

**The Types of Lexical Cohesion in Sri Mulyani Indrawati Speech at Sipa,  
Columbia University, New York**

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**ABSTRACT**

This research focused on investigating types of lexical cohesion found in speech of World Bank and COO Sri Mulyani Indrawati at SIPA, Columbia University, New York. The method used It is intended that by delving deeper into the lexical cohesiveness in discourse in speech, this study will add to the field of discourse analysis based on speech. The study's findings show that reiteration, which involves the recurrence of word forms, phrases, and verbs, is the most common lexical cohesion mechanism. There were a few remarks about collocations. Looking at existing discourse, reiteration with repetition is one method for conveying a moral message to the reader. The research implied used the theory of Paltridge (2012). In collecting the data, the method is observation, the technique is note-taking, and the steps was watching the video, listening the video, taking note the data, and highlighting the main data. In analyzing the data, were examined using the identified method and competence in equalizing technique. The data was taken from the utterance in the Sri Mulyani Indrawati speech. There are 10 data of lexical cohesion which are divided into 6 types. The lexical cohesion with most occurrences were complaint with repetition.

**Keywords:** Discourse Analysis; Lexical Cohesion; Speech Act

**INTRODUCTION**

Language is a tool that social creatures require to communicate with one another. Our ideas, opinions, feelings, and thoughts are primarily communicated through language. Cohesion and coherence are two aspects of communication that influence what people are trying to say. The relationship of meaning that exists inside the text and identifies it as the text is referred to as cohesion. "Cohesion occurs where the interpretation of some elements in the discourse depends on other elements". Coherence is the relationship between a collection of clauses or sentences and the context (Halliday & Hasan, 1976).

A discourse is a larger linguistic construction than a phrase or a clause. Written discourse and spoken discourse are the two categories of discourse. Formal or informal communication can be used in both situations (Batubara et al., 2022).

However, verbal communication can be delivered in a public setting, such as during a speech or presentation. Speech is a form of communication that involves talking to an audience in order to convey ideas. Speech types include those given graduation speech, leadership speech, or even when during presidential campaigns. In speech, of course coherent devices are used.

Cohesive devices are also known as discourse markers, transitional words, linking words, or connectors. Grammatical and lexical cohesive devices were separated into two categories (Halliday & Hasan, 1976). Grammatical concerns the text's structure. Lexical cohesion refers to the cohesive relationship between words and phrases within a text that contributes to its coherence and meaning. It involves the use of various linguistic devices to connect different parts of a text and create a unified whole. Lexical cohesion is crucial for ensuring that a reader can follow the flow of ideas and understand the relationships between different elements of the text. Lexical analysis focuses on connections made by the words utilized. In other hand, Paltridge (2012) perhaps the term of lexical cohesion refers to the semantic ties between lexical items in a text, particularly between content words. Halliday & Hasan (1976), lexical devices are the means through which a text is connected by a feature of language that includes repetition and collocation. Repetition, synonyms, hyponyms, metonyms, and antonyms are all examples of lexical devices.

Issues from discourse analysis also occur in everyday life. In particular, the conversation in class was conducted by the lecturer. The utterance from lecturer is contained as repetition.

“For the **slide**, I will explain next week, *ya*. If I talk about **work**, *nanti ga beres slide-nya*, if I talk about **slide**, *nanti ga beres work-nya*.”

The sentences above are the one of lectures spoken at the end of session class. These sentences discussed to remind students about the assignment in power point and Microsoft word. Lectures talked about “slide” and “work” many times, which is considered as a repetition that the one of types of lexical cohesion. Repetition is defined as the repetition of words in a text (Paltridge, 2012). This comprises words with tense or number inflections, as well as terms formed from goods like slide and work.

Apart from everyday life, discourse analysis also occurs in the speeches of famous people. as contained in the data source of this research, namely the speech made by Sri Mulyani as the Indonesian minister of finance. One of the utterances contains a type of lexical cohesion, namely synonyms.

“When I **looked** back to where the world was five years ago, I **see** a very different picture.” (13:14 – 13:20)  
([https://youtu.be/pMzpOI7v2\\_E](https://youtu.be/pMzpOI7v2_E))

From the sentences above, researcher found the word **looked** in Sri Mulyani speech has similar meaning with the word **see**. Sri Mulyani talked about world differences after five years. She sees the world has changed a lot. Instead of repetition in the same word, the speaker used similar words with similar means which is called synonym. Paltridge (2012) stated synonym refers to words which are similar in meaning. Repeatedly using the same term in a text is bad style in English. The terms “look” and “see” while referring to the same idea but in the different ways.

In this study, researcher uses different object of the study, which is spoken discourse. Specifically, the researcher uses the speech based on World Bank Managing Director and COO Sri Mulyani Indrawati at SIPA, Columbia University, New York City, United States. Meanwhile, the similarity between two previous studies and this study is focuses on the types of lexical cohesion uses the theory of Paltridge (2012) and examines aspects of lexical cohesion in speech.

## LITERATURE REVIEW

### Previous Related Study

There are various studies of lexical cohesion. In this study, the researcher uses two previous studies. The first studies are from Batubara W. W et al., (2022) *A Discourse Analysis of Lexical Cohesion on Naila Farhana's Videos*. Researchers analyzed Farhana's utterances on some topics based on lexical cohesion elements. The research method used qualitative research and focused on distinguishing lexical items in terms of categories, percentages, and frequencies of lexical coherence. Additionally, the study discovered that Farhana consistently used the appropriate form of lexical cohesion as determined by Halliday and Hasan's theory.

Second previous, *An Analysis Lexical Cohesion in Jakarta Post News* by Batubara M. H et al., (2021). Researchers focus on the news reports and opinion texts of the Jakarta Post News. This study found the types of lexical cohesion in the reportage. To find and examine model reduction, display, and verification, the researchers used qualitative research as well as Miles and Huberman's theory. The results showed 94 synonyms, 87 repetitions, 67 antonyms, 40 hyponyms, and 30 collocations. The total LC in Jakarta Post News is 318. The Jakarta Post's primary LC represents 94 words.

### Lexical Cohesion

According to Paltridge (2012) the meanings of the connections between the words in the text are related to cohesion. It is assessed in the phrase's form. The most important grammatical position is that of a phrase, which also dictates how cohesion can be represented. Using the phrase structure, the text can be made to have coherence. Furthermore, Halliday & Hasan (1976) state the lexical cohesion is the cohesive effect achieved. When two words in a text have similar meanings, there is likely some idea of lexical cohesion included in the text. The relationships between

lexical items and the components of ideas in the discussion section in a text are known as lexical cohesion. Reiteration and collocation are two of its components in terms of lexical cohesion (Halliday & Hasan, 1976). Repetition is one sort of lexical cohesiveness that entails utilizing a broad word to refer back to the lexical item at the opposite end of the scale, as well as a range of other things in between, such as the usage of a synonym or nearly-synonym, superordinate.

Halliday & Hasan (1976), lexical devices are the means through which a text is connected by a feature of language that includes repetition and collocation. Repetition, synonyms, hyponyms, metonyms, and antonyms are all examples of lexical devices. Cohesive devices are therefore employed to make the reader understand and follow the writer's thought. In other hand, Paltridge (2012) Perhaps lexical cohesiveness is the phrase used to characterize the semantic ties between lexical elements in a text, particularly between content words. The primary forms of lexical cohesiveness are:

### *1. Repetition*

Repetition is a component of lexical coherence, which includes the repetition of lexical elements. (Paltridge, 2012) The term of stated repetition refers to both words that are repeated in the text and words that have changed to represent tense or number.

Mia has a **kitten**. The **kitten** is very cute. (Emilinda et al., 2022)

### *2. Synonymy*

Synonymy refers to two lexical terms having identical meanings; it does not imply that these meanings totally overlap, but rather that they have the same meaning within the context of that meaning. Paltridge (2012) Stated synonymy refers to the relationship between terms with comparable meanings.

It has a negative impact on pupils' adaptation to the learning environment and academic performance. It may be argued that many learners are afraid to use a foreign language orally. (Pratiwi, 2019).

### *3. Antonymy*

The opposing or contrastive meanings are described by Antonymy. The members of our co-extensional link considered an antonym, which is the antithesis of experiential meaning. Furthermore, they argue that antonym is lexical objects that in a text are contrary in meaning and function as a cohesive impact. Antonymy denotes opposite or contrastive meanings. (Paltridge, 2012).

Who was a beginning researcher started from a very **general** topic. In his **particular** case, he was studying at a university outside China. (Afianti & Sunardi, 2016)

### *4. Meronymy*

Meronymy is a "whole to part" link between lexical elements. Meronymy is a language concept that deals with part-whole interactions. (Paltridge, 2012). Meronymy is a linguistic term that refers to the semantic relationship between

words where one word denotes a part of something and the other word denotes the whole thing. In simpler terms, it's the relationship between a whole and its parts.

She knelt and stared down the tunnel into the most beautiful garden you'd ever seen. She wished to escape out of that dark hall and stroll about among those beds of beautiful **flowers** and imaginary **fountains**. (Pratiwi, 2019)

### 5. *Hyponymy*

Paltridge (2012) stated hyponymy is a relationship between a given class and its subclasses. It suggests that superordinate refers to the whole class, whereas hyponymy refers to the subclasses. A hyponym is a term whose meaning is contained within the meaning of another word. It refers to a lexical item that has a general-to-specific link. In this scenario, it displays the more specialized thing to form a link with the generic item.

There are many **birds** in the jungle. They are **owl, eagle, hawk, and parrot** there.

### 6. *Collocation*

Paltridge (2012) Refers collocation depicts frequent word pairs, such as the combination of adjectives and nouns in phrases like "quality product," "snide remarks," and "discerning customers." It also discusses the relationship between nouns and verbs, like as "eat" and "food," as well as noun pairs like "friend" and "neighbor." Additionally stated by Halliday and Matthiessen (2014) a word that is in some way associated with another word in the preceding text, contributes to the texture because it is a direct repetition of that word, or is in some sense synonymous with that word, or tends to occur in the some lexical environment, coherence with that word.

## RESEARCH METHOD

### Design and Samples

In this study, the researcher used a qualitative approach. This study is classified as qualitative because it does not use numbers but instead uses written words to explain the data source being analyzed. The objective of qualitative research is to move from a basic understanding to a thorough comprehension (Creswell, 2018). The sample was Sri Mulyani Indrawati's Speech at Sipa, Columbia University, New York

### Instrument and Procedure

In addition, qualitative research collects data through interviews, observations, documents, and behavioral studies. The results of this study were presented in a descriptive manner. As a result, descriptive qualitative research will be used as the study method.

The observational method used to collect data as determined by Sudaryanto (2015). The observational approach is a method that needs the observation of language use. The definition shows that the approach necessitates the researcher collecting data by listening and reading the data source. Because the data source for this study will be a speech, the researcher observed by listening and reading the transcript to Sri Mulyani Indrawati speech. As a result, this study will use note-taking technique. In qualitative research, note-taking is a technique used by people to investigate or write what is heard, seen, experienced, and thought about.

The first step in data collection is to watch the speech video that this research has already stored on social media, and then highlight the words that are relevant to be raw data. Second, the researchers are sorting the identified raw data. Third, classify the identified data into types and designate them as the primary data. The found data will be organized into types by rounding or underlining it. The researchers have highlighted the main data points while analyzing it.

### **Data Analysis**

For analysis, the researchers highlighted the data obtained by matching the data in the note with the different types of lexical cohesion related to Paltridge's theory one by one.

## **RESULT AND DISCUSSIONS**

There are several data found dealing with lexical cohesion in World Bank and COO Sri Mulyani Indrawati at SIPA, Columbia University, New York as described below:

Data 1

“Today, the picture has changed. **China** growth is slowing, **Brazil** and **Russia** are in recession. And **Indonesia**, my country, and the country we want to discuss today, is not living up to its potential.”

In the utterance above, the relationship between China, Brazil, Russia, and Indonesia in relation to the item “country” which means classify as meronymy. Instead of Paltridge (2012) stated meronymy is where lexical items are in a “whole to part” relationship with each other. Meronymy refers to a part-whole relationship or concept used in the linguistic community to discuss part and whole relationships. While meronymy is similar to a relationship of sense, there is another type of lexical pattern that adds texture but is not classified as a relationship of sense.

Data 2

“**The** tone has changed. **The** confidence is gone.”

Sri Mulyani show the repetition because she said the word “the” twice in her speech in one sentence. As we know, repetition is one of the types lexical cohesions. Repetition has the same word in utterance. According to (Paltridge, 2012) The term "stated repetition" refers to both words that are repeated in the text and words that

have changed to reflect tense or number. Sri Mulyani's name was repeated in the text.

Data 3

“They came out of the **global financial crisis** strong, producing two thirds of global growth, while high-income economy like United States, Europe, they’re all at that time was struggled to recover from **global financial crisis**.”

From the utterances above, show the repetition because she said the “global financial crisis” twice in her speech in one sentence. As we know, repetition is one of the types lexical cohesions. Repetition has the same word in utterance. According to (Paltridge, 2012) stated repetition refers to words that are repeated in the text, as well as words that have changed to reflect tense or number. Repetition of Sri Mulyani was repeated in the text.

Data 4

“Low commodity prices wreak havoc on the budgets of exporting **global growth**. **Global growth** continues to disappoint - likely to be about 2.5 percent in 2015, and about 3 percent in 2016.”

The utterances above contained repetition. “Global growth” is repeated twice in several sentences. According to (Paltridge, 2012) stated repetition refers to words that are repeated in the text, as well as words that have changed to reflect tense or number. Repetition of Sri Mulyani was repeated in the text.

## CONCLUSION

The lexical cohesion in the Sri Mulyani Indrawati speech were investigated by using Paltridge (2012) theory. Six types of lexical cohesion were discovered. In conclusion, this research has shed light on the intricate nature of lexical cohesion, revealing hyponymy as the dominant pattern with 3 instances observed, followed by synonymy with 2 instances, and repetition with 3 instances. These findings underscore the significance of lexical cohesion in enhancing the coherence and cohesion of discourse, providing valuable insights for future linguistic studies and applications in natural language processing.

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