

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents findings and discussions of lexical cohesion in students' application letter in English business in discourse subject at English Department. This study analyzed 40 application letter from literature and educational program using theory of cohesion proposed by Halliday.

4.1 Data Description

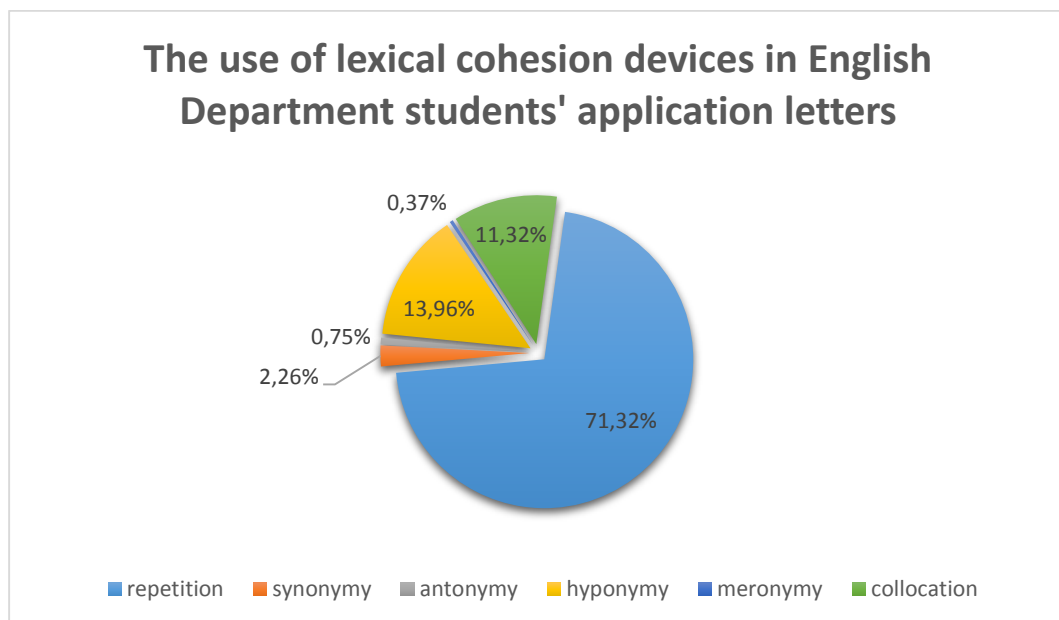
The data analyzed in this study were taken from the application letters made by the students of English Department State University of Jakarta in Business Writing class semester 102. There are forty application letters collected from two study program, twenty application letters were taken from literature program and twenty others were taken from educational program. The study was conducted to find out what lexical cohesions are employed, what types of lexical cohesion devices are mostly used, how is the frequency of lexical cohesion used, and how appropriate lexical cohesion used in application letter of English Department students in Business Writing class. Those data were analyzed by using the concept of cohesion proposed by Halliday.

4.2 Lexical Cohesion in English Department Students' Application Letter

From forty application letters made by the English Department students, there are found 265 lexical cohesion devices used. All types of lexical cohesion devices were applied in those application letters. The first type is repetition. It has

71,32% used in application letters. It is also the most dominantly used in application letters. The second type is synonymy with the percentage 2,26%, next is antonymy 0,75%, hyponymy 13,96%, meronymy 0,37%, and the last is collocation 11,32%. Those types are not shown by the rank of domination.

Diagram 1: Lexical Cohesion Devices of English Department students' application letter



4.2.1 Reiteration

Reiteration is one word referring back to another in the sentence (Halliday & Hassan, 1976). The use of reiteration in the application letters are mostly occur in the subject pronoun "I". This is in relation with the purpose of the application letter to introduce the applicant and to give summarization of applicant's personal information and skills.

This lexical cohesive tie is used 235 times or 88,67% in the application letters. The total number includes repetition 189 or 71,32%, synonymy 6 or 2,26%, antonymy 2 or 0,75%, hyponymy 37 or 13,96%, and meronymy 1 or 0,37%. In other words, reiteration types are frequently found in the application letters are repetition and hyponymy. Meanwhile, synonymy, antonymy and meronymy are the less found in the application letters.

4.2.1.1 Repetition

Repetition exists in the sentences when one reiterated word refers back to another by using the same word (Halliday & Hassan, 1976). It refers back to the exact word that has been stated before as they seen in the following examples:

- 1) “**I am** interested to fill the translator **spot** in your company. I think **I am** capable for the **spot**.” (AL1/S1&S3)
- 2) “I am writing to apply as an editor in your **company**, High Quality Magazine **company**.” (AL8/S1)

In example (1), the words “I” and “am” in “I am interested to fill” and in “I think I am capable” are repetition. Both of them using the same words. “I” and “am” in “I think I am capable” refer back to the subject in the previous clause “I am interested to fill”. Both “I am” are referring one subject that is the writer.

In example (1) there is another repetition occurs in the sentences. The word “spot” in “the translator spot in your company” and in “I am

capable for the spot” stating the same word. In “I am capable for the spot”, the word “spot” refers back to the word “spot” in the previous clause “the translator spot”. The writer wants to show that the “spot” that she meant is “the translator spot”.

Like the previous example, in example (2), the word “company” in “I am writing to apply as an editor in your company” is repeated in “High Quality Magazine company”. The word “company” in “High Quality Magazine company” refers back to the previous clause “I am writing to apply as an editor in your company”. The word “company” refers to “High Quality Magazine” which is the recipient’s company.

From the examples above, repetition is used for keeping the readers attention or emphasizing the words. Therefore, the readers can easily understand the information the writer wants to deliver.

4.2.1.2 Synonymy

Synonymy exists in a sentence when the reiterated word expressed in a similar meaning (Halliday & Matthiessen, 2014). It is one of lexical aspects that contribute to the text cohesion. The word refers back to the previous word that has the same meaning, as they seen in the following examples:

- 1) Go Girl! Magazine served **fresh** info about style and also **current** info about lifestyle like food, hang out place, vacation place, etc.

(AL2/S6)

2) I have a **good** interpersonal skill and can get along really **well** with other people. (AL6/S7)

In example (1), there is a reiteration. The word “fresh” in “Go Girl! Magazine served fresh info about style” and the word “current” in “and also current info about lifestyle” are synonymy. Both of them followed by the same noun which is “info”, from those explicit similarity we can see that they refer to the same meaning that is “new”.

In example (2), there also occurred reiteration. The word “well” refers back to the word “good” since it explained the noun “interpersonal skill”. As it is seen, “well” is followed by further explanation which is “get along with other people”, this clause explained the meaning of “interpersonal skill”. So, the word “good” in “I have a good interpersonal skill” and the word “well” in “can get along really well with other people” are synonymy. Both of them have similar meaning pleasant condition.

From those examples, it can be seen that synonyms develop cohesion in the text. They give cohesive effect in the abstract of English Department students’ application letter to make theirs easier to be understood.

4.2.1.3 Antonymy

Antonymy is the term of reiteration which using words that has opposite meaning (Halliday & Matthiessen, 2014). The word refers back to

the previous word that has opposite meaning, as seen in the following findings;

- 1) I have attached my Curriculum Vitae **for you** to look. I am looking forward to hearing **from you**. (AL20/S5&S6)
- 2) I am also **hard** working, responsible, and **enjoy** working with a team or individually. (AL3/S8)

In finding (1), there is an antonymy occur. The word “from” in “I am looking forward to hearing from you” refers back to the word “for” in “I have attached my Curriculum Vitae for you to look”. Both of them are followed by the same pronoun “you” which is the subject that the writer intend to give and receive information with. The second sentence is the further explanation of the first sentence. So, the word “for” in “I have attached my Curriculum Vitae for you to look” and the word “from” in “I am looking forward to hearing from you” are antonymy.

In finding (2), there is also an antonymy occur. The word “enjoy” in “enjoy working with a team or individually” refer back to the word “hard” in “I am also hardworking”. Both of them are followed by the same word “working” which is explaining the writer’s characteristic. They show how the writer works. In addition, it is also followed by further explanation “with a team or individually” which show the writer’s characteristic in working individually. So, the word “hard” in “I am also hardworking” and the word “enjoy” in “enjoy working with a team or individually” are antonymy.

From those examples, same like synonymy, antonymy also give cohesive effect to the English Department students' application letter. It develop cohesion in the text.

4.2.1.4 Hyponymy

Hyponymy is a relation between words based on classification (specific to general) (Halliday & Matthiessen, 2014). It is reiterated by showing the classification of the words, as seen in the following examples;

1) I have graduated from Stated University of Jakarta, majoring **English Literature** and also joined the group of translator of UNJ.

(AL1/S4)

2) I am excellent in **communication** skills both in **oral** and **written**.

(AL13/S2)

In example (1), the word "Literature" refers back to the word "English" in "majoring English Literature". The writer wants to give a specific detail of her identity. "Literature" is a specific classification of "English". Therefore, "English" and "Literature" are hyponymy.

In example (2), the word "oral" and "written" are refer back to the word "communication" in "I am excellent in communication skills both in oral and written". The writer wants to give a specific information of her specialization. "Oral" and "written" are the specific classification of "communication". Therefore, the word "oral", "written", and "communication" are hyponymy.

From those example, hyponymy are used to give the accentuation to the specific information. Hyponymy gives a cohesive effect to the text. So the reader will get the idea of what the writer intended to say.

4.2.1.5 Meronymy

Meronymy is a relationship of part the words versus whole words (Halliday & Matthiessen, 2014). It means the words are reiterated have relation between words based on the terms of the parts, as seen in the following finding;

- 1) As you will see from my enclosed CV i was graduated from UNJ (State **University** of Jakarta) with English Literature as my **major** and 3,6/4,0 as my GPA. (AL12/S2)

In the finding, the word “major” and “university” are meronymy. A “major” is a part of a “University”. The writer reiterated the words with a term of parts relationship to give further explanation of her identity.

From the finding above, meronymy is used to give further information to what the writer intended to say. This further information is intended to give more explanation so the reader get more understanding.

4.2.2 Collocation

Collocation is the relationship between words on the basis of the fact that these often occur in the same surroundings or closely related (Halliday, 1994). The use of collocation in the application letters are mostly to give further information

of certain words. This is in relation with the purpose of application letter to give clear information of the applicant.

It is a pair of words that stand to each other in some recognisable sphere. This lexical cohesive tie is used 22 times or 12,6% in the application letters.

- 1) I am writing to you to apply for the translator position as advertised recently on Kompas **daily newspaper**. (AL3/S1)
- 2) I have an experience on translating some documents in my **campus**. I graduated from State **University** of Jakarta majoring English Literature. (AL9/S4&S5)

In example (1), the word “daily” is collocate with the word “newspaper”. The words are related in the term of superordinate. In this case, the word “daily” is a specific term of “newspaper”. The writer use the collocate words to show specific information about the object, so the reader knows specifically where the writer get the information.

In example (2), the word “campus” is collocate with the word “University”. The words are related because they are used in the same context, so they are contribute to the same area of meaning. The collocation gives the cohesive effect to the text, so the reader can easily understand what the writer intended to say.

From those examples, the usage of collocation in the text develops the cohesion in the application letter and makes the application letter understandable for the readers because the occurrence of these words create cohesive text.

4.3 Appropriateness of Lexical Cohesion Devices Used in Application Letter

Concerning the appropriateness of lexical cohesion devices used in the English Department students' application letter, the study found that, over all, lexical cohesion devices used are appropriate based on Halliday's cohesion theory. However, there are some lexical cohesion devices that are inappropriate in term of usage, in this case grammatical term. The appropriateness of lexical cohesion used is referred to the theory that is proposed by Halliday, the appropriate lexical cohesion is the connection of cohesive sentence in the text. In contrast, inappropriate lexical cohesion is the cohesive text that does not give lexical cohesion link to the text.

It is found that 96,22% of lexical cohesion devices used appropriately based on cohesion theory. The total number of lexical cohesion devices used appropriately is 255. On the other hand, it is found that 3,77% of lexical cohesion devices used inappropriately in term of grammatical, with the total number 10. It can be seen in the following table

Lexical Cohesion Devices	Usage	
	Appropriate	Inappropriate
Repetition	183 (69,05%)	6 (2,26%)
Synonymy	5(1,88%)	1 (0,37%)
Antonymy	2(0,75%)	0 (0%)
Hyponymy	36(13,58%)	1 (0,37%)
Meronymy	1 (0,37%)	0 (0%)
Collocation	28 (10,56%)	2 (0,75%)

Total	255 (96,22%)	10 (3,77%)
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Table 3. Calculation of Appropriate and Inappropriate Lexical Cohesive Devices

4.3.1 Appropriate Lexical Cohesion Devices in English Department Students' Application Letter

In this subchapter, the discussion focuses on appropriate lexical cohesion devices in the application letters based on their usage. In other words, appropriate lexical cohesion devices are the lexical cohesion devices that give cohesive relation to the sentences. Here are the examples of appropriate lexical cohesion devices;

I am fluent in English and **I am** always eager to work towards a goal for making me a better person. **I am** also hardworking, responsible, and enjoy working with a team or individually.(AL3/S7&S8)

Repetition of “I am” in the example is an appropriate lexical cohesion because it is used anaphorically. In other words, the words “I am” always referring to one subject that is the writer. It is stated in the exact same word. By using this repetition, the writer gives the highlight to herself to show her capability to the reader. So the reader will keep the value of the writer in their mind. It means the repetition gives link to the previous word to make the sentences understandable for the reader.

Go Girl! Magazine served **fresh** info about style and also **current** info about lifestyle like food, hang out place, vacation place, etc. (AL2/S6)

This example is showing the appropriateness of synonymy usage. The word “fresh” and “current” are reiterate by showing different words but have the same

meaning. It is appropriate because the reiterated words link one another to explain “the info” that the writer wants to share. Therefore, there is a cohesive relation existing between “fresh” and “current” that make the sentence easy to understand.

I am also **hard** working, responsible, and **enjoy** working with a team or individually. (AL3/S8)

Antonymy that occur in the example is appropriate. The word “hard” and “enjoy” are reiterated in a different words with a opposite meaning. Those words are refer back to the same word which explaining the writer’s capability of working. They are also occur in a same word class which is adjective. The writer use this kind of reiteration to show the reader her working characteristic in some situation. Therefore, there is a cohesive relation occur between “hard” and “enjoy” that make the application letter clearer.

I have translated many kinds of **letter** such as, legal **documents**, short **stories**, and even academic **books**. (AL1/S5)

Hyponymy exists in the example is appropriate. The word “documents”, “stories” and “books” are the specific classification from “letter”. Those words are reiterated by using the specific classification that refer back to “letter” and it gives link to the reiterated word which make the text cohesive. The writer uses hyponymy to give further information about her speciality. This lexical cohesion devices give the cohesive effect to the application letter so it is understandable for the readers.

As you will see from my enclosed CV i was graduated from UNJ (State **University** of Jakarta) with English Literature as my **major** and 3,6/4,0 as my GPA. (AL12/S2)

Meronymy from the word “University” and “major” are appropriate cohesive ties because they have relation between words based on the terms of the parts. The word “major” refer to the word “English Literature” which is the part of the “University”, so the word “major” refers back to “University”. It means there is a cohesive relation exists between “University” and “major” that makes the sentence understandable for the readers.

I am able to **translate** English and Indonesian. I have worked as **translator** in English Department for one years and one year in Gramedia Publisher. (AL4/S3&S4)

Collocation from the word “translate” and “translator” are appropriate cohesive ties because they have closer relationship in the sentence. The pair of words “translate” and “translator” is related as verb and noun with the same root word, and these words are commonly appear to co-occur.

In other words, collocation gives link one word to another in term of relation as pair of words that stand to each other in the same recognisable sphere. Therefore, cohesive relation between “translate” and “translator” makes the sentence understandable for the readers.

4.3.2 Inappropriate Lexical Cohesion Devices in English Department Students’ Application Letter

In this subchapter, the discussion focuses on inappropriate lexical cohesion devices in the English Department students’ application letter based on their usage. Inappropriate lexical cohesion devices are the antonym of appropriate lexical

cohesion devices. In other words, inappropriate lexical cohesion devices are the lexical cohesion devices that do not give cohesive relation to the sentence. Here are the example of inappropriate lexical cohesion devices

According to my experience in the previous **job**, I believe that I have a good skill in **editor** because I've become a senior editor in Style Magazine. (AL7/S3)

This is an example of inappropriate usage of hyponymy. This sentence has the word "job" and "editor" as hyponymy, but as lexical cohesion device, these words do not make the sentence cohesive because the word "editor" is not appropriately used in this sentence. This sentence needs verb "editing" because the writer wants to tell her skill.

In other words, the sentence does not have a cohesive relation existing between the word "job" and "editor". This sentence will be cohesive if the lexical cohesion ties changed into collocation by changing the word "editor" into "editing".

I'm a fresh **graduated student** from State University of Jakarta, majored english literature. (AL15/S2)

In that application letter above, collocation "graduated" and "student" are inappropriate. As lexical cohesion device, these words do not make the sentence cohesive because the word "graduated" is not appropriately used in this sentence. This sentence needs noun phrase "fresh graduate" not "fresh graduated" to explain the writer's identity and collocate with the word "student".

In other words, the sentence does not have a cohesive relation existing between the word “graduated” and “student”. This sentence will be cohesive if the lexical cohesion ties changed the word “graduated” into “graduate”.