ANALYSIS OF LEXIC AL COHESION IN APPLIED LINGUISTICS JOURNALS

A THESIS

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Text is functional language that has a unified meaning built up from a topic and purpose. According to Renkema (1993:35), there are seven criteria that have to be fulfilled in understanding a text. Those criteria are "cohesion, coherence, intentionality, acceptability, informativeness, situationally, and intertextuality". This research focuses on cohesion. It refers to the choice of words which is more influential in relating one element to other elements in a text. According to Halliday and Hasan (1976:8), "cohesion is a semantics relation between an element in the text and some other element that is crucial to the interpretation of it. The cohesion refers to relation of meaning that exists within the text. It is a semantic relation among elements of the text that makes a text meaningful. Lexical cohesion is the cohesive effect achieved by selection of vocabulary (Halliday and Hasan, 1976:274). It means the selection of vocabulary builds the connection within the text and makes relation between lexical cohesion and cohesion. Furthermore, the writer is interested in analyzing the lexical cohesion in journal particularly in applied linguistics journal. We already know that journal has some pattern in writing. The journals use standard and scientific word in form.

Journal is a kind of non-fiction text deals with a particular subject or professional activity (A.S Hornby, Oxford dictionary). The journal is usually

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written in specific language form and specific register. The word choice is not common word, but it is more scientific word that based on the professional field. The concept of cohesion can therefore be usually supplemented by that of register. According to Halliday (1976:22), Registers is constituted by linguistic features which are typically associated with a configuration of situational features. Situational features of a text concerning with external factor which are affecting the linguistics choice that the speaker or writer makes. It means that a register can be defined as a configuration to associates with a situation type. So, the reader can understand with the topic about based on the register of professional field .

Text is built by arranging of words which authors use in conveying idea and getting interpretation by the readers. Meanwhile, when we talk about the context of word, automatically it relates to cohesion. The writer is interested in analyzing of lexical cohesion in journal since the words choices in journal are more specific. The writer would like to analyze the words choice in journal especially in applied linguistics journal because it relates with our studies in the English department. English Department students usually use the journal as reference in their studies in doing assignments.

1.2 Research Questions

There are two research questions proposed in this research. They are:

- What are the types of the lexical cohesion found in the three articles of Applied linguistics journals?

- What is the dominant type of the lexical cohesion used in the three articles of Applied linguistics Journals ?

1.3 Objectives of the Study

This research is aimed at identifying and analyzing the types of lexical cohesion, which are in the forms of repetition, synonym, antonym, hyponym, meronymy and collocation. This research is also to identify the dominant type of lexical which is used by the authors in the journals in order to describe the tendency of lexical that authors use in journals.

1.4 Scope of the study

Halliday and Hasan (1976:6) stated that there are two groups on cohesion. They are grammatical cohesion (reference, substitution, and ellipsis) and lexical cohesion (reiteration and collocation). Furthermore, the scope of this research is lexical cohesion and its types such as synonym, repetition, hyponym, antonym, meronymy and collocation that appear in two journals of applied linguistics particularly the articles written by Elizabeth R. Miller , Kathryn Roulston, and David Cassels Johnson.

1.5 Methods of the Research

This research follows the procedures which are proposed by Sudaryanto. They are "collecting data, analyzing data and presenting the result of the analysis"(Sudaryanto, 1993:57)

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1.5.1 Collecting the Data

In collecting and selecting the data, the writer applies Observational-Non Participant method (Sudaryanto,1993:134). The writer does not use the participant to observe the data. Firstly, the writer observes the data source by gathering several journals and chooses applied linguistics journal. After the writer selected the data source from applied linguistics journal, the writer using note-taking technique to take notes on the data. Then, point out the registers specific to linguistics and their lexical cohesion types which is found in the journal.

The data are taken from three articles of applied linguistics journal volume 31 number 1 February 2010 and volume 32 number 1 February 2011. The writer chooses one article from Volume 31 and two articles from volume 32 . The source from volume 31 is *The Relationship between Applied Linguistic Research and Language Policy for Bilingual Education* (Johnson). Meanwhile the sources from volume 32 are *"Indeterminacy and Interview Research: Co-constructing Ambiguity and Clarity in Interviews with an Adult Immigrant Learner of English"* (Miller) and *Interview 'Problems' as Topics for Analysis* (Roulston). The writer selects the words which is categorized as register academic linguistic and cross-check it in acedemic word list. Those words as the data which the writer uses to analyze.

1.5.2 Analyzing the Data

In analyzing the data, the writer applies "referential identity method" (Sudaryanto, 1993:13). Referential identity method is used to analyze the function

of types of lexical cohesion which creates cohesive effect in applied linguistics journal and analyze the content of the articles proposed by Halliday (1985). There are several steps in analyzing the data. Firstly, pointing out the register used in each article. The writer applies the theory proposed by Haliday (1978: 68, 111, 123) which defined register as a semantic phenomenon in the sense that 'register is the clustering of semantic features according to situation type'. The writer uses the register academic linguistic. Next, the writer identifies the lexical cohesions which occur in the text based on the register proposed by Haliday and Hassan (1976). Then, the writer analyzed the author's purpose in using lexical cohesion. After that, the writer identifies the tendency of the type of lexical cohesion that author used dominantly in each articles.

1.5.3 Presenting the Data

The writer applies informal method in the analysis of the data by using verbal language (Sudaryanto, 1993:145). It means the analysis will be presented by using word and sentences.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Review of the Previous Studies

There are some researches analyzing cohesion using theory from Haliday and Hasan (1976). The first is a work by Morley (2004). He presents about the lexical cohesion and rethorical structure. This article looks at this argument-structuring function of lexical cohesion first by considering single text using the techniques of classical discourse analysis and then by using the methodology of corpus linguistics to examine several million words of text. In his research, he analysis the lexical cohesion in several headlines newspaper and point out the register before analyze the lexical cohesion. He also uses the theory by Halliday and Hassan (1976).

Another study that relates to this research is a study done by Teich and Frankhouser (2005). They present a system for linguistic exploration and analysis of lexical cohesion in English text. They use semantic concordance version of the Brown Corpus which comprises 352 texts. Each text was divided into paragraphs, sentences and words. Their work is based on Halliday and Hassan theory (1976:2), "cohesion is defined as the set of linguistic means we have available for creating texture". Based on their analysis, they found ten types of lexical cohesion, such as synonymys, hyponyms, hypernyms, cohypernyms, cohyponyms, meronyms, comeronyms, holynyms, coholonyms, and antonyms.

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The last research is conducted by Stokes (2004). This analysis investigates the appropriateness of using lexical cohesion analysis to imrove the performance of Information Retrieval (IR) and Nature Language Processing (NLP) application that deals with documents in the news domain. Stokes explores the effect of lexical cohesion analysis on New Story Gisting (ex: a type of summarization that generates a news story title or headline). In his analyzing, he used the theory proposed by Haliday and Hassan (1976). He found that lexical is property text that is responsible for the present of semantically related vocabulary in written and spoken discourse. The types of lexical cohesion which are found such as repetition, synonym, and collocation.

The relation of those works with this thesis that it also analyzes the lexical cohesion theory proposed by Halliday and Hasan. The similarities between Teich and Frankhouser with the writer's are focused on the Lexical Cohesion and the work also based on Halliday and Hassan theories. Those explanations above are helpful for the writer to get information particularly related to this thesis in analyze the data based on the lexical cohesion.

2.2 Definition of Key Terms

There are main theories which guide the writer in analyzing the data. The main theories are proposed by Halliday & Hasan (1976). The supporting theories are proposed by Leech (1991) and Nunan (1993).

- **Text**

    A text is a unit of language in used, it is not grammatical unit, like a clause or sentence and it is not defined by it size , Halliday and Hasan(1976:1)

- **Context**

    Context is a component which creates the understanding among participants in interpreting the meaning of utterance, (Leech, 1991:9).

- **Cohesion**

    Cohesion is sequences of sentence or utterances which seem to 'Hang together' contain what are called text – forming device, (Nunan,1993:21) .

- **Lexical Cohesion**

    Lexical cohesion is the cohesive effect achieved by the selection vocabulary, (Halliday and Hasan, 1976: 274)

2.3 Review of Related Theories

There are some theories used in analyzing this research. This review of related theory is used lexical cohesion as proposed by Halliday and Hasan (1976). There are also several supporting theories from David Nunan (1993) and Renkema (1993).

2.3.1 Text and Context

According to Halliday and Hassan (1976:1), "The word text is used in linguistics refer to any passage, spoken or written of whatever length, that does form a unified whole. A text is a unit of language in use. It is not grammatical unit, like a clause or sentence and it is not defied by its sized." It means that text can be in the form of spoken or written. The length of text is not defined. Verdonk

(2002:17) added that consider the road sign 'ramp ahead'. When you are driving a car and see this sign, you interpret it as a warning that there will be a small hump on the road ahead of you and that it is therefore wise to slow down when you drive over it. From this it follows that you recognize a piece of language as a text, not because of its length, but because of its location in a particular context. And if you are familiar with the text in that context, you know what the message is intended to be.

Furthermore, Halliday and Hasan (1976:17) stated that a text always exists in the context, the notion of text and context is inseparable. Halliday said that context of situation is feaure which is feature which is relevant to speech that is taking place. Context can influences the text. For example:

> John wants to visit his girlfriend. Mary lives in AS ,all village nearby. The car wouldn't start. The garage down the street couldn't help. The last bus had already left. It is going to be a long hot walk. (Renkema, 1993:34)

The example illustrates that the existence of connections between sentences is an important characteristic of texts. The term 'connection' is, however, somewhat vague. Textuality is criteria that sequence of sentences must meet in order to qualify as a text (Renkema, 1993:34) . To know about context of the text we can use stylistic to understand the language used of a text.

In this thesis the writer would like to find the lexical cohesion in journal academic linguistics. Before going through to looking for lexical cohesion, the writer has to point out the register in journal.

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2.3.2 Register

Registers are ways of saying different things; they reflect social processes example: division of labor, specialty, contexts, content areas, and specific activities (Halliday, 1978). He assumed that a register can be defined as the configuration of semantic resources that the member of a culture typically associates with a situation type. It is the meaning potential that is accessible in a given social context. Both the situation and the register associated with it can be described to varying degrees of specificity; but the existence of registers is a fact of everyday experience—speakers have no difficulty in recognizing the semantic options and combinations of options that are ''at risk'' under particular environmental conditions. Since these options are realized in the form of grammar and vocabulary, the register is recognizable as a particular selection of words and structures. But it is defined in terms of meanings; it is not an aggregate of conventional forms of expression superposed on some underlying content by ''social factors'' of one kind or another. It is the selection of meanings that constitutes the variety to which a text belongs. (Halliday, 1978, p. 111)

The role of register in this thesis is necessary to find some lexical that used in journal. The writer uses journal academic linguistics as if the writer points out the lexical that related with linguistics studies. After the writer found the registers in journal, furthermore the writer can categorize the lexical cohesion.

2.3.3 Lexical Cohesion

Cohesion is one of the important aspect that can built the text texture in the text. According to Halliday and Hasan (1976:4), "The concept of cohesion is semantic one, it refers to relation of meaning that exist within the text and that define it as a text." The sense of cohesion in a text can also be establish by the lexical items, that is by the words in the text and semantic relationship among them. These relationship allow group of words in a text to be seen as forming chains and constitute texture.

"In order to complete picture of cohesive relations it is necessary to take into account also lexical cohesion. This is the cohesive effect achieved by the selection of vocabulary", (Halliday and Hasan, 1976:274). It means that cohesion in a text composed by selection vocabulary and lexical cohesion is part of cohesion that concerns with connection word used. Based on Halliday and Hasan explanation, they divide the lexical cohesion into two categories, reiteration and collocation.

2.3.3.1 Reiteration

Reiteration is a form of lexical cohesion which involves the repetition of lexical item, at one end of scale; the use of a general word to refer back to a lexical item, at the other end of the scale and a number of things in between use of a synonym, near synonym, or superordinate (Halliday and Hasan,1976:278). Reiteration has fives types which are:

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a. Repetition

Repetition is to refer back to preceding word. Repetition is a part of lexical cohesion that involves that repetition of lexical item.

For example:

A <u>conference</u> will be held on national environment policy. At <u>this conference</u> the issue of salivation will pay an important role. (Renkema, 1993:39)

The word 'conference' is repeated in next sentence. It is categorize as repetition because the meaning of 'this conference' is still related with 'a conference' at first sentence.

b. Synonymy

Synonymy is the experiential meaning of the two lexical items which is identical; this does not mean that there is total overlap of meanings, simply that so far as one kind of meaning goes, they 'mean the same'.

For example:

You could try reversing the car up <u>the slope</u>. <u>The incline</u> is not all that steep, (Nunan,1993:29)

According to Lyon, synonym means two or more form are be associate with the same meaning. In above sentence. The word 'slope' and 'incline' has the some meaning. The author used different word but has some meaning in order to makes the variation in the text.

c. Antonymy

According to Halliday and Hasan, "Antonym can be described as the oppositeness of experiental meaning; the members of our co-extensional tie". They also give addition (1985:312) that "Antonym is lexical items which are opposite in meaning and functioning as cohesive effect in a text."

For example:

He fell <u>asleep</u>. What <u>woke</u> him was a loud crash. (Halliday and Hasan, 1985:312)

The meaning of 'asleep' and 'woke' are contrary. In this case, antonym characterize of such pairs of lexical item that denial of the one implies the denial of other.

d. Hyponymy

Hyponymy is a relation that holds between a general class and its sub-classes . (Halliday and Hasan, 1985: 80). It means the item that relates to general class is called superordinate and the item that relates to the sub-classes is called hyponymy. For example: There are many <u>animals</u> in his house. He keeps <u>dog, bird, cat, monkey, and rabbit</u> there.

If we take *animal* as an example of super-ordinate then its hyponyms are *cat, dog, bird, monkey and rabbit* . Note that cat, dog, bird, monkey and rabbit also semantically related as the co-hyponyms o the super-ordinate animal (Halliday and Hasan, 1985:80). Palmer adds that hyponym

involves entailment, such as *flower*, an immediate hyponym of *plant* and *tulip* is a hyponym of *flower* (1976:87)

e. Meronymy

Meronymy refers to a part-whole relation or a concept used in the linguistic community which specifically deals with part and whole relation. "While meronymy is very much like a sense relation, there is another kind of lexical patterning that contributes to texture, but strictly speaking i not recognized as a kind of sense relation (Halliday and Hasan, 1985:81)

For example:

She knelt down and looked along the passage into the loveliest garden you ever saw. How she longed to get out of that dark hall, and wander about 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.

2.3.4.2 Collocation

According to Renkema (1993:39-40), "Collocation deals with the relationship between words on the basis of the fact that these often occur in the same surroundings." Furthermore added by Halliday and Hassan (1976: 319), "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." Example:
"sheep and wool", "collage and study", or "congress and politican".

In this sentence the writer thinks that the author used this word to compare his strong disavowal of discrimination in Interview 2 and his more nuanced responses in Interviews 1 and 3.

> *"There is also a subtle **contradiction** between the largesse he displays towards Americans in Interviews 1 and 2 and his implicit attribution in Interview 3 that Americans think he is stupid since he does not speak English well. Of course, as already alluded to, the seeming **contradiction** between apparent ambiguity and clarity in his accounts becomes a relevant concern primarily...".* (p.24)

The word 'contradiction' is repeated two times in one sentence but they are still related in meaning,which means to explain something opposition. In this case, the writer thinks that the author used this word repeatly to compare the different things in interview.

b. **Ambiguous**

Second, the word '**ambiguous**' is repeated in four times such as in paragraph 4, 14, 19,and 20. But the meaning of ambiguous each paragraph is still related which describe about the response of interview is still not clear and has more than one interpretation. For example in paragraph:

> *"If the narrative is produced to expand on that affirmation, then Peng's portrayal of discrimination is decidedly **ambiguous**, and his response might even be regarded as evasive."(p.14)*

> *"Though one might expect to find a more clearly interpretable account when Peng can use Cantonese, we are still left with an **ambiguous** accounting of Peng's views of others actions as possibly discriminatory or not, despite the richer content of his response."* (p.19)

The writer assumes that the author is still confusing about the response in interview, thereby the author used the word 'ambiguous' in several sentences.

c. Utterance

Third, the word **'utterance'** is repeated for 8 times in paragraph 6, 11, 14, 16 and 24. The word 'utterances' is repeated for twice in paragraph 6, twice in paragraph 14, and also twice in paragraph 16. In paragraph 16, the word 'utterance' appeared like this;

> *"Importantly, his use of 'but' (14) constructs a contrast between his utterance because the coworkers and supervisor, there is White people' (12) and the ensuing positive traits that he attributes to them: they are very polite (14), friendly (16), and nice (18). The sequencing of these utterances suggests that he has been treated well by his coworkers and supervisor, even though they are American, and possibly, even though they are White. (p.16)*

In this sentence, the writer assumes that the author used the word 'these utterances' is related to 'utterance' in previous sentence that refers to something that the coworkers says in interview to responds the question.

d. Epistemic

Fourth, the word **'epistemic'** is repeated in four times in paragraph 6 and 17. In paragraph 17, the word 'epistemic' is repeated for three times. We can see in these sentences;

> *"Peng offers no indication that he treats my laughter or other turns as signaling interactional awkwardness. Rather, he constructs an **epistemic** stance, using 'I think' twice (8, 20) in voicing his positive assessments regarding the disposition of Americans (14–22). Though Peng does not make a strong claim to **epistemic** authority (using 'I think' rather than, for example, 'I know'), his positioning work here renders his response un-challengeable to some degree. That is, challenging an interviewee's personal opinion or stance toward a topic at hand is risky and would generally be treated as out of character for a conversation in which opinions are often explicitly sought, and my lack of challenge helps co-construct his authority to claim such an **epistemic** stance"* (p 17).

The word 'epistemic' has repeated in four times. In each sentences, it has still related meaning. The meaning of 'epistemic' in this case is the stance that the author knows about the content in interview.

e. Foreground

Fifth, the word ' foreground' is repeated two times in paragraph 25 and in conclusion.

> *"In grappling with the positioning work in the interview accounts examined here, one sees how disruptions to smooth interview research processes foreground the agentive subjectivity afforded to interviewees." (p.25)*

> *"...It seems that engaging with the contingencies of interview accounts helps us to foreground, not only the situated meanings and identity work that are inevitably part of such data sets, but also how the research process leads to an intersubjectively produced final account". (in conclusion)*

The word of 'foreground' is repeated twice that the author refers to how the researcher to get focus and response in the interview.

f. Conversation

Sixth, the word 'conversation' is repeated in seven times. It appeared in paragraph 9, 10, 12, 18, 22, and 24. In paragrah 12, the word 'conversation' is repeated twice. We can see the repetition in these sentenses,

> *Peng's comments about being sidelined from his coworkers conversations in English emerged after he was asked whether he had ever been treated in a discriminatory fashion"(p.9).*

> *"When asked what happened, Peng describes participate in conversation with his coworkers because of his still-limited English proficiency"(p.10).*

"...But he also indicates that his coworkers will continue to carry on conversations without him if he does not understand them (16, 17) and will change to a different subject if they have tried unsuccessfully to communicate with him (19, 21)... Peng is thus positioned as sidelined from workplace conversations, not through the deliberate efforts of his coworkers, but as an outcome of his linguistic limitations, which cannot be helpe"(p.12).

The writer thinks the author repeated the word 'conversation' to explain about the interaction between Peng and his coworker in interview. Peng analyze his coworker interaction of English when the coworker communicated with him either understand or do not get the point because of his still-limited English proficiency.

g. Coherence

Seventh, the word 'coherence' is repeated in twice. It appeared in paragraph 9 and 27.

" Peng's comments about being sidelined from his coworkers conversations in English emerged after he was asked whether he had ever been treated in a discriminatory fashion. Their sequential location suggests topical coherence even if the responses did not always appear to directly address the questions asked. In the following analyses, I attend to the representational and interactional positioning work enacted in these brief interactions (selected because of the topically related interview questions)"(p.9)

"By the same token, though I assume the privileged position of interviewer and researcher, I am also positioned as needing to construct coherence and meaning from these accounts with respect to my imagined readers"(p.27).

The writer think the author used the word coherence in twice which has the meaning about the relation between the sentence and the situation in context. It makes the resercher can response the question by interviwer clearly.

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h. Context

Eighth, the word 'context' are repeated in three times. It appeared in paragrah 16, 23 and conclusion.

> *"I do not know how Peng understood racial relations in the US or how he viewed himself in racial terms, and it seems quite likely that our stances toward race are dissimilar given our differing backgrounds. However, by recycling descriptors made relevant in the talk, Peng displays awareness of whiteness as a salient social category in the **context** of this conversation"(p.16),*

> *"In contrast to his complimentary comments regarding Americans in the second interview, the frustration he displays in his interactional positioning here, through his emotionally charged delivery and through using more extreme language such as 'Why am I so stupid' and 'there is nothing I can do' belies a serene acceptance of his positioning in the larger American **context**"(p.23)*

> *"We also come to recognize the positioning work of agents, who come to be constructed as agents, within the socioculturally situated **context** of interviews. Identifying problem"(in conclusion).*

Based on the sentences above, the author indicated Peng had to know about the situation cultural of interview. In this case, the context means the same knowledge about social condition that the interviwer and researcher know in order to make the resercher understand in interview.

2. Synonymy

a. Contradictory and Ambiguous

First, the synonym words are **'contradictory'** and **'ambiguous'**. Those words are synonymous to each other, because they have similar meaning. It appeared in sentence,

*"Such unavoidable indeterminacy is made more salient when researchers need to contend with accounts that appear to be **ambiguous** or **contradictory**"* (p 2).

In this sentence the author means that the ambiguous and contradictory are related to something that has more than one meaning which make unavoidable indeterminacy in interview. If we look at dictionary the meaning of ambiguous and contradictory are different. Meanwhile, in this article, the meaning of those words are similar. There are also using the conjunction 'or' that refers to compare the similar things.

In other sentence also appeared those words are still have related meaning.

*"As he responds to questions in each of the interviews regarding whether he has experienced discrimination of some sort, Peng produces accounts that I regard as sometimes **ambiguous**, sometimes clear, and thus somewhat **contradictory**, when all three are considered together"* (p 4).

The writer thinks that the author used those words are used to show that Peng's account is still vague about the response of question in interview.

b. Talk and Conversation

Second, the word 'talk' and 'conversation' are synonymous. It appeared in single sentence,

*"However, by recycling descriptors made relevant in the **talk**, Peng displays awareness of whiteness as a salient social category in the context of this **conversation**"* (p 16).

In this sentence those words are synonymous that has same meaning. It is the style of author in conveying the same meaning in one sentence. The writer

interprets those words mean the interaction between Peng and researcher in interview.

3. Antonymy

a. Coherence and Discursive

First, the word **'coherence'** and **'discursive'** are antonymous. We can see in sentence;

> *"While he offered no strongly affirmatory accounts of having experienced discrimination, Peng's comments about being sidelined from his coworkers conversations in English emerged after he was asked whether he had ever been treated in a discriminatory fashion. Their sequential location suggests topical coherence even if the responses did not always appear to directly address the questions asked"(p 9)*

> *"When we choose to engage with how accounts are constructed as well as what interviewees seem to be saying, we come to understand more clearly how interviewers and interviewees assemble particular discursive resources in co-constructing clarity and seeming reliability too"* (in conclusion).

In the previous sentences, it appeared the word 'coherence' and discursive' have opposite meaning. In the first sentence, the author used coherence to tells about the response in interview can catch by coworkers, on other hand, the word 'discursive' in second sentence used to describe how the interviewer can make the confusing interview get the point and response it clearly.

4. Collocation

a. Coherence and Context

First, the word **'coherence'** and **'context'** are collocation. It appeared in sentence,

> *"However, by recycling descriptors made relevant in the talk, Peng displays awareness of whiteness as a salient social category in the **context** of this conversation"* (p 16).

The function of context in this sentence is to make relevant in the talk of this conversation. And this sentence;

> *"By the same token, though I assume the privileged position of interviewer and researcher, I am also positioned as needing to construct **coherence** and meaning from these accounts with respect to my imagined readers"* (p 27).

The author used coherence in this sentence to indicate about the relation between interview and researcher from those account to build the connection. The words which collocate are 'coherence' and 'context'. In this case, the word coherence and context are some elements in build a text. It relates each other to understanding a text, especially in this article refers to understanding in question of interview.

b. Interpretation and Translation

Second,the word '**interpretation**' and '**translation**' are collocation. Take a look in this sentence;

> *"In retrospectively analyzing the interaction, I recognize that Peng's imagined subject identity also makes relevant an **interpretation** of ambiguity. Though one might expect to find a more clearly interpretable account when Peng can use Cantonese, we are still left with an ambiguous accounting of Peng views of others actions as possibly discriminatory or not, despite the richer content of his response"*(p 14)

> *"A Cantonese transcription and English **translation** are available as online supplementary material for subscribers"* (p 19).

The writer assumes those words are collocate because it is surrounding in the way how to understanding the question in interview. But the differences is the

word 'interpretation is deeper that translation. Because it is not only translate the English but also how to interpret of ambiguity question in giving a response in interview.

c. Technical, Theory and Approach

Third , the word **'technical, theory, approach'** are collocation. It conducted in the way how analysis of something. In these sentence we can look the relation each other,

"Thus, indeterminate meanings in interview accounts are not simply technical problems to overcome, but are part of the nature and texture of such data... Rather, in advocating an analytic approach that addresses meaning making in interviews as always a joint or collaborative matter', Holstein and Gubrium (2003: 23) promote the need to examine both what interviewees and interviewers say, and how they say it". (p.3)

"My desire to interview Peng and his ESL classmates was motivated, in part, by my reading of critical poststructural theory as it informed second language learning research". (p.8)

In this case, the author used those words to indicate the way and the principle in analysis of the data interview. In this interview, the author needs such technical, approach to observe the interview. Those words are the important things in analyzing the data.

d. Utterance, talk and Conversation

Forth, the word **'utterance', 'talk' and 'conversation'** are collocation. It appeared in sentences;

"However, when I ask Peng to relate what happened, a one-second pause elapses before he responds with a drawn-out 'mmmmmmmmm' utterance, produced with mid-range pitch and flat intonation" (p 11).

*"However, by recycling descriptors made relevant in the **talk**, Peng displays awareness of whiteness as a salient social category in the context of this **conversation**" (p 16).*

Those words are collocate which conducted about some elements in interaction. The writer implies the word 'utterance' is product that using in talk and conversiation in this case, the author would like to analyzes the utterance of imigrant used in respond the conversation.

e. **Dialectic and Ethnographic**

Fifth, the word '**dialectic**' and '**ethnograpic.**' In this sentence,

*"The interview excerpts considered here come from a larger **ethnographic** project involving individuals who immigrated to a small Midwestern city in the US" (p 7).*

And in this sentence,

*"The analytic distinction between being positioned and positioning self needs to be understood as operating concurrently in a kind of **dialectic** as subjects engage in talk-in-interaction and make sense of self and others in their stories" (p 5).*

The words dialectic and ethnograpic are collocation with surrounding aspect of ethnolinguistics. When we talk about dialectic, indirectly it also relates with the ethnographic. Especially, in this case the author analyze the dialectic which it relate with the language and the region of the participant who immigrate in other countries. The writer assumes that the relationship dialectic and ethnograpic in this case is the project about ethographic in language society that people use in different dialect as subjects engage in talk-in-interaction and make sense of self and others. Dialect is one characteristic to observe the ethnographic. It is the language used in society that different in each location

f. Transitive verb and noun phrase

Sixth, the words *'transitive verb'* and *'noun phrase'* . It appeared in paragraphs 11,

> *"Though named only in the vaguest terms, the subjects 'anyone' and 'someone' (1, 2) are constructed as agents of possible negative acts through my use of the transitive verb 'make': 'has anyone made you feel bad? Have you had someone sometime make you feel bad' (1, 2)".*

In other sentence,

> *"In using a **noun phrase**, Peng strips the problem—the language barrier—of any agents or overtly named targets. As such, how, or even whether, Peng senses some discriminatory attitudes among his coworkers is left ambiguous"(p 20).*

Those words are styles of collocation that collocate with the grammar aspect. The writer implies that the author uses the transitive verb and noun form as such of linguistic aspect in the content of the talk.

3.1.2 Data II

The second journal that the writer would like to analyzes is *"Interview 'Problems' as Topics for Analysis"* by Kathryn Roulston. In this article the author argues that interactional difficulties and questioning practices identified in the methodological literature on qualitative interviewing as 'problems' provide topics of analysis. The author uses a constructionist conseptualization of interviewing to examine several issue identiied in methodological literature as 'problem', including te use of interview guide as a spoken survey, the use of closed questions, providing possible responses in questions and asking questuoins that include assumptions about participants' life world. In this article, the author alse used repetition dominantly. The writer found 9 repetition words, 4 pairs synonym, 3 pairs hyponym, and 4 kinds collocation words. But, there is no antonym and meronymy word in this article.

1. **Repetition**

   Repetition is the dominant type of lexical cohesion that author used in this article. There are 9 words are repeated in several paragraphs.

   a. **Response**

First, the word **'response'** is repeated 14 times in paragraph 2, 17, 18, 19, 21, 22, 26, 29, 31, 32 and 34. These are the sentences,

"The packaging of utterances by the interviewer at lines 1-3, 10, and the interviewee's initial response at line 8 demonstrate that both speakers are aware of the breach in interactional order posed by asking a question that has already been answered, and that this is a sensitive matter which is accountable."(p 17)

"This question implies a yes/no response in relation to two options—presentation and publication"(p 22).

The writer interpretes that the author uses the word 'response' refers to the feed back from the question. This responses come out from the speaker in interaction with interviwer. It includes some utterances in answering the question.

b. Perspective

Second, the word **'perspective'** is repeated in 10 time. It appeared in paragraphs 3, 10, 11, 18, 19, 20, and 31. In paragraphs 31,

"From a neo-positivist perspective of interviewing, asking questions that include assumptions about participants' life-worlds is problematic, because it fails to situate the interviewer as neutral and objective. From a romantic perspective of interviewing, asking these kinds of questions might also be seen as problematic, albeit for different reasons".

The author uses the word 'perspective' in several times to indicates how the each conceptionist's point of view about different ways of coneptualizating the human subject and data. Each of these conceptualizations reflect different assumtions about the generation and use of interview of data for research.

c. Utterances

Third, the word **'utterances'** is repeated seven times. The word appeared in paragraphs 10, 15, 17, 25, and 26. There are the example of sentenses that the word 'utterances' are exist;

"In Excerpt 3 drawn from Study 1, I provide a second example of closed questions used as a resource to assess the accuracy of my understandings of an interviewee's prior talk. These are found in lines 8 and 17, and relate to formulations (Heritage and Watson 1979) of the participant's prior utterances"(p 25)

*"The second formulation followed by a closed question, posed as 'at the same time because of your "prior experience (.) you: were: strongly critical about its usefulness in the program here would that be correct?' (lines 12–13) seeks to elicit a confirmation from the interviewee concerning my understandings of her **utterances**...".(p 26).*

The word 'utterances' in this case refers to the act of participant/speaker in expressing something about the question of interview by saying some words or just the simple word such as 'umm, huh, and yeah'. We can call the utterance is the kind of response in interview.

d. Interpretation

Fourth, the word **'interpretation'** is repeated in three times. It appeared in paragaraphs 4, 7, and 25. In these sentences,

"I argue that this approach to interviewing provides a theoretically-grounded approach to analysis of interview data that researchers in applied linguistics might use to examine interview practices and inform interpretations of data."(p 4)

"Multiple methods of data collection are used for the purposes of 'triangulation' (e.g. observations provide opportunitiesto check the accuracy of what participants have said); sustained fieldwork over time allows researchers to check the stability of participants' reports and validity of interpretations,..."(p 7).

The writer assumes the author uses the word 'interpreation' that implied to th way of understanding the data of research. It means that the author analysis the interview data to get the accuracy of meaning.

e. Analysis

Fifth, the word **'analysis'** is repeated in six times. It occured in first paragraph, paragraphs 4, 14 and 15. We can see in these sentences,

*"I argue that this approach to interviewing provides a theoretically-grounded approach to **analysis** of interview data that researchers in applied linguistics might use to examine interview practices and inform interpretations of data. This type of methodological **analysis** may be used by researchers to develop insights into moderating future practice and to consider how studies might be designed." (p 4).*

The writer interpretes the meaning of 'analysis' that author used in these sentences are to explain more detail about the data interview. It also processes the data interview that can help the researcher in understanding the data.

f. Linguistics

Sixth, the word **'linguistics'** is repeated in four times. It occured in first paragraph and paragraph 2 & 4. We can find the repeated in first paragraph such as,

*"Widely used by qualitative researchers across disciplines, the research interview is used by researchers in the field of applied **linguistics** in conjunction with participant observation, audio- and video-recording of naturally occurring interaction, and analysis of documentary and textual data. As evidenced by numerous research reports published in applied **linguistics** journals, researchers use research interviews as a way to access participants descriptions of their life worlds."*

The author repeated the 'linguistics' word in several times. The word 'linguistics' refers to the scientific study of languages. In this case, the author used the research interview related with study about language as applied linguistic. In interview, the author analyzes the language between the interviwer and participants.

g. Context

Seventh, the word **'context'** is repeated in four times. It appeared in paragraphs 2, 27 and in conclusion. In these sentences,

"In the examples I have shown in this article, I have shown through line-by-line analysis that interactions defined as 'problems' in methodological

*literature on interviewing, when seen in **context**, may only be read as problematic in relation to one's theoretical conception of interviews and research purposes.Clearly, methodologists offer advice for the purpose of providing rules-ofthumb that need to be applied in nuanced ways. When acquiring new skills, however, novices, tend to apply rules in 'context-free' ways, as Dreyfus and Dreyfus (1986) have shown."(in conclusion)*

In this case, the word 'context' has the function that the knowledge that each interviwer and participant have about the situation in interview to get understanding about the topic of interview. It will helps the participant in answering the question.

h. Conceptualization

Eigth, the word 'conceptualization' is repeated four times. It appeared in paragraph 4 and three times in paragraph 5. For example,

*"Recent methodological work that draws on 'constructionist approaches to interviewing that is, **conceptualizations** of the interview as a socially-situated encounter in which both interviewer and interviewee play active roles (Holstein and Gubrium 1995) takes the co-construction of interview data as a topic of examination, rather than as a transparent resource"(p.4)*

*"In my reading of the methodological literature on qualitative interviews, I have discerned at least six **conceptualizations** of research interviews... Each of these **conceptualizations** reflects different assumptions about the generation and use of interview data for social research... The other emerging **conceptualizations** are discussed elsewhere (Roulston, 2010)"(p.5)*

In this case, the word 'conceptualizations' means different assumptions about the generation and use of interview data for social research. There are six conceptualization of researh interview and it has different idea and planning about the interview.

i. Co-construction

Ninth, the word 'co-construction' is repeated in three times, it appeared i

paragraph 2, 4 and 7. We can see in paragraph 2,

> *"Through such examination, researchers can account for the researcher's part in the co-construction of research data, show how participants of research interviews artfully formulate their accounts in response to interviewers, and demonstrate the ways in which problems might be viewed from different theoretical perspectives",*

In paragraph 4,

> *"Recent methodological work that draws on constructionist approaches to interviewing that is, conceptualizations of the interview as a socially-situated encounter in which both interviewer and interviewee play active roles (Holstein and Gubrium 1995) takes the co-construction of interview data as a topic of examination, rather than as a transparent resource"*

In paragraph 7,

> *"These are that participants do not necessarily tell the truth, or do what they say they do, the researcher's subjectivities and beliefs may bias the data through expressions of personal opinions in interview interaction, and representations of interview data do not account for the researcher's part in the co-construction of data".*

In this case, the word 'co- construction' indicates as the creating of interview data

from researcher's idea. The author arranged some the interview data as a topic of

examination in interview.

2. Meronymy

a. Literature and Linguistic

The first, the word **'literature'** and **'linguistic'** are meronymy because it

includes as part of english studies. We can see those word are appeared in these

sentences,

"In this article I propose an approach that may be used by researchers in applied linguistics to examine interview interactions identified as problematic". (p.2)

"For example, in methodological literature on interviewing, common problems include interviewers posing questions with possible responses included or 'leading questions (e.g. Arksey and Knight 1999), or expressing personal opinions and experiences (e.g. Weiss 1994). (p.3)

Those words are meronymy because it is part of english studies that used as methodology and approach in interview to asking question and analyze the respond.

b. Methodological and Theoretical

Second, the word **'methodological'** and **'theoretical'** are meronymy. It is part of using in analysis. Those word are applied in paragraphs 4,

"I argue that this approach to interviewing provides a theoretically-grounded approach to analysis of interview data that researchers in applied linguistics might use to examine interview practices and inform interpretations of data. This type of methodological analysis may be used by researchers to develop insights into moderating future practice and to consider how studies might be designed." (p.4)

The writer implies the author used these words is collocate. the word 'theoritical' and 'methodological' are part of analysis. When the author analysis the 'problems' in interview, it has to use methological and theoritical as principle on particular activity in analysis the data.

3. Synonymy

a. Understanding and Interpretation

First, the word **'understanding'** and **'interpretation'** are synonymous. In these sentence,

"In Excerpt 3 drawn from Study 1, I provide a second example of closed questions used as a resource to assess the accuracy of my understandings of an interviewee prior talk. These are found in lines 8 and 17, and relate to formulations (Heritage and Watson 1979) of the participants prior utterances. This physician had been asked to indicate her position in relation to my interpretation of the range of perspectives of MBM expressed by physicians in an earlier round of interviews." (p.25)

The writer assumes the the author uses the synonym words to indicates the understanding in catch the point in the interview from the utterances.

b. Perspective and Conception

Second, the word **'perspective '** and **'conception'**. In paragrahs 19 ,

"From a romantic conception of interviewing, this is likely to be read as poor interview practice in that it overlooks the importance of recognizing the content of prior talk." And in paragraphs 35, *"From a romantic perspective of interviewing, asking these kinds of questions might also be seen as problematic, albeit for different reasons"*. (p.19)

The writer argues the author used these words 'perspective' and 'conception' as a synonymous. because of these words have same meaning. In this case, these words refer to the way of conceptionist think about the process of forming an idea in interview including the point of view about this interview.

c. Neutral and Objective

Third, the word **'neutral'** and **'objective'** are synonym. It appered in paragraphs 35,

"From a neo-positivist perspective of interviewing, asking questions that include assumptions about participants' life-worlds is problematic, because it fails to situate the interviewer as neutral and objective."(p.35)

These word 'neutral' and 'objective' have the same meaning in this case. The writer thinks that the authors refers these words to the interviwer doesn't need

to assumption the problem of participant's life, because the analysis is not influenced by opinion and considering only the fact (data).

d. Comparison and Contradiction

Fourth, the word **'comparison'** and **'contradiction'** are synonymous. In paragraph 28 we can see this word,

> *"The interviewer provides possible responses for the interviewee in this case, seeking a **comparison** of the room in which they were sitting to the conference rooms usually used."* And in paragraphs 26, *"At line 19, the delivery of an additional follow up question is overlapped by the participant— who preempts the question by providing an account that attends to the apparent **contradiction** between the positions she has claimed (lines 2024).*
>
> *"* In this case, The writer thinks that the author used these words because the meaning of contradiction and comparison have same meaning. The meaning of these words is the author wants to distinction more than one thing in the interview. It means the author compares the differents things in the process of interview.

4. Hyponymy

a. Conseptualization with 'neo-positivist, romantic, constructionist, postmodern, transformative, and decolonizing'

First, the word **'conceptualization'** is superordinate from the sub-ordinate **'neo-positivist, romantic, constructionist, postmodern, transformative, and decolonizing'**. It appeared in sentence,

37

*"In my reading of the methodological literature on qualitative interviews, I have discerned at least **six conceptualizations** of research interviews. Although multiple labels have been used to describe these approaches, I use the terms 'neo-positivist, 'romantic, 'constructionist', 'postmodern', 'transformative', and 'decolonizing' for heuristic purposes to consider different ways of conceptualizing the human subject and data."(p.5)*

In this term, the author used the style of hyponym that explained the superodinate to sub-ordinate such as the 'neo-positivist, 'romantic, 'constructionist', 'postmodern', 'transformative', and 'decolonizing'. Those words are sub-ordinate from conceptualizations of research interviews. In the next sentences the author explain more detail about the characreristics of the hyponym words.

5. Collocation

a. Thesis and Journal

First, the word **'thesis'** and **'journal'** are collocate with the kinds of discourse. In the first paragraph,

*"As evidenced by numerous research reports published in applied linguistics **journals**, researchers use research interviews as a way to access participants' descriptions of their life worlds."*

And in paragraphs 22,

*"First of the closed questions posed in Excerpt 2 seeks further information concerning a prior topic of talk—whether the interviewee has presented or published findings from his master's **thesis.**"*

Those words are related each other, because the author used these word to convince the reader about accuracy this research interview is based on the prior of his master's research and has published in applied linguistics journals. The

'thesis' and 'journal' are the formal writing that have examined before, in order to the result of research is accurate.

b. Analysis, Survey, and Research

Second, the word **'analysis, survey,** and **research'** are also collocate. It surrounding aspect in the term of research something. In the first paragraph,

> *"The research interview has long been an important method of data generation used by researchers to elicit descriptions from participants concerning their experiences, perspectives, beliefs, and opinions".*

in paragraphs 13,

> *"For the purpose of illustration, I have selected excerpts that demonstrate interactions on the part of the interviewer that are recognized as 'problems' in methodological literature on qualitative interviewing. These include: Using the interview guide as a spoken survey; Asking closed questions..."*

and in paragraphs 15,

> *"Since questions and answer (QA) sequences are integral to research interviews, my **analysis** begins by examining how QA sequences which can be construed as problematic unfolded on a turn-by-turn basis."*

The word ' research', 'survey' and 'analysis' are collocate, because each parts are related to analysis a data. In this term, the researcher makes a research interview which need a spoken survey to get the data. After researcher got the data, he has to analyze the data to get the result of research.

c. Talk and utterance

Third, the word **'talk'** and **'utterance'** are collocate with the surrounding aspect of interaction. In paragraph 12,

"In the next section, I provide an outline of the data sets from which I have drawn sequences of **talk** *to illustrate various kinds of interview problem.*

And in paragraphs 15,

"As Sacks (1992) has shown, Q–A sequences are one of a class of **utterances** *known as adjacency pairs that prefer a specific kind of utterance in the next turn. In an adjacency pair, once the question or 'first-pair part' is* **uttered;** *a slot becomes available for the answer, or 'second-pair part', although this may not occur."*

The word 'talk' and 'utterance' are collocate with the some element that support in conversiation. In this case, the author used these word to indicate the data come from the sequence of talk and some utterances in response of question.
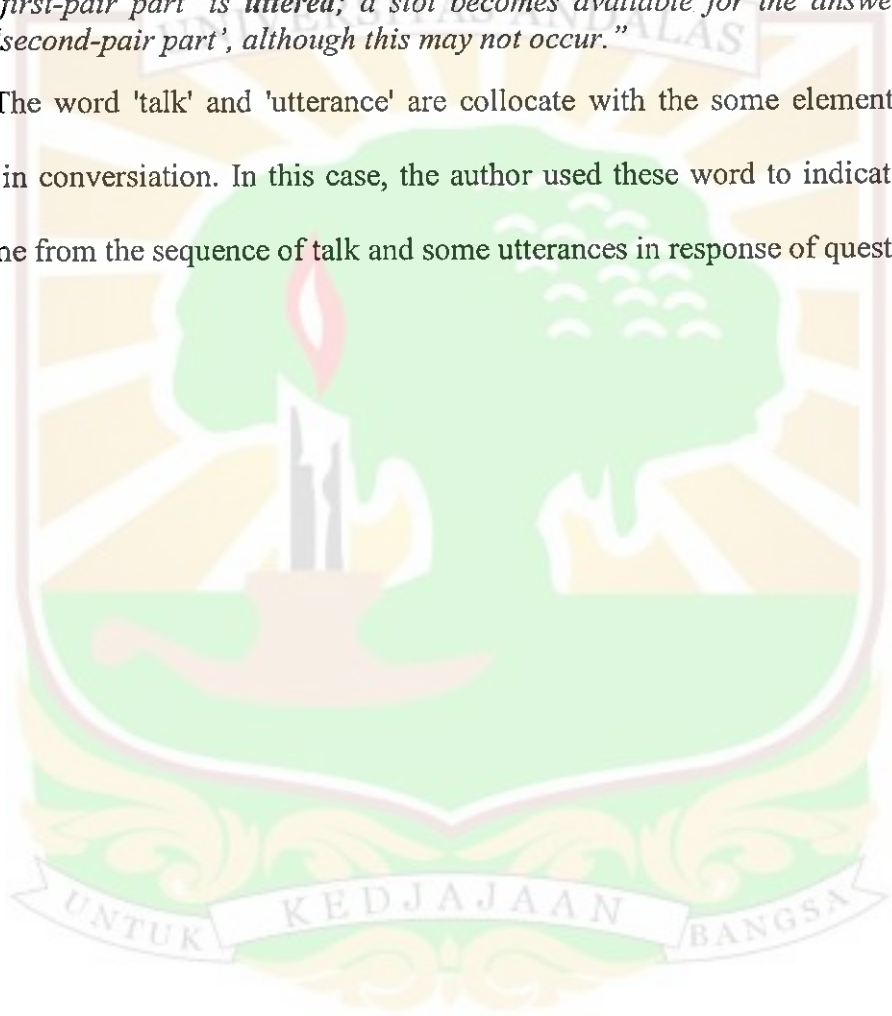
3.1.3 Article III

The third journal that the writer would like to analyze from volume 31 ,*The Relationship between Applied Linguistic Research and Language Policy for Bilingual Education* (Johnson). This article shows that bilingual language policy implementation is an agentive process which can be influenced by applied linguistic research and researchers. Based on this article, the writer found 8 words repettition, 1 pair synonym, 1 pair antonym, 3 pairs hyponym and 4 kinds collocation. There is almost all types of lexical cohesion that author used in article. Repetition is style that author used dominantly in writing this article.

1. **Repitition**

   There are 8 word are repeated in this article. The repetition is the dominant type that author used in this article. The repetition word appeared in several paragraphs.

   a. Monolingual

First, the word 'monolingual' is repeated in four times. It appeared in paragraph 13, 26, and 41. The writer picks up in paragraph 41 because the word 'monolingual' appeared twice in this paragraph.

> *"The educational transformation relies on Luci's interpretation of Title III as rigidly English-dominant and her own beliefs about language education research. In order for the effects of Title III to be truly **monolingual**, at least in Philadelphia, administrators must allow themselves to be conscripted by its **monolingual** discourse".(p.41)*

The writer assumes that the author uses the word monolingual twice in that sentence to emphasize the interpretation of title III to be truly one language so the administrators have to allow by its monolingal discourse.

b. Language acquisition

Second, the word 'language acquisition' is repeated in nine times. It appeared in paragraph 12, 18, 32 and 36. The most appeared in paragraph 32 for 5 times and 2 times in paragraph 36.

> *"..Note the immediate nod to English **language acquisition** and the district's assertion that they are committed to programs which ensure this, thus appropriating Title III's English-focused discourse. However, using second **language acquisition** research to engender sound instructional practices is conspicuously different than Title III's assertion that programs need to be sbased on scientifically based research". (p.32)*

The writer assumes the author use the word 'language acquisition' to describe about the the process of comprehension appropriating Title III's English-focused discourse.

c. Context

Third, the word 'context' is repeated three times in paragraph 11. We can see in this paragraph,

> *"The purpose of intertextual discourse analysis of language policy is to analyze policy text and discourse in the **context** of and against the background of other texts and discourses to illuminate policy Discourse and establish links between the various layers of language policy. Specifically for this article, I focus on circulating ideas about 'research' as they influence bilingual education policy. Each text, collected during ethnographic fieldwork, is analyzed in light of features within the layers of **context** which may be intertextually linked. Explanation of the **context** in which each text was collected is supported by field notes and participant observation".(p.11)*

The writer thinks the author analyzes the intertextual discourse based on the context in each text which collected by participant observation. In this case, the context means aspect social which related to particular utterance in discourse analysis.

d. Ethnographic

Fourth, the word 'ethnographic' is repeated for seven times. It appeared in paragraph 4, 7, 8, 9, 11, 38, and in conclusion. In these sentences,

> *"Thus, this article focuses on the appropriation of one policy -- Title III of NCLB -- in the School District of Philadelphia (SDP) and, more specifically, I focus on a theme which emerged during **ethnographic** field work"(p7).*
>
> *"**Ethnographic** data collection emerged out of a series of action-oriented research projects on language policy and bilingual program development with bilingual education teachers, administrators, and outside researchers"(p8).*

The writer thinks that the author uses the word 'ethnographic' in several times to indicate data collection series of action-oriented research projects on language policy. In this case, ethnographics means a research about social aspect in language used in in the School District of Philadelphia (SDP) that use particular technique in analysis the context of it.

e. Intertextual

Fifth, the word 'intertextual' is repeated eleven times. It appeared in paragraph 10, 11, 19, 23,24, and point 3. The word 'intertextual' most appeared in paragraph 10 for 3 times and in paragraph 11 for 3 times.

In paragraph 10,

> *"Along with ethnography, I use **intertextual** discourse analysis to analyze the connections between the various layers of policy discourse. Bakhtin (1986) proposes that both the texts we write and the speech we create (discourse) are filled with the echoes of previous speakers and writers. These echoes, or **intertextual** connections, imbue texts and discourse with dialogic overtones and multiple meanings and any interpretation of a (potentially multi-voiced) text or discourse requires an understanding of these **intertextual** connections."(p.10)*

In paragraph 11,

> *"The purpose of **intertextual** discourse analysis of language policy is to analyze policy text and discourse in the context of and against the background of other texts and discourses to illuminate policy Discourse and establish links between the various layers of language policy...**Intertextual** connections are then analyzed between micro-level language policy discourse and top-down or macro-level language policy Discourse. The goal here is to trace the **intertextual** links between federal and local language policy discourse by focusing on a particular theme: the role of Applied Linguistics research and/or researchers in language policy creation, interpretation, and appropriation".(p.11)*

The writer thinks the author uses the word 'interterxtual' several times in this paragraph because the author wants to analyze the connections between the various layers of policy discourse. We already know about the intertextual is the relation of feature in particular discourse with others discourse. In this case, the author uses intertextual discourse analysis of language policy is to analyze policy text and discourse in the context of and against the background of other texts and discourses to illuminate policy Discourse and establish links between the various layers of language policy.

f. Interpretation

Sixth, the word 'interpretation' is repeted 22 times. It appeared in paragraph 9, 10, 21, 23, 30, 35, 37, 38, 40, point 2, point 5 and in conclusion. As the data we can look in these sentences,

> *"Luci has promoted transitional bilingual programs which exit ELLs to English-medium classrooms by middle school. Her interpretation of the research accommodates (or vice versa) her interpretation of the intentions of Title III.." (p37)*

> *"Luci's beliefs about the research, and here she alludes to Stephen Krashen's research, are used to justify her interpretation of Title III as restrictively focused on English language development" (p38).*

The writer thinks that the author repeated the word interpretation which means the Luci's understanding of the research about Title III.

g. Perspective

Seventh, the word 'perspective' is repeated twice. First, in sentence,

> *" I acted as a participant observer during the production of the policy and I also helped edit the policy document at various stages in its development. However, while this gave me an insider's perspective of how a local policy might be created, the minor additions I made to the document were largely ignored in the end"(p22)*

and second,

> *" At the language policy retreat, Eve and I discussed the ramifications of Corson's perspective on the SDP language policy.."(p25).*

The writer thinks the meaning of prepective which the author repeated for twice is the author's point of view of how a local policy might be created and Corson's point of view on the SDP language policy.

h. Bilingual

Eigth, The word 'bilingual' is almost exist in every paragraph. It repeated

112 times. We can see in these sentences,

> "This section deals with the role of research in the development of Title III and in the resulting policy language. An analysis is offered of early drafts of Title III and the discourse (legislative debate) which led to its enactment. I look at how **bilingual** education' is defined and the requirement that all language education programs should have scientifically based research support. Defining **bilingual** education Beginning in 1968 when it was first enacted, Title VII of the ESEA, otherwise known as the BEA, was the preeminent federal educational language policy which governed how federal money was administered to language education programs in the USA"(p12)

> "HR 1 might have restricted **bilingual** education to three-year transitional programs and concomitantly outlawed developmental **bilingual** education"(p13).

In this case, the writer thinks the author uses the word 'bilingual' in several times

as the object that want to analysis in this research. This research is about the using

of bilingual education.

2. Synonymy

a. Interpretatition and Definition

First, the word 'interpretation' and 'definition' have the same meaning in

particular sentence. Such as in point 5 of discussion,

> "Luci's **interpretation** of Title III was filtered through her **definition** of bilingual education as necessarily transitional and she cited Krashen (in her words, a linguist and a scientist) as an expert who supports this transition".

The author used those words in sentence which have the meaning about the understanding of Title III and bilingual education. It is a style of author that use two different words which have same meaning in one sentence.

3. Antonymy

a. Bilingual and Monolingual

First, the word 'bilingual' and 'monolingual' are antonym. We can look at this paragraph,

> *"Eve cited a community of applied linguistic researchers to promote and maintain local Discourses about the benefits of developmental **bilingual** education and she portrayed larger societal Discourses outside the SDP— as espoused by Donna Christian and Richard Ruiz—as supportive of local policy discourse. In this way, Eve challenged **monolingual** Discourses, so prevalent within and without US educational language policy, and instead portrayed applied linguistic research and researchers which support developmental **bilingual** education as a dominant Discourse" (p26).*

In this case the word 'monolingual' and 'bilingual' have opposite meaning. The writer thinks that the author reports about the research of applied linguistic community. The researcher wants to observe the benefits of developmental bilingual education which it means the using of two languages in education. In other side, she challanged monolingual discourse intend to compare with bilingual education as a dominant discourse.

4. Hyponymy

a. 'Expert' with 'Linguist' and 'Scientist'

First,the word 'expert' is hipernym from hyponym words 'linguist' and 'scientist'. In this sentences,

> *"She enhances Krashen's standing as the **expert** by emphasizing his position as a **linguist** and a **scientist**; in other words, Luci'a is relaying Krashen's expertise to the teachers who should not blame the messenger for the message"(p39).*

The word 'linguist' and scientist are hyponym from word 'expert. In this case, the writer thinks that Lucy sets Krashen's position as expert to be as a linguist and a scientist. It means the linguist and scientist are kind o sub ordinate from expert.

b. Article and Discourse

Second, the word 'article' is hyponym of 'discourse'. It appeared in sentences,

> *"For this study, the object of analysis is policy discourse which includes spoken interaction (e.g. policy meetings, congressional debate, and interviews) and writing (e.g. language policy language). Contained within this policy discourse are policy texts which are a part and product of the discourse and typically take the form of a language policy in the traditional sense, i.e. the language policy text. What is referred to as a text, then, is simply the reproduction of some policy discourse and text for the purpose of analysis in this article".(p.11)*

In this sentences obviously the word 'discourse' has several hyponyms such as spoken interaction, writing, text and article. The writer thinks that the author want to analyze some product of dicourse based on the text inluding the some spoken interaction and writing which being the purpose of this article.

c. 'Idealism' with 'Pragmaticism' and 'Bilingualism'

Third, the words 'pragmatism', 'bilingualism' are hyponym from word 'idealism'. In these sentences,

> *"However, initial policy language filled with **idealism** eventually gave way to **pragmatism**, and, while the initial community of policy developers included a more egalitarian mix of teachers and administrators from multiple levels of institutional authority, OLCA eventually took control of*

the drafting process." And *"Obscured in this federal discourse about bilingual education is the notion that it can be a means for fostering **bilingualism** and biliteracy for both native and non-native English speakers alike; that it is a means for utilizing languages as (cultural, educational, or economic) resources; orthat ELLs have a right to literacy in their mother tongues"* (in point 1 discussion).

The writer thinks the words 'pragmatism' and 'bilingualism' are kinds of idealism. They are comunity that have same idea which their course either pragmatics or bilingual. So, it makes the writer includes the pragmaticm and bilingualism as subordinate of idealism.

5. **Collocation**

   a. **Language and Linguistic**

   First, the word 'language' and 'linguistic' are collocated. In these sentences,

   *"Thus, this article focuses on the appropriation of one policy -- Title III of NCLB -- in the School District of Philadelphia (SDP) and, more specifically, I focus on a theme which emerged during ethnographic field work: the role of Applied **Linguistics** research and researchers in the creation, interpretation, and appropriation of language policy"(p7).*

   *"I look at how bilingual education'is defined and the requirement that all **language** education programs should have scientifically based research support" (p12).*

The writer interprets that the author use the language which collocate with applied Linguistics aspect. Every Applied linguistics research use the analysis of language in research. In this article, the author focuses on analysis of language education especially bilingual education o language policy.

b. Method and Theory

Second, the words 'theory' and 'method' are collocate. It appeared in these sentences,

> *"She used the book as a stepby- step manual for constructing the policy and she perpetrated the modus operandi of Corson's policy theories"(p25).*

> *"This text defines bilingual education as a method which develops and maintains first language literacy which is not a goal of transitional programs and stands in contrast to Title III's assertion that the goal of bilingual education is for limited English speakers to enter all English-instructional settings" (p32).*

The word 'theories' and 'method' are related each other. They are the aspects which is used in the analysis of the data. In this research, the author uses method and particular theories to analyse the language used and to interprete the tittle III.

c. Conversation, Debate, and Interaction

Third, the word 'conversation', 'debate', 'interview' are such collocate with spoken interaction aspect. In this sentence,

> *"For the sake of data triangulation, I conducted multiple formal and informal interviews with key teachers and administrators, including recorded interviews with four administrators and four bilingual teachers and I recorded naturally occurring conversation at language policy meetings"(p8),*

The word interviews and conversaton include as the interaction. In other sentence,

> *"For this study, the object of analysis is policy discourse which includes spoken interaction (e.g. policy meetings, congressional debate, and interviews) and writing (e.g. language policy language)"(p11).*

In the previous sentence, the writer thinks the author categorizes debate and interview belong to spoken interaction. So, those words are kinds of several spoken interaction in communication.

d. Community and Ethnography

Fourth, the word 'community' is collocate with the word 'ethnographic'. It appeared in sentence,

> *"Specifically for this article, I focus on circulating ideas about 'research' as they influence bilingual education policy. Each text, collected during ethnographic fieldwork, is analyzed in light of features within the layers of context which may be intertextually linked"(p11).*

The other word of 'community' appeared in conclusion,

> *"This article shows that bilingual language policy implementation is an agentive process which can be influenced by applied linguistic research and researchers. Because they are positioned as experts, at least in Philadelphia, researchers can become members of the discourse community which shapes the appropriation of language policy".*

The writer thinks the word 'community' is an aspect serounding of ethnograpic. In this case, the author focuses to applied linguistic researche by observes the discourse community in language policy. Addition, Ethnographics means a research about social aspect in language used in in the School District of Philadelphia (SDP) (as community) that use particular technique in analysis the context of it.

.3.2 Recapitulation of the Lexical Cohesion in the three Articles

The writer would like to describe the recapitulation of lexical cohesion in article. It indicates the frequency of each type of lexical cohesion in the three articles. The purpose is to see the dominant type which authors used in their articles.

The Frequency of Occurence of Lexical Cohesion in Articles

Article	Repetition		Synonym		Antonym		Hyponym		Meronymy		Collocation		Lexical Cohesion	
	f	%	F	%	f	%	F	%	f	%	F	%	f	%
1	8	47	2	12	1	6	-	-	-	-	6	35	17	1(
2	9	47	4	21	-	-	1	5	2	11	3	16	19	1(
3	8	47	1	6	1	6	3	18	-	-	4	23	17	1(
Total	25	47	7	13	2	4	4	8	2	4	13	24	53	

From the above table, it can be infered that the three journals used all types of the lexical cohesion; repetition, synonym, antonym, hyoponym, meronymy, and collocation. In the journal by Miller, she often used repetition style in her journal. She used repetition in journal to emphasize the purpose of topic discussion of article. Meanwhile, using of collocation also the important role in creating this article that to make the variation in style of writing by choosing the word which collocate. The writer found 50% repetition, 12% synonym, 5% antonym, and 40% collocation. But, the writer did not find the hyponym and

meronymy in this journal. The writer just found the lexical cohesion such as repetition, synonym, antonym, and collocation.

The second article by Roulstond also used repetition dominantly. It appeared in above table that 47% repetition, 21% synonym, 5% hyponym, 11 % meronymy and 16% collocation. There are lmost all types of lexical cohesion in this article; repetition, synonym, hyponym, meronymy, and collocation. The writer did not find the antonym word in this article.

In the third article by Johnson also still used the repetition dominantly. Almost all the type of lexical cohesion are appeared in this article unless meronymy. The percentage each type of using lexical cohesion is 47% repetition, 6% synonym, 6% antonym, 18% hyponym and 23% collocation.

Based on the analysis of three articles, it can be infered that the dominant type on the using of lexical cohesion in the three articles is repetition with the occurance 47%. The authors repeated certain words regularly to emphasize the meaning of the words to make the reader understand about the topic discussed in each article.

CHAPTER IV

CONCLUSION

Based on the previous analysis and discussion, the writer concludes that the lexical cohesion is part of text in building a text. The use of lexical cohesion in the article may help the reader in understand it. Here, the writer found that the authors did not use all types of lexical cohesion in their articles. In fact, the authors dominantly used repetition.

In the previous chapter, it can be seen that the form of repetition appeared more dominantly than any other type of lexical cohesion. The writer thinks that the authors used repetition dominantly in order to emphasize particular words which can help the reader interprets the meaning of topic discussion in each article. In other side, using collocation and synonym also play an important role in creating these articles. The type of antonymy, hyponymy and meronymy are the supporting aspects in arrangement three articles.

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