymy is te only type that has 0 percent of words since it is

not indicated in the text. In a nutshell, the researcher concludes that types of lexical cohesion are often found in the academic test of IELTS reading passage and each word are correlated in order to create a unity or the meaningful information of the topic in the passage.

Discussion

1. Types of Lexical Cohesion in The Text

According to Halliday (2014) Lexical Cohesion can be divided into Repetition and Collocation. Repetition consist of: Reiteration, Synonymy, Antonymy, Hyponymy, Meronymy and Collocation itself. The result of analysis done by the researcher indicates that there are 5 types of lexical cohesion items that appear in the text. They are: Reiteration, Synonymy, Antonymy, Hyponymy, and Collocation. There is no Meronymy in the text. Therefore, it can be said that the academic text is cohesive since it involves at least 5 types of lexical cohesion items that links each other to make a good meaning.

2. The Dominant Types of Lexical Cohesion in The Text

Based on the text, the researcher discovers that the most dominant types of lexical cohesion found in the academic text of IELTS 16 are: Collocation and Repetition. There are 25 collocations in the text meanwhile; the second position for the dominant type is Repetition. There are 19 items in the the texts above. The rest of lexical location such as Synonymy, Antonymy, and Hyponymy. There is only Meronymy that is not found in the text. That is because the text above doesn't convey an idea specifically but rather generally with the formal language.

The texts simply talk about the general issues and it consists of the detail explanations in each paragraph. Collocation is the kind of words that are always go together and are commonly used as the usual pairs on our daily basis. The reason why Collocation becomes the dominant type is because the texts tend to use the popular topic that affects the kinds of language used in each sentence. It portrays the cohesion of each sentence that can be seen by the simplicity relationship of meaning by one sentence to another sentence. All is coordinated and transferred vividly. The use of dominant collocation here is the indication of how critical, complex and adjustable the sample of IELTS reading texts above to be used as the material for developing English Proficiency skill both for the beginner and advanced learners. Collocation is not just talking about grammar but more deeply related to the probability of how language is put to the situation of topic in a passage. The reason is because the use of collocations defines the complexity of corpora and order of terms in English that has been approved to be applied according to certain circumstances of life. Collocation provides everyone about the occurrence of word combinations in English that can be useful as the English references especially for students. In addition, the use of Collocation here indicates that the IELTS reading texts are flexible and Adaptable to the situation that happens in global era. The use of collocation here is the proof that the texts are depending to the various and general issues of society. On the other hand, repetition as the second dominant type indicates that the texts are specific and detail as it always repeats every word that emphasize information in particular topic. Therefore, in Analysis the IELTS reading texts above are informative and

appropriate passages for those who wants to absorb something logically particularly in an academic field. And hopefully the findings above can enlighten the way to of understanding the reading passages carefully.

The results of this research give the advantages or significances for our country especially in the development of education curriculum and English teaching and learning process. The use of IELTS passages can be modified as the authentic material for student's English proficiency practice in order to be fluent and better in an English learning and can compete globally. In addition, the use of IELTS reading passages can be utilized also as the media of literacy in case of training the society to be used to the general issues that happen around their environment

CONCLUSION

According to the research on the thesis above the researcher concludes that:

1. Lexical Cohesion is really essential and vital for language cohesion and especially for students in learning English reading passage
2. Lexical Cohesion items are useful to connect and incorporate one sentence to another sentences in order to create a good unity of texts or passages that are meaningful and logic
3. Lexical Cohesion is commonly used in the IELTS academic passages, Therefore it can brings the good contribution for educational stakeholders like teachers, learners and everyone can enhance their words skill and English comprehension specifically in the English literacy by the use of it

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