LEXICAL COHESION IN *"CAREER ADVICE ARTICLES"*: DISCOURSE ANALYSIS

A Thesis

Submitted in Partial Fulfillment to the
Requirement for the Degree of Sarjana Sastra

BY:

AANNOVA HARYANI
05 185 069

ENGLISH DEPARTMENT-FACULTY OF LETTERS
ANDALAS UNIVERSITY
PADANG
2009

ABSTRAK

Penulis, dalam skripsi ini, membahas kohesi leksikal (*lexical cohesion*) yang digunakan dalam artikel-artikel tentang nasehat di bidang karier atau pekerjaan (*Career Advice Article*). Penulis menggunakan pendekatan analisis wacana (*Discourse Analysis Approach*) yang dilengkapi dengan konteks situasi dari artikel-artikel tersebut. Tujuan penulisan skripsi ini adalah untuk mengetahui jenis-jenis kohesi leksikal (*types of lexical cohesion*) apa saja yang digunakan dan mengetahui fungsinya di dalam artikel-artikel tersebut, dan menemukan jenis apa yang paling sering digunakan.

Ada dua jenis teori yang digunakan dalam penelitian ini, yaitu teori inti dan teori pendukung. Teori inti yang berkaitan dengan kohesi leksikal dikemukakan oleh Renkema (1993)–didasarkan pada teori Halliday & Hasan (1976)–dan yang berkaitan dengan konteks situasi dikemukakan oleh Halliday (1985). Teori pendukung dikemukakan oleh Palmer (1976), Leech (1981), Cruse (1987), dan Cutting (2006). Langkah yang digunakan dalam penelitian ini meliputi pengumpulan data, penganalisisan data, dan penyajian hasil analisis. Dalam pengumpulan data, penulis menggunakan metode analisis isi (*content analysis method*) yang dikemukakan oleh Neuman (1997), yaitu dengan memilih tiga dari dua puluh lima artikel tentang naschat di bidang karier di www.jobseekersadvice.com untuk ditetapkan sebagai data. Dalam menganalisis data, penulis menggunakan metode agih (*distributional method*) dan metode referensial (*rerferential identity method*). Selanjutnya hasil analisis disajikan dengan metode formal dan informal.

Dari hasil analisis, disimpulkan bahwa terdapat jenis-jenis kohesi leksikal dalam artikel-artikel tersebut, yaitu repetisi (*repetition*) 70.08%, sinonim (*synonymy*) 11.9%, antonim (*antonymy*) 2.5%, hiponim (*hyponymy*) 4.18%, dan kolokasi (*collocation*) 6.4%. Jenis meronimi (*meronymy*) tidak ditemukan pada artikel-artikel tersebut. Jenis kohesi leksikal yang dominan digunakan adalah repetisi (*repetition*), yaitu berfungsi untuk mengingatkan atau menanamkan pada pikiran pembaca tentang sesuatu yang dianggap benar dan penting oleh si pengarang. Ini sesuai dengan prinsip bahasa nasehat, yaitu pengarang berusaha mempengaruhi pikiran pembaca untuk mengikuti saran atau nasehatnya. Disamping itu, dapat disimpulkan bahwa konteks situasi berperanan penting dalam membantu pembaca untuk menentukan jenis-jenis kohesi leksikal yang terdapat di dalam artikel-artikel itu.

CHAPTER I

INTRODUCTION

1.1. Background of the Study

It has been known that sentence is not the higher structural level of language. It is proved by separating the sentence from its context or taking it outside of its text causes meaning of the sentence deviates. For instance, *"It is dangerous!"* The meaning of the sentence is ambiguous if the sentence is thrown on road or put in wastebasket, but it will be a warning if it is attached on the door of wild animal's stable. Thus, a sentence has comprehensible meaning if it is put on its context, the appropriate place and condition. The appropriateness causes readers know its use.

The language in use then named as discourse, the higher structural level of language. It is emphasized by Schifrin's theory (1994: 20); "Discourse is often defined in two ways: a particular unit of language (above the sentence), and a particular focus (on language use)." Thus, any form of language, spoken or written, as far as the meaning can be comprehended and used by its users, it can be named as discourse.

Discourse is not just to be read or listened. Moreover, discourse needs to be criticized, studied, or analyzed. The earliest discourse analyst is Zellig Harris (1951). Harris (in Schifrin, 1994: 24) proposes that the goal of discourse analysis is to discover how it is different from random sequences. By using discourse

analysis, it will be obvious that a piece of writing or an utterance is meaningful discourse or not.

Teun A. Van Djick treats discourse as text. He states that text is used to denote the abstract theoretical construct underlying what is usually called discourse (in Lubis, 1994: 21). This statement is in accordance with Halliday & Hasan's theory (1976: 1); a text is a unit of language in use. It means that text is defined as discourse. Then, Leech (1981: 40) classifies text into expressive, phatic, informational, aesthetic, and directive. The last one, directive, is aimed to influence the behaviour or attitudes of reader or hearer. In addition, Yule (1996: 54) says that directive is that kind of speech acts that speakers use to get someone else to do something. It can be commands, order, request, suggestion or advice.

From the above explanations, definitely *Career Advice Articles* are categorized as text. The articles include *"Career Planning"* by Jeff Rowe (2003), *"Is that your best offer?"* by Debbie O'Halloran, and *"How to Manage your Career"* by 'Four Minutes to Job Interview Success'. The presence of the articles is caused by the fact that nowadays many people fail in getting success in their career. There is competition in education, skills, status, and so on. Thus, everyone tries to be the best. It is not enough if people or the jobseekers just rely on their own capability. They need advice and experience from the expert. The advice can be found in *Career Advice Articles,* in http://www.jobseekersadvice.com in which the jobseekers can get free career advices.

Nevertheless, the significant problem is how to understand the advice and to apply it in order to be successful in career. Thus, the jobseekers or the readers

need something to enable them to interpret the advice. Renkema (1993: 35) says there are seven criteria that have to be fulfilled in understanding a text. The criteria are cohesion, coherence, intentionality, acceptability, informativeness, situationallity, and intertextuality. Not all of the criteria are considered equally important in analyzing a text. One of the criteria is cohesion, especially lexical cohesion, is the focus of this research. It refers to the choice of vocabularies in relating one element to other elements in a text. It relates one presupposition to other presuppositions.

Generally, lexical cohesion functions to create cohesive effect in a text. Thus, knowing lexical cohesion is required in understanding a text or discourse. Meanwhile, understanding a discourse facilitates readers or listeners in getting its meaning and purpose. In this research, the writer is interested in analyzing lexical cohesion as found in *Career Advice Articles* by applying discourse analysis approach.

1.2. Identification of the Problem

Based on the above explanation, there are two research questions on which the writer focuses on; they are:

1. What are types of lexical cohesion found in *Career Advice Articles* and their function in creating cohesive effect?

2. Which type dominantly occurs in the articles?

CHAPTER 4

CONCLUSION

After analyzing three career advice articles, the writer finds out that generally the articles are assigned to the beginners, for readers who do not have experience around career or for the readers who often fail in career. The topics in the three articles are career with their purpose is giving advice to the readers in order to succeed in their career. There are five types of lexical cohesion found in the articles. They are repetition, synonymy, antonymy, hyponymy and collocation. Meanwhile, meronymy is not found in the articles.

The most dominant type used is repetition. It occurs 75.08%. The repetition likely becomes the characteristic of advice language in which in these articles it has function to emphasize the message to be remembered and kept in the readers' mind. It refers back that advice text is aimed to influence the readers' behaviour and attitude. Synonymy occurs 11.9%. It makes the articles interesting to read. Collocation occurs 6.4% in the articles. Here, collocation has function to create the situation of the text which leads the readers in interpreting the context of situation or it eases the readers in imagining the context. Hyponymy occurs 4.18%. Generally, it has function to give examples of what the author says about something and it also makes the context of the text more specific so the readers easily focus on the topic. The last type used in the articles is antonymy. It occurs 2.5%. Antonymy has function to compare one presupposition to another presupposition. It shows the readers about occurrence of possibilities or choices.

BIBLIOGRAPHY

Bloor, Thomas and Meriel Bloor. 1995. *The functional Analysis of English. A Hallidayan Approach*. Great Britain: Arnold.

Cruse, D. Alan. 1987. *Meaning in Language: An Introduction to Semantics and Pragmatics*. University of Manchester. Oxford University Press.

Cutting, Joan. 2006. *Pragmatics and Discourse*. London and New York: Routledge.

Four Minutes to Job Interview Success. "How to Manage your Career". http://www.jobseekersadvice.com

Fromkin, Victoria and Robert Rodman. 1990. *An Introduction to Language*. New York: Harcourt Brace Jovanocich College Publishers.

Halliday, M. A. K. and Ruqaiya Hasan. 1976. *Cohesion in English*. Lodon: Longman UK group Limited.

Halliday, M. A. K. and Ruqaiya Hasan. 1985. *Language, contex, and text: Aspect of language in a social-semiotic prespective*. Victoria: Deakin University Press

Hatch, Evelyn. 1992. *Discourse and Language Education*. Cambridge: Cambridge University Press.

Hornby, A S. 2000. *Oxford Aadvanced Learner's Dictionary of Current English*. New York: Oxford University Press.

Kushartanti. 2005. *Pesona Bahasa: Langkah Awal Memahami Linguistik*. Jakarta: Penerbit PT Gramedia Pustaka Utama.

Leech, Geoffrey. 1981. *Semantics: The Study of Meaning*. New Zealand: Penguin Group Ltd.

Lubis, A. Hamid Hasan. 1994. *Analisis Wacana Pragmatik*. Bandung: Penerbit Angkasa.

Lyons, John. 1995. *Linguistic Semantic An Introduction*. Cambridge: Cambridge University Press.

Martinez, Glenn A. December, 2005. "Genres and genre chains: post-process perspectives on heritage language writing in a South Texas setting." http://findarticles.com