AN ANALYSIS OF LEXICAL COHESION IN NARRATIVE TEXT THREE CHILDREN STORYBOOKS OF "OLIVER AND JUMPY" BY WERNER STEJSKAL

A THESIS

Submitted to English Language Teaching Department, Tarbiyah and Teacher Training Faculty, Syekh Nurjati State Islamic Institute Cirebon in Partial Fulfillment of the Requirements of Undergraduate Degree

by :
MARIA ULFA
Reg. Numb: 14121320243

ENGLISH LANGUAGE TEACHING DEPARTEMENT
TARBIYAH AND TEACHER TRAINING FACULTY
SYEKH NURJATI STATE ISLAMIC INSTITUTE
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ABSTRACT

Maria Ulfa, 14121320243. *"An Analysis of Lexical Cohesion in Narrative Text Three Children Storybooks of Oliver and Jumpy by Werner Stejskal"*

This research an analysis of lexical cohesion in narrative text three children storybooks, entitled: *oliver and jumpy.* This research is interest because the author of that strorybooks is not English people or native speaker but the author from oliver and jumpy book's is from Austria and the mother languange of that country is Germany. Then, the unique from the author is accuracy and language in the books good enough that is unlike English Foreign Language Learner's.

The aims of this research are to identify what types of lexical cohesion which are commonly used in Narrative texts and to identify what the elements form lexical cohesion in narrative texts. This researcher based on theory from Haliday & Hassan (1976) to find out the types of lexical cohesion. The researcher employs the descriptive qualitative research as a type of theresearch. The data sources consist of children storybooks Oliver and Jumpy by Werner.

The method of collecting data is reading completely the story Oliver and Jumpy,classifying the word or sentences in every story and writing the derivationaffix. The instrument of research is documentation and technique of collecting data is documentation content analysis. Thefindings show that in the narrative children storybooks there are 6 types of lexical cohesion such as the total number of repetition devices is 62,31 %, while the total number of collocation devices is 10,14%, for instance collocation (10,14%), antonym (6,55%), hyponymy (2,89%), synonymy (15,94%), metonymy (2,17%) repetition more dominant than other. The elements form lexical cohesion in narrative texts storybooks there are affixes used in two types, prefixes and suffixes.

This research concludes that it is an evidence that the author are classified as good communicator and good writer, because the author can use the word choice in good variation and effectively although the author is not native language.

Keywords: *lexical cohesion, narrative text, suffix, prefix*
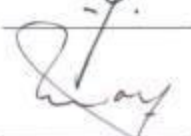
RATIFICATION

This thesis which entitled **"AN ANALYSIS OF LEXICAL COHESION IN NARRATIVE TEXT THREE CHILDREN STORYBOOKS OF OLIVER AND JUMPY BY WERNER STEJSKAL"**, written by Maria Ulfa registered numbers 14121320243 has been examined on 28th July 2016. It has been accepted by board examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

	Date	Signature
The Head of English Language Teaching Department Lala Bumela, M.Pd NIP. 19821231 201101 1 011	09-08-2016	
The Secretary of English Language Teaching Department Sumadi, SS. M. Hum NIP. 19701005 20000031 002	09-08-2016	
Examiner 1 Drs. Tohidin M, M.Pd NIP. 19650308 199903 1 002	05-08-2016	
Examiner 2 Mustopa, M. Ag NIP. 19660815 2005011 003	09-08-2016	
Supervisor 1 Dr. Tedi Rohadi, M.Pd, S.E, Dipl. TEFL NIP. 19680309 200801 1 017	09-08-2016	
Supervisor 2 Dr. Asep Kurniawan, M. Ag NIP. 19710801 200312 1 001	09-08-2016	

Acknowledged by the Dean of *Tarbiyah* and Teacher Training Faculty
Syekh Nurjati Islamic Institute Cirebon

Dr. Ilman Nafi'a. M.Ag
NIP. 19721220 199803 1 004

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CHAPTER I
INTRODUCTION

A. Research Background

Learning English as the medium of communication in todays globalized world, is of great importance for many people. In this educational system, English is taught to the students from elementary school up to university level. In recent years, the notion of discourse has been developed in human communication. Essentially, this notion provides the possibility of showing how various parts of a text or conversation or any stretch of language are interlinked or interwoven. This is done for instance, by cross-referencing with the use of definite articles or pronouns, by markers of logical development such as however, therefore, so, because and the like, by semantic links across items of vocabulary, by ellipsis in conversation the short answers of textbook practice and by substitution.

According to Halliday and Hassan (1976:8) Cohesion is "a semantic relation between an element in the text and some other dement that is crucial to the interpretation of it" The two elements, the presupposing and the presupposed, may be structurally related to each other, or they may not; it makes no difference to the meaning of the cohesive relation. So, cohesion is a semantic concept that occurs when the interpretation of some elements in the discourse is dependent on that of another.

Lexical cohesion is the most advanced cohesive means and thus the most difficult one to grasp. According to Halliday & Hasan (1976:287), "lexical cohesion is a cover term for the cohesion that results from the co-occurrence of lexical items that are in some way or other typically associated with one another, because they tend to co-occur in similar environment". The cohesive effect of lexical cohesion is achieved when two or more lexical items within a sentence or across sentence boundaries are associated with each other. The association may be one of related or equivalent meaning or may be one of contrast or may be one of co-occurrence. Lexical cohesion in this paper, mainly based on the taxonomy of

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Halliday and Hasan, is subdivided into six types: 1) Repetition 2) Synonymy 3) Antonymy 4) Superordinate 5) General noun 6) Collocation. This paper focuses on lexical cohesion across sentence boundaries, while that within a sentence is not explored.

Mansour (2015:36) declare that textbooks constitute the most obvious and common form of material support for language teaching. The traditional oral language teaching always focuses on the phonology, lexis and syntax level. However, the lexical cohesive failures of college students in discourse level are given little concern. On the current, domestic and international studies on lexical cohesion are mainly confined in written texts, and there is little research on the lexical cohesion in oral discourses.

The latest curriculum expects the students to learn the types of texts, such as narratives, descriptive, expository, etc. The media are for example storybooks, coursebooks, picture cards, tapes, games, songs, etc David (2003: 49-75). Parents also support their children to learn English, because they are happy to know that their children are learning English. They provide them with many kinds of facilities, such as games, children storybooks, movies, etc.

A text is a collection of words which have meanings. There are two kinds of text, spoken and written ones. A text is a unit of language in use. It is not a grammatical unit, like a clause or sentence; it is not defined by its size Halliday and Hasan (1976:1). The unity of text is showed by its coherence and cohesiveness. According to Halliday, every text has a texture, "A text derives this texture from the fact that it functions as a unity with respect to its environment." Cohesive elements are important linguistic features that pitch in the textual unity. The aim of this paperis to use linguistic tools that are useful in analyzing and understanding any written text. Understanding how cohesion functions within the text to create semantic links could be beneficial for students of english as a second or foreign language to help "decode" meaning.

Discourse analysis helps us explain the relationship between what we say and what we mean, and understand in a particular context, it can also give us the tools

to look at larger unit of text such as pattern of vocabulary and textual and organization that are typical of particular uses of language.

This research completed with previous study in the same field to find the gap of the research. The are several research which identified by the writer and attention to the way their students cite in lexical cohesion. Some studies concerning lexical cohesion, the first study by ShuXuan Wu (2010) about Lexical Cohesion in Oral English, Mansour (2015) about An Investigation into the Use of Cohesive Devices In Iranian High School EFL Textbooks, Hmound Alotaibi (2015) The Role of Lexical Cohesion in writing quality , There are three previous studies closely related to the current study. The previous studies focus on investigated about a guide to understanding theoretical and conceptual frameworks and investigating move structure of english applied linguistics research article discussions published.

From all of previous study, a study that more competence is a study by Hmound Alotaibi (2015). Hmound Alotaibi (2015) investigates the relationship between the lexical cohesion and writing quality. More particularly, it highlights the specific types of lexical cohesion that either enhance or weaken the writing quality. It accepts the fact that both "writing quality" and "cohesion" are still slippery terms due to the instability of the factors that label them. In the context of the writer current study, not always referred to exactly the same type of experience. The differences of the previous study with this study are the place of investigation, experience and the field of study. So, in this present study will occupy the void of pevious study. The writer's study differs from the previous study because it focused on the lexical cohesion in narrative text, but Hmound's study about The Role of Lexical Cohesion in writing quality.

Based on the explanation above, the writer has decided to conduct a research which focused on an Analysis Lexical Cohesion in the Narrative Text Three Children Storybook. A series of children storybooks entitled: *Oliver and Jumpy Molly the Mole, Oliver and Jumpy Saving Ducky, Oliver and Jumpy Jumpy's secret* have been choosen as the sample. The researcher choose that books, because all of that storybooks give a good moral value for children, and the

researcher curious to analysis the storybooks. This research is interest because the author of that strorybooks is not English people or native speaker but the author from oliver and jumpy book's is from Austria and the mother languange of that country is Germany. Then, the unique from the author is accuracy and language in the books good enough that is unlike English Foreign Language Learner's.

B. Limitations of the Research

This research will focus on analysis of Lexical Cohesion in Narrative Text Three Children storybook. A lexical cohesion that help writer communicate with the reader. According to Hyland (2005: 201) shows that metatext have largely focused on a limited number of academic genres such as research articles, textbooks and dissertations, but it is important to see how interactions work in other kinds of texts. That is why researcher choose analyze exactly to analysis of lexical cohesion in narrative text.

Altough there are largely area in semantic, the writer just focus on six types of lexical cohesion, there are:1) Repetition 2) Synonymy 3) Antonymy 4) Superordinate 5) General noun 6) Collocation. In this term the writer will analyze how are the lexical cohesion constructed, and what types of lexical cohesion which are commonly used in narrative text. In the writer research study, the writer was identify the problem, it is the reason why the writer want to focus about concerns analysis lexical cohesion examined the narrative text looking for the structure, syntactic features, and the number of cohesive ties. Because these aims are not far from convincing,conscientizing and swaying, their target audience to their side on various issues, subjects or particular demands. So, the writer interest with exploring lexical cohesion in narrative text. The process of designing lexical cohesion is developmental and experiental. Beside that, there so many kinds of text such as: procedure text, argumetative text, narrative text, report text etc, but the researcher just focus on narrative text, because the kind of storybooks is narrative text especially in fable.

The research undertaken for this study seek to explore what types of lexical cohesion which are commonly used in Narrative text. And then, to identify how

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lexical cohesion in narrative text constructed by analysing detailed narrative text children storybook examining such things as synonymy, antonymy, repetition, subordinate, general noun, collocation and so on. To put it another way, the objective of analysis lexical cohesion is to uncover the often tacit reasoning. Furthermore to describe, analyze and understand talk as a basic and constitutive feature of human social life. A series of children storybooks entitled: : *Oliver and Jumpy Molly the Mole, Oliver and Jumpy Saving Ducky, Oliver and Jumpy Jumpy's secret* have been choosen as the sample. The researcher choose that books, because all of that storybooks give a good moral value for children, and the researcher curious to analysis the storybooks. This research is interest because the author of that strorybooks is not english people or native speaker but the author from oliver and jumpy book's is from Austria and the mother languange is Germany. Base on the result of the researcher that have skimming reading in three children storybooks by Werner Stejskal, the unique from the author is accuracy and language in the books good enough that is unlike English Foreign Language Learner's.

C. Formulation of the Problem

In the background of the study,it is prominent that the title of this research is an Analysis of Lexical Cohesion in Narrative Text Three Children Storybooks. So, the formulation of the problem in this research is How to Analysis of Lexical Cohesion in Narrative Text?

D. Research Questions

Based on the background of the study that have describe, this study is expected to answer the following research questions:

1. What types of lexical cohesion are used in Narrative texts?
2. What elements form lexical cohesion in narrative texts?

E. Aims of the Research

However the writer have two aims of this research, there are:

1. To identify what types of lexical cohesion which are commonly used in Narrative texts.

2. To identify what the elements form lexical cohesion in narrative texts.

F. Significance of the Research

This research attempt to analysis of lexical cohesion in narrative text children storybooks. It is a good enrichment of study semantic and discourse analysis and also give contribution in a study of linguistic, especially in semantic. There are several significances of this study which can be beneficial for students, teachers, or readers. For students knowledge, the result of this study to know types of lexical cohesion which are commonly used in narrative text and knowledge on the elements form of lexical cohesion in narrative text.

For teachers, this study provides some information on how to anlysis a text. Besides, the researcher hopes that this study will be useful for other researchers as references for further researcher and for english students or those who concern at English.

G. Previous Studies

This section review some previous study that related with this research. The present paper partially continues a tradition represented by studies such assome studies concerning lexical cohesion, the first study by ShuXuan Wu (2010) which investigte Lexical Cohesion in Oral English, Mansour (2015) about An Investigation into the Use of Cohesive Devices In Iranian High School EFL Textbooks, Hmound Alotaibi (2015) The Role of Lexical Cohesion in writing quality , Fauzia (2012) Cohesion and Meaning, Zhao wei (2014) Local Coherence in Stream-of-Consciousness Discourse: A Centering Approach, Qian Li (2014) about An Empirical Study on the Application of Lexical Chunk to College English Writing, Iain McGee (2009) Traversing the lexical cohesion minefield.

There are seven previous studies closely related to the current study. The previous studies focus on investigated about a guide to understanding lexical cohesion especially in the text of english applied linguistics research article discussions published.

From all of previous study, a study that more competence is a study by Hmound Alotaibi (2015). Hmound Alotaibi (2015:261) investigate the role and the relationship between the lexical cohesion and writing quality. Moreparticularly, it highlights the specific types of lexical cohesion that either enhance or weaken the writing quality. Itaccepts the fact that both "writing quality" and "cohesion" are still slippery terms due to the instability of the factorsthat label them. The study raises some issues thatmight be taken further by researchers such as the mother tongue of the writers and the raters of the papers as well as the different disciplines and types of papers.In the context of the writer current study, not always referred to exactly the same type of experience. The differences of the previous study with this study are the place of investigation, experience and the field of study. So, in this present study will occupy the void of pevious study. The writer's study differs from the previous studybecause it focused on the lexical cohesion in narrative text, but Hmound's study about The Role of Lexical Cohesion in writing quality.

Furthermore, ShuXuan Wu (2010) argues that the lexical cohesive failures of college students in discourse level are given little concern. On the current, domestic and international studies on lexical cohesion are mainly confined in written texts, and there is little research on the lexical cohesion in oral discourses. Domestically, the researcher makes a survey on the cohesion mechanism of the oral discourses of college students, and proposes corresponding teaching strategies and methods. This study intends to explore the relationship between lexical cohesion and oral English quality through data analysis.The author concludes that English major students should improve their use of cohesive devices to make coherent and tightly organized oral discourses. The author also finds that the overuse of repetition and general nouns is a common phenomenon in their oral English, and the use of other types of lexical devices is far from

satisfactory. Finally, the study of lexical chain, lexical density, lexical length, lexical interaction and their relationship with oral English quality should deserve more attention in the future research to gain a more comprehensive interpretation of lexical cohesion and oral English quality.

Different with Mansour (2015) investigate about An Investigation into the Use of Cohesive Devices In Iranian High School EFL Textbooks, The present study aimed at probing into the use of grammatical and lexical cohesive subdevices in Iranian high school EFL textbooks. To this end, the reading sections of three high school EFL textbooks and one pre-university EFL textbook were analyzed in terms of the distribution of grammatical and lexical cohesive subdevices. Moreover, the results of Chi-Square test showed that the significant values of all of the lexical cohesive subdevices were higher than across each of the Iranian EFL high school textbooks. These findings can be beneficial for textbook writers, materials developers and EFL teachers.

Research study from Qian Li (2014) concerning the importance of research about many linguists and teachers have been doing research on foreign language teaching, trying to find an effective way to improve the students' foreign language acquisition especially foreign language writing. And thus the approach of employing the lexical chunks to teaching was put forward. The approach of teaching English writing by chunks offers a new way of solving the problems. Based on the previous research, the author thinks it necessary to probe into teaching English writing by lexical chunks so as to improve students' writing ability. This study increases the input of English Lexical Chunk to College English writing and analyzes the effect of this method on students' writing by conducting experimental research. According to the experiment analysis, it is concluded that increase of Lexical Chunk input can reduce the negative transfer of the native language, thus improving their writing in terms of wording collocation, sentence building, discourse cohesion and expression.

Dissimilar with McGee (2009) occupying an area that straddles both lexis 'proper' and cohesion lies 'lexical cohesion'. In what follows, it is argued that the teaching and learning of certain aspects of lexical cohesion is problematic, and

that this state of affairs may be behind the current neglect of this subject in EFL materials and classrooms. The paper begins with a brief overview of Halliday and Hasan's (1976:303) classification of lexical cohesion, and then looks, in turn, at four types of cohesive device. Learners' uses of these different cohesive ties are discussed, the obstacles to correct usage are noted, and suggestions aremade as to how teachers can help students to develop this aspect of their writing.

Not stop from that, Zhao (2014) measuring the degree of coherence of different transition sequences in stream-of-consciousness discourse on the premise of the distinction between coherence and cohesion. The addition of "coherence"and the distinction between lexical cohesion and cognitive and/or pragmatic coherence are crucial to the characterization of coherence in stream-of-consciousness discourse, which the Rule 2 of standard Centering cannot adequately capture. For the least but not last, Fauzia (2012) has explored the use linguistic tools that are useful in analyzing and understanding any written text. The principles of referencing, substitution, ellipsis, conjunction, andlexical cohesion were applied on the selected short story to reveal the significance of the cohesive elements that are present inthe text which provide semantic links among the words,phrases and sentences for the interpretation of meanings that exists within the text thus furnishing the texture ofthe text and transforming it into a piece of discourse.

In this previous research, the writer was inspired and felt curious with the current result as cited Hmound (2015) which talking about the role of lexical cohesion in writing quality made simple and says that Hmound highlights the specific types of lexical cohesion that either enhance or weaken the writing quality. It accepts the fact that both "writing quality" and "cohesion" are still slippery terms due to the instability of the factors that label them. The study raises some issues that might be taken further by researchers such as the mother tongue of the writers and the raters of the papers as well as the different disciplines and types of papers.

From those previous study can be taken a conclusion that previous study and this present study have the same area and cluster. Those seven previous study

above have differences with this study. But, previous study from Hmound alotaibi (2015) investigates the role and the relationship between the lexical cohesion and writing quality closely related to the current study. The first differences this study analyse lexical cohesion in narrative text. While previous study use in writing quality. However, this study is different with Hmound alotaibi study. In the context of the writer current study, not always referred to exactly the same type of experience. The differences of the previous study with this study are the text that will analyse, the place of investigation, experience and the field of study. So, in this present study will occupy the void of pevious study.

H. Theoritical Review

1) Types of Lexical Cohesion

While the terms 'cohesion' and 'coherence' tend to crop up together in the literature, the relationship between the two is a contested one: for example,Halliday and Hasan (1976: 2) suggest that cohesion brings about coherence. One thing that all writers would agree on, however, is that the use of lexical cohesive ties does not, necessarily, make a text more coherent, or better than another. A text lacking in lexical cohesive ties may be better organized, or the points may have better support than a text with more lexical ties. Having made this importantqualification putting lexical cohesion in its place.English has become a lingua franca. It means that English is widely applied in many countries as means of communication. In Indonesia, the English language is the first foreign language that can be taught in Elementary School start from the first grade as a local content subject. Moreover, nowadays English language teaching and learning is not only implemented in elementary school level but also in Kindergarten level.

This is usually referred to as the concept of cohesion: where by relationships between different elements in a text- written or spoken are made explicit. In other words, cohesion can be regarded as is a textual quality attained through the use of grammatical and lexical elements that enable readers to perceive or understand semantic relationships existing both within

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and between sentences. Grammatical cohesion concerns such matters such as reference, ellipsis, substitution, and conjunction. All of the facilities mentioned here are published in the market. Since the needs of English books are abundant, publisher produce many books which are wtitten in English. Unfortunately, many people do not comprehend the English written books. This emerges the needs of translation products. Therefore, the publisher produce books which are written in two languages: the first language is in native language and the second one is in foreign language. It is also called as bilingual books. Nowadays, the availability of the bilingual books is abundant. But the research concerning this phenomenon is still limited.

The aims of this paper is to use linguistic tools that are useful in analyzing and understanding any written text. The principles of referencing, substitution, ellipsis, conjunction, and lexical cohesion stated by Halliday and Hasan (1976:304) were applied on the selected short story to reveal the significance of the cohesive elements that are present inthe text which provide semantic links among the words,phrases and sentences for the interpretation of meanings that exists within the text thus furnishing the texture ofthe text and transforming it into a piece of discourse. Understanding how cohesion functions within the text to create semantic links could be beneficial for students of english as a second or foreign language to help decode meaning.

Cohesion occurs when the interpretation of one element is dependent upon another one in the text. Cohesion plays a special role in the creation of text because it can provide continuity that exists between one part of a text and another. And readers or listeners can rely on the continuity provided by cohesion to fill in the missing information, which are not present in the text but are necessary to its interpretation. Halliday points out repeatedly in his book the fact that it is the underlying semantic relation that actual has the cohesive power rather than the particular cohesive marker Halliday and Hasan (1976:229). Nevertheless, he insists that it is the presence of the cohesive markers that constitute the texture.

Lexical cohesion is about meaning in text. It concerns the way in which lexical items relate to each other and to other cohesive devices so that textual continuity is created. The seminal work on lexical cohesion is Halliday and Hasan's (1976) *Cohesion in English*, where it is nevertheless given the shortest treatment of thefive types of cohesion identifed by the authors. According to Halliday and Hasan (1976:318), lexical cohesion concerns two distinct but related aspects: reiteration and collocation. Reiteration is "the repetition of a lexical item, or the occurrence of asynonym of some kind, in the context of reference; that is, where the two occurrenceshave the same referent" Halliday & Hasan (1976:318–9), while collocationis the use of "a word that is in some way associated with another word in the precedingtext, because it is a direct repetition of it, or is in some sense synonymouswith it, or tends to occur in the same lexical environment" (Halliday & Hasan 1976:319). Collocations may include any words that are in some sort of semanticrelationship, although Halliday and Hasan (1976:284) draw special attention to superordinates,hyponyms and antonyms. It is to be noted that the conception ofcollocation, which is exemplified as operating primarily across clauses, is differentfrom the current understanding of the term in corpus linguistics, as is illustratedin some of the contributions to the present issue.

Lexical cohesion in this paper, mainly based on the taxonomy of Halliday and Hasan, is subdivided into six types: 1) Repetition 2) Synonymy 3) Antonymy 4) Superordinate 5) General noun 6) Collocation.

1) Repetition

According to Paltidge (2000:134) Repetition refers to words that are repeated in the text, as well as words that have changed to reflect tense or number such as feel and felt (reflecting a change in tense) and feeling and feelings (reflecting a change in number).

Repetition is a standard way of achieving lexical cohesion, particularly in science texts, the fact remains that there can be a lot of, what Ting (2003:6) calls, 'redundant repetition' in students' writing. Fromamarking point ofview, it may be that teachers are hesitant to draw

attention to redundantrepetition in student writing: repeating a word does not impedeunderstanding, and neither is overuse necessarily misuse.

2) Synonymy

Synonymy refers to the relationship between words that are similar in meaning such as customers and patrons. Inkpen and Hirst (2006:224-225) note three types of differences between synonyms/near synonyms: denotational differences, where there is a difference in meaning, for example 'lie' is deliberate, 'misrepresent'indirect, attitudinal differences for example 'thin' is neutral, 'skinny'pejorative, and stylistic differences for example in formality: 'cops' and'police'. True synonyms are few and far between, and research, particularlyin corpus linguistics, has helped us discover the different distributions of'apparent' synonyms in different genres, the semantic prosodies that thesewords have (for example 'bring about' tends to be used in positive contexts,'cause' when the consequence is negative), and the different collocationpatterns in which synonyms occur. Given such a state of affairs, simplyencouraging students to use synonyms for key words in their writing, ratherthan repeating them, is, in effect, an invitation to commit semantic suicide.

We would not usually expect our students to be sensitive to the above noted points, and yet such knowledge is required to use synonyms successfully.Other than their use in definitions, superordinates (i.e. words which'contain' otherwords, for example 'vehicle' is a superordinate of 'car') receivevery little attention in the classroom.Whilemany students have heard of theword 'synonym', 'superordinates' (also called hypernyms) and'subordinates' (hyponyms) are not words typically heard in the EFL writing classroom.It is usually the case that themore specific word is used first in a sentence ortext, and then superordinates are used later on, as they contain less information. This being so, subordinates and superordinates cannot be simply switched round in a text.

3) Antonymy

Antonymy refers to opposite or contrastive meanings such as good and bad , happy and sad Paltridge (2000:134). Examples of collocations from Halliday and Hasan (1976:285) are antonyms such as *like and hate, wet and dry*. In other words, pairs that are drawn from the same lexical set, such as *basement and roof, car and brake, mouth and chin*.

4) Superordinate

Definition of superordinates is words which 'contain' otherwords, for example 'vehicle' is a superordinate of 'car') receivevery little attention in the classroom. Whilemany students have heard of theword 'synonym', 'superordinates' (also called hypernyms) and'subordinates' (hyponyms) are not words typically heard in the EFL writing classroom.It is usually the case that the more specific word is used first in a sentence or text, and then superordinates are used later on, as they contain less information. This being so, subordinates and superordinates cannot be simply switched round in a text. For example, where 'Brazil' and 'country' have been switched around from the original text, Brazil seems to refer to a different country to that referred to in the opening words.

5) General word

General words the 'general word' class of Halliday and Hasan overlaps, to a certain extent, with more recent research on nouns, for example Flowerdew's signalling nouns. These nouns (for example 'achievement', 'problem', 'situation') can be used in a number of ways and they are a useful way for students to refer back to a particular event/state of affairs referred to earlier on (anaphorically) in their writing. The use of lexical cohesive ties has been found to be a significant differentiating factor between native speaker and non native speaker writing, and while it is tempting to postpone a focus on good writing style in the classroomto advanced level classes, this is probably not the best course of actionto take.While lexical cohesion is a complex area, and

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fraught with difficulty, it has been suggested in this paper that there are certain exercise types and awareness-raising activities that can make the subject a rewarding one for students and teachers to explore together in class: there are ways to traverse the minefield of lexical cohesion—indeed, some quite interesting ways.

6) Collocation

The collocation describes associaations between words that tend to co-occur, such as, combinations of adjectives and nouns, as in quality product, snide remarks and discerning customers. It also includes the relationship between verbs and nouns such as eat and food, and pairs of nouns such as friends and neighbours. Collocation "situations happens" is not typical in native speaker corpora—more frequent collocates of 'situation' would   be 'arise' and 'occur',and the plural 'situations', as already noted, is not very common .

Regarding the second means of achieving lexical cohesion (collocation), Halliday and Hasan (1976:284) define this as 'cohesion that is achievedthrough the association of lexical items that regularly co-occur'. As Tanskanen (2006:12) notes, collocation is not always considered to be a type of lexical cohesion, and it will not be considered asplaying a role in creating lexical cohesion in this paper. However, collocation knowledge will be referred to as a specific type of knowledge which students need to have to enable them to use reiterative lexical cohesive devices correctly.

Halliday and Hasan's model of lexical cohesion was developed further by Hasan, in part of her contribution to Halliday and Hasan,where he developed the notions of repetition, synonymy, hyponymy and meronymy. Continuing within this tradition, Martin developed a framework for a more detailed account of lexical relations, including Hasan's categories. In addition collocation "was factored out into various kinds of 'nuclear' relation" (Martin 2001:38), which consisted of elaboration, extension, and enhancement (as developed by Halliday

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1994) for the clause complex. Martin used the term 'ideation' torefer to lexical relations "as they are deployed to construe institutional activity."(Martin 2001:38).

In Halliday and Hasan's (1976: 4) influential work Cohesion in English, the authors explain that cohesion is a semantic concept. They divide cohesion into two broad areas: grammatical cohesion and lexical cohesion. The former includes reference for example three blind mice, substitution for example My axe is too blunt. I must get a sharper one, ellipsis for example Which hat will you wear? This is the best., and conjunction for example use of the words but, yet, so, etc. The bulk of Halliday and Hasan's book concerns itself with discussing these types of cohesive ties, and books aimed at developing academic reading and writing skills have given considerable attention to reference and conjunction and their roles in helping texts hang together. Even though lexical cohesion is the more pervasive in creating textual cohesion.

2)   Elements forming lexical cohesive relations

In this section we focus on the items that are selected for the investigation of lexical cohesion. The major questions concern the part of speech of the items and multi-word units. The question of which parts of speech to include in the analysis, is highly relevant in lexical cohesion. Certain relations tend to be realized with items of a certain part of speech. For instance, while collocation relations often contain verbs, hyponymy/hyperonymy and meronymy/holonymy are typical meaning relations between nouns. According to Berzlánovich et al (2008: 18) makes a clear distinction between grammatical items (members of a closed system, for example, personal pronouns and demonstratives) and lexical items (members of an open set) according to their contribution to cohesion.

According to Plag (2002:90) declares that 'affix' as a bound morpheme that attaches to bases. Although this seems like a clear definition, there are at least two major problems. First, it is not always easy to say whether something is a bound morpheme or a free morpheme, and second, it is not

always obvious whether something should be regarded as a root or an affix. There are two element forming word such as suffix and prefix:

a) Suffix

Nominal suffixes are often employed to derive abstract nouns from verbs, adjectives and nouns. Such abstract nouns can denote actions, results of actions, or other related concepts, but also properties, qualities and the like. Another large group of nominal suffixes derives person nouns of various sorts. Very often, these meanings are extended to other, related senses so that practically each suffix can be shown to be able to express more than one meaning, with the semantic domains of different suffixes often overlapping. For example: naugh+ty= naughty.

b) Prefix

The prefixes of English can be classified semantically into the following groups. First, there is a large group that quantify over their base words meaning, for example, 'one' (*uni-*, *unilateral, unification*), 'twice or two' (*bi-, bilateral).* In the following we look in more detail at the negative prefixes and two of their close relatives, mis- and anti-. The negative prefixes appear to be more complex in their distribution and behavior than most of the other suffixes and their domains overlap considerably.

Moreover, differences in the word forms lead to difficulties which lexical cohesive relation to choose. Previous studies unanimously treat different inflectional and derivational word forms with an identical lemma as repetition links. agree with the decision to treat inflectional variants as repetitions, as the inflectional affix only slightly modifies the meaning (e.g., *high – highest*, *type types*). However, derivational word forms need further consideration in our project, as derivational affixes may dramatically change the meaning of the word. So far we have treated different derivational word forms as repetitions (e.g., *ster* 'star' – *sterretje* 'little star'). Similarly, *Earth*

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and *earthly* form a repetition link Berzalanovich (2008:18). Halliday and Matthiessen (2004: 572) follow the same approach, but they note that it is hard to decide in certain cases of derivational variants (e.g., *rational – rationalize– ration – reason*) if they are "close enough to be considered the same item". They argue that derivational variants based on a still productive derivational process can be regarded as identical. This might suggest that a distinction could be made between derivational forms on the basis of the productivity of the affix.

However, the example of *write* and *writing*1 (writing as a process) and *writing*2 (writing as the product of the process). While for *write* and *writing*1 a repetition link may easily be assigned, *write* and *writing*2 fitting into our frame concept may be ranked under collocation. In order to make a final decision on the status of derivational forms, an inventory is being built from the corpus in our project.

We argue that the meaning of a compound is always more than the sum of the meaning of its components. With this we do not deny that the construction of the compounds is motivated by the meaning of their components, and the structure of many compounds is more transparent (e.g., *high + land _ highland*) or less transparent (e.g., *high + way _ highway*). In spite of such differences we treat all compounds in the same way in order to maintain systematicity in our analysis. Hence, for example, the compounds *dwarfstar – dwarf phase* do not create a repetition link (although their first components are identical), but looking at the meaning of the compounds as a whole we take the lexical cohesive relation between them as collocation. Eventually, our criteria for the selection of the items are semantic. The identity of form is relevant exclusively for the distinction between repetition and synonymy. For this reason, instances of homonymy (e.g., *light*adjective – *light*noun) are not included in our analysis either.

a. Narrative Writing

Narrative is a form of discourse and text which commonly concerns with the real or made-up memories of something happened, and often in the past event. In addition, narrative is also full of a chronological sequence of events; however, some of them hold merely one single event or jump around in time McCabe and Peterson(1991 : 1-2). Additionally, Labov (1972 : 360-361) defines that narrative is one way to summarize past experience by relating a verbal sequence of clauses to a sequence of events which is presupposed actually occurred. Minimal narrative can be comprehended as sequence of two clauses which are temporally ordered.

There are various types of narratives. Firstly, *scripts* are employed to convey knowledge of a well-known event that is usually informed applying the second person pronoun '*you*' and the present tense. Secondly, *recounts* involve telling about a personal experience when mostly prompted using the past tense. Thirdly, *accounts* are employed to explain a personal experience without delaying and those experiences usually are not shared by the listener. Fourthly, *event casts* are employed to explain an ongoing activity, report on a factual scene, or tell about a future plan. And finally, *fictional stories* are employed to the past, present, or future events that are not real. The events are described by focusing on someone or something attempting to carry out a goal.

Generally, children can retell their memories at around 2 years of age. They intend to show a collection of unrelated ideas. Therefore, their points of talking switch frequently and cohesive devices are not used to link the story together. It may be possible for their narrative to develop over the next few years. The further elaboration of their narrative ability can be described as the following. At first, narration tends to consist of reporting one event at a time. Then, it continues at the age of 3 and 4 years, children characteristically present narration together more than two events. Then, the children continue to tell a well-ordered story, but they often show an ending immediately at the emotional climax of a narrative.

After 6 years later, children successfully tell a narrative that meets the basic requirements of principal form of their culture. Then, in the early elementary school about six years old, children are able to tell stories that conform to particular schemata for story telling. Their stories commonly look more elaboration, with multiple episodes and various numbers of points of view. For instance, the common topics are familiar story, revealing the plot of movie or television show, or communicating personal experiences.

b. Children Storybook

Narrative text consists of many different types. For example, folktales, fairytales, fables, myths, legends, science fiction, modern fantasy, short stories, picture story books, and ballads Suryana (2007: 6). Story is a way to attract young learner to learn English. Stories provide a whole imaginary world with the use of language that children can access and enjoy as well as learning the language Cameron (2001:159). Moreover, there are other reasons why stories should play a central role in teaching and learning foreign language: Stories which rely so much on words provide a major and constant source of language experience for children. Stories motivate children to learn foreign language, increasing children's ability in listening, reading, speaking and writing. It also help children to be aware of the sound and the 'feel' of the foreign language, the experience of the story provoke a response through speaking and writing, and stories also build communication Wright (1995: 4-5).

Cameron (2001:166-167) gives characteristics on how a story is considered a quality story. A good story is a story that listeners or readers enjoy, either the children or parents. Quality stories have characters and a plot that engage children. Stories that have the potential to capture children's interest and motivation to learn, along with space for language growth are considered as a quality stories. Jasmin Hana (2011:35-36) stated that a good story has a meaning that builds character on young learner; the content is suitable with the age level of the children.

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A good children storybook always has an educating content and message within the story. This may help children in building good characteristics and his/her state of mind. Children storybook can be easily found in bookstores, from the SL storybooks, translated storybooks and also bilingual storybooks. There are many types of children storybook such as, folktales, fairytales, fables, myths, legends, science fiction, modern fantasy, short stories, picture story books, etc.

Children storybook has different characteristics than the other books Shadrah (2010: 42) stated that these books are very interesting and there are three characteristics that distinguish them from other books, the characteristics are as follows:

a. Children's books are intended for two different groups of readers: first, the children, and second, the adult readers (parents, teachers, critics),

b. Children's literature is ruled by various changing principles and norms, ideological, moral, ethical, religious which determine the types of children's literature provided in a certain time.

c. The special characteristics of child reader is the comprehension and reading ability, the experience of life and knowledge of the world that must be build in their mind in order no to present them with difficult and uninteresting books that may avoid them to reading, but rather to produce books that provoke them to read more.

Wright (1995: 26-37) implies that the existence of pictures, drawing are considered important in creating a fun and wonderful experience and also able to reveal things that words cannot. There is a rule that need to be well understood by a translator in translating children storybook, which is also the main goal; it is the acceptability of the readers. This leads to the adjustment (manipulation of the source text for a certain purpose) conducted by the translator that has a purpose in producing an appropriate translation product for children.

From the cohesion aspect, it can be concluded that the texts are considered cohesive, because it fullfil the requirements of the cohesive devices. Allthough, the subtitution aspect can't be entirely identified, it does not affect the cohesion of the text. It is because in the texts there are many linking words and repetition of words which give a clear information to the readers, especially for children in Indonesian as the first language and English as foreign language.

I. Research Method

1. Source of Data

The first method of this research is source of data. The data which will be investigated consist of three children storybooks. Based on the explanation above, the writer has decided to conduct a research which focused on An Analysis Lexical Cohesion in the Narrative Text three Children Storybooks. A series of three children storybooks entitled: *Oliver and Jumpy Molly the Mole, Oliver and Jumpy Saving Ducky, Oliver and Jumpy Jumpy's secret* by Werner Stejskal 2004 and illustrator by Marvin Alonso have been choosen as the sample. The researcher choose that books, because all of that storybooks give a good moral value for children, and the researcher curious to analysis the storybooks. This research is interest because the author of that strorybooks is not english people or native speaker but the author from *oliver and jumpy book's is from Austria and the mother languange is Germany*. Then, the unique from the author is accuracy and language in the books good enough that is unlike English Foreign Language Learner's.

2. Object of Study and Type of Data

The type of data is narrative text. Moreover, with the scaffolding strategies, were teacher-student expected to learn "how are teacher's scaffolding applied in teaching narrative, which would support and helped student to getting ideas, organizing ideas and developing details" Hyland (2009: 118). The data are used to support the research regarding

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the research problem, kind of primary data are from internet page, and the secondary data are from book, thesis, paper, journal, and any other sources that can support and enrich research data.

3. **Research Design**

This study uses qualitative research for analysis the data. Qualitative research is situated activity that locates the observer in the world which consists of a set interpretive, material practices that make the world visible Lodico, et.al (2010 :33). The data gathered during qualitative studies is systematically analyzed by the researcher throughout the course of the study. The analysis of method are use coding and categoritation. The reason why this study use qualitative method is because the purpose of this research is to deep analysing of lexical cohesion in narrative text, and then the collecting data is systematically analyzed by researcher using content analysis which include in one of method in qualitative research.

Qualitative research has had a legitimate reason to develop themselves in order to estimate the starting measuring the relative success in the practice of empirical (Alwasilah, 2012: p.xxiii). Actually, qualitative research is rarely used in researching areas of semantic especially in lexical cohesion.

J. **Research System**

1) **Steps of the Research**

The step of this study are adopted from Lodico, et. al (2005 : 265-267), there are:

a. Identifying a research topic or focus

The researcher identified typically topics based on experience, observation in the research settings, and readings on the topic. Although topics are set the beginning of the study, the focus of the study may be rewritten during the data collection phase.

b. Conducting review of literature

The researcher reviews the literature to identify important information relevant to the study and to write a research question. This literature review often continues while data are being collected and allows the researcher to refine the research question. There is some disagreement among qualitative researchers about the extent of literature review that should be done before the start of research study.

c. Defining the role of researcher

Researcher decide to what degree she will become involved with the participants. In general, because of the nature of qualitative research, the researcher has close contact with the participants.

d. Managing entry into the field and maintaining good field relations

Managing entry into the field and maintaining good field relations means that the researcher has clearly defined the research topic or focus, a field of study (e.g., a place to conduct the research) must be identified. Selected consistent field with the research topic.

e. Selecting sample.

The researcher examine appropriate questions and use them as a basis for the selection of participants. Depending on the types of questions asked, the researcher will want to select the participants so that they will be able to provide the key information essential for the study.

f. Writing foreshadowed questions.

Foreshadowed questions are designed by the researcher and are based on the topics or research questions identified both at the start of the study and as the study progresses. Foreshadowed questions help

the researcher to focus data collection and allow the data collection to proceed in a systematic way.

g. Collecting the data

After writing foreshadowed questions the researcher moves on to collecting data. Data collection in qualitative research generally includes content analysis use review, observations, interviews, and document analyses.

h. Analyzing the data

In this step researcher will analyze through the reading and review of data (analyze data, make a coding, and then make a categoritation) to detect themes and patterns that emerge.

i. Interpreting and disseminating results.

The researcher summarizes and explains the data that have been collected. Interpretation may also involve discussion of how the findings from this study relate to findings from past studies in this area.

2) Techniques and Instruments of Collecting Data

The data is collected by analyze narrative text children storybooks. The instrument and technique of collecting data is documentation content anlysis adopted from Lodico, et.al (2005: 302) which used review, code data into categories. Documentation content analysis is a systemic procedure for reviewing or evaluating documents both printed and electronic material. Like other anlytical methods in qualitative research. Document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge. Document contain text (words) and image that have been recorded without a researcher's intervention.

The instrument of the reasearch,the analysis of documentary sources is a major method of social research, and one which many

qualitative researchers see as meaningful and appropriate in the context of their research strategy (Mason, 2002: 102). Documents is another form of qualitative data collection tool. Documents produced before the study bythe participants generally include things like public records, personal writings such as text, orinstructional materials.In qualitative research, the role of the researcher as the primary data collection instrument was crucial. In this research, the instrument was the writer herself as the analysis lexical cohesion.

3) Data analysis

Data collection and analysis in this study are inductive process according to Lodico,et.al (2005:302) says qualitative research are inductive processes. The data are collected and gradually combined or related to form broader, more general descriptions and conclusion. The analysis of data in this research are : a) Preparing and organizing the data. b)Reviewing and exploring the data. c) Coding data into categories. d) Reporting and interpreting data.

a. Preparing and Organizing the Data

The first task for data analysis is to make sure that data are in a form that can be easily analyzed. Depending on the time and resources available, researchers may aim for different levels of depth in preparing their data.

b. Reviewing and Exploring the Data

Qualitative researcher might look with dread at the enormouspile of data waiting for analysis.

c. Coding Data into Categories

Coding is the process of identifying different segments of the data that describerelated phenomena and labeling these parts using broad category names.

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For example:

OAJ1	: Oliver and Jumpy book 1 entitled: Molly the Mole
OAJ2	: Oliver and Jumpy book II entitled: Saving Ducky
OAJ3	: Oliver and Jumpy book III entitled: Jumpy's Secret
p.	: Page
L.	: Line

d. Reporting and interpreting data

The final step in qualitative data analysis is the actual writing of the research report,including the researcher's interpretations of what the data mean. Most qualitative research is reported in a narrative manner, which often makes it more enjoyable to read than quantitative research.

The first step is colllecting the narrative text three children storybookthat have been chosen as the sample. Researcher prepare the data, make sure that data are in a form that can be easily analyzed and then organize it. Depending on the time and resources available, researchers may aim for different levels of depth in preparing their data will researched and analyze sort of lexical cohesion in narrative text to answer the purposes. Researcher will make a review and explore the data. After analyzed and exploring all of lexical cohesion in narrative text.

After that, researcher will researched and analyze sort of lexical cohesion in narrative text to answer the purposes. Researcher will make a review and explore the data. *After analyzed* and exploring all oflexical cohesion data, researcher will be grouping that lexical appropiate the kind of those lexical cohesion. *In this section, researcher will* count the data and *then* code it to kind categories of those kind the lexical cohesion. The process enumeration frequency of apparition lexical cohesion and coding aim to group those in categories to make researcher easier in conduct the finding comparison in one category or traverse

category. Then that comparison aim to develop the theoretis concepts. Coding intended for the fracture of the data of and rearranges it into categories that facilitate the comparison of data within and between these categories and that aid in the development of theoritical concepts. *Finally,* reporting and interpreting data. Another form of categorizing analysis involves sorting the data into broader themes and issues (Alwasilah, 2012: 116).

K. Research Timeline

No.	Activities	Feb	March	April	May	June
1.	Identify research topic or focus	■				
2.	Conduct a review of literature	■				
3.	Define the role of researcher	■	■			
4.	Select sample		■			
5.	Collecting the data		■	■	■	■
6.	Analyze and interpret the data			■	■	■
7.	Report				■	■

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