**An Analysis Lexical Cohesion on Ellen Show with Michelle Obama**

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|  | **Abstract** |
| **Article History:**  Received : 05/12/2023  Accepted : 22/12/2023  Published : 06/01/2024  **Keywords***:*  *Leksical cohesion,*  *Leksical cohesion types* | This study applied a discourse analysis study to obtain the types of lexical cohesion in the YouTube video "Ellen Show." The purpose of this study was to analyze the types of lexical cohesion contained in the show. Then, the utterances were analyzed and classified by applying the theory of Halliday & Hasan (1976) to the data source. To get the desired research results, the research method used was the descriptive-qualitative method. The data collection technique was using observation techniques and non-participation techniques. The researchers found utterances of lexical cohesion by Michelle Obama and Ellen. As a result of the research, the researchers found six types of lexical cohesion: ten repetitions, four collocations, one synonym, and none of hyponyms, meronymies, or antonyms. Repetition is the highest type found in the data source, followed by collocation and synonymy. Through this research, it is hoped that it can be useful for readers, students, and future researchers. The researchers recommend readers read this research because it can help readers understand lexical cohesion through the reading of reviews of related literature. |
| **Kata Kunci:**  *Leksikal kohesi,*  *Jenis leksikal kohesi* | **Abstrak**  Penelitian ini menerapkan studi analisis wacana untuk mendapatkan jenis-jenis Kohesi Leksikal pada You tube "Ellen Show". Tujuan dari penelitian ini adalah untuk menganalisis jenis-jenis kohesi leksikal yang terkandung dalam pertunjukan. Kemudian, ujaran tersebut dianalisis dan diklasifikasikan dengan menerapkan teori Halliday & Hasan (1976) · untuk menganalisis sumber data. Untuk mendapatkan hasil penelitian yang diinginkan, metode penelitian yang digunakan adalah metode kualitatif deskriptif. Teknik pengumpulan data menggunakan teknik observasi dan teknik non-partisipasi. Para peneliti menemukan ucapan kohesi leksikal oleh Michelle Obama dan Ellen. Sebagai hasil penelitian, peneliti menemukan 6 jenis kohesi leksikal, (10) pengulangan, (4) kolokasi, (1) sinonim, (0) hiponim, (0) meronimi (0) antonim. Pengulangan adalah tipe tertinggi yang ditemukan di sumber data, kemudian kolokasi, dan sinonim. Melalui penelitian ini diharapkan dapat bermanfaat bagi pembaca, mahasiswa, dan peneliti ke depannya. Para peneliti merekomendasikan pembaca untuk membaca penelitian ini karena penelitian ini dapat membantu pembaca untuk memahami kohesi leksikal melalui pembacaan ulasan literatur terkait. |

# INTRODUCTION

Communication is facilitated by language. It is assumed that all parties engaging in communication can comprehend one another. Humans are social beings who adhere to their local traditions, languages, and cultures. Understanding their language and being able to communicate their sentiments to others can help you interact. The debate may also be analyzed from the viewpoint of several points of view using a discourse analysis.

Discourse is classified into two types based on media delivery: oral discourse and written discourse. Oral discourse is delivered orally or directly with verbal language, whereas written discourse is presented in writing. Written discourse is more sophisticated than spoken speech in terms of structure and syntactic complexity. Editing and revising techniques are used to develop written discourse in stages. Conversely, oral communication will make sense to the reader, and cohesiveness links the essay's components together. Linking phrases that work to make a text clear and legible are known as cohesion.

More precisely the speaker saying the same word more than once. For illustration:

Lecturer : “*you must, you must*, again I’m telling you. *You must* Learn!”

Students : ”yes sir”

The conversation above shows that the utterance “you must” is repeated three times. The repetition is intended to emphasize the utterance and to advise the student to learn. The utterance above is an evaluation through a patterned rhythm. It is repetition that does not involve repeating words at all; it is patterned rhythm.

Michelle : “oh, we are parked right out front”

Ellen : “you parked in front?”

Michelle : “yeah”

In the example above, the utterance “parked in front” is repeated twice. Ellen repeated the question to Michelle Obama. The repetition is intended to emphasize the utterance and to make sure that she did it. So, this type of participatory listening demonstrates that the speaker is paying attention and absorbing what is being said. In these cases, the prior speaker's repetitions were repeated purely for the purpose of participating in the conversation by demonstrating listening to and acceptance of the utterance.

There are some previous research Sari & Anindita (2020) this study is to determine the types of lexical cohesiveness utilized in Adele's song lyrics on the album 25. The second previous study of Mandarani( 2020) research focuses on grammar and lexical cohesion of a Donald Trump speech in relation to the upcoming, careless killing of Iran's top general, in early 2020. Sidabutar (2021) The study examines the impact of lexical cohesion on students' narrative writing, revealing repetition as the most common type, suggesting professional vocabulary study and recommending teachers to address writing issues. Sumani (2022) The study examines lexical cohesion in The Jakarta Post's "National Column" using qualitative data from March 26-30, 2012, focusing on common types like reiteration, synonym, and superordinate. Both of the previous and present research has similarity and dissimilarity. In terms of similarities, the earlier and current studies employed the same theory and same qualitative research methodology. While in the dissimilarity, the data sources are different. This present research took “Interviews of Michelle Obama on Ellen Show” YouTube as the data source. It was chosen because many utterances depict the execution in that context.

Halliday & Hasan (1976) distinguish two kinds of cohesion: grammatical cohesion and lexical cohesion. Grammatical cohesion comes in several forms, such as conjunctions, ellipses, reference, and substitution. Reiteration and collocation are the two categories of lexical coherence. The author of the thesis was found to employ all types of cohesion indicators in this investigation. The following is an example of how tools like cohesiveness may be used.

Halliday & Hasan (1976) The reference that is used to perform the preceding is termed anaphora, or the following will be called cataphora. The three types of reference are personal reference, demonstrative reference, and comparative reference. Here are some instances of personal references, comparative references, and demonstrative references.

Another description is the idea and meaning or semantic relationship between phrases inside a text, where the non-structural text relation and the structural relation combine to generate a texture. The text's cohesion is unique. However, it is not always connected to the text; it can also be tied to spoken speech in a similar manner to written speech. Additionally, it is beneficial to use grammatical or lexical cohesion devices to connect the text's ideas Halliday & Hasan (1976).

A lexical device called repetition makes a lexical item appear. Terms with nearly identical meanings are used in phrases and repetition because of the semantic relationship between them. As a consequence, using identical phrases, reiteration identifies the semantic 27 linkages. Matthienssen & Halliday (2014) describe repetition as five items: repetition, synonymy, antonymy, hyponymy, and meronymy. Because it is more methodical, reiteration is considered simpler and easier to discern in text than collocation.

Repetition is a literary technique that includes using the same word or phrase numerous times in a piece of writing or speaking. Repetition is employed by many sorts of authors, but it is more common in oration and spoken word, when the listener's attention may be more constrained. Halliday & Hasan (1976). The lexical pattern in the text, according to Matthiensen & Halliday (2014), describes multiple senses in the text. The repeating of phrases or words in a text, where both sentences have been modified to indicate stress or tension (expressing variations in tension and emotions).

Example:

A: “Dave reads the novel. The novel was long story.”

B: “You look so beautiful, beautiful like a princess.”

The recurrence associated with each phrase is seen by the example of the sentence above. The novel is the term associated with each phrase in the opening sentence. The word "beautiful" occurs twice inside the second sentence.

Matthienssen & Halliday (2014) define synonymy as two concepts that have the same meaning but do not totally overlap. In terms of a single meaning, they simply have the same meaning. The linking of two or more words or phrases with similar meanings is known as a synonym. So, two or more phonological terms with strikingly similar meanings are said to be synonymies. Consider the following example: lovely = lovely Look = observe. Based on the example, two or more words have equivalent meanings. It may be utilized to add flavor to our speaking or writing. The use of terminology having similar meanings is prohibited. We may use them whenever and wherever we choose.

An antonym is the inverse of an experience or meaning (Matthiensen & Halliday, 2014). It is normal to come across an antonym that may be applied to each sentence when reading a document. A term or phrase that has a completely different meaning from another is said to be an antonym. The difference between hot and cold, underprivileged and wealthy, and good and evil is an example of an antonym.

An association between a class and its subclass is known as a hyponym relationship. Given that they both fall within the same category, it is the relationship between one meaning and another. This implies that the things that relate to the entire category are referred to as the top, while the subordinate terms are referred to as the items that refer to subcategories. The bottom words indicate that there are numerous birds in the woodland. There are owls, eagles, and parrots, for example, and birds are instances of forests. The birds here are all different species.

The connecting of parts to complete meanings is known as synonymy. It suggests that certain terms might be replaced with others that are associated with the main notion. The example shows that a blackboard is a part of a class, and a butcher is a part of the marker. Class = blackboard, kitchen = knife. The primary difference between meronymy and hyponymy is that the former indicates that something is a component, while the latter indicates that it is a kind of.

A collocation occurs when two words are used together yet have different meanings. Words that pair up with specific additional words or grammatical structures are referred to as collocations. This indicates that some words have a pair that can be combined to form organic semantic units. Here, adjectives and nouns are combined, for example, with lovely visuals, verbs, and nouns. Co-location refers to the association between words and how frequently they occur in the same context. Therefore, it may be claimed that collocation helps to make a relationship cohesive.

**METHOD**

The method the researcher uses to collect data is an action the researcher takes to gather information. Sudaryanto (2015) non-participatory observation is a research technique that involves monitoring individuals without taking part in them directly. Adapted from Sugiyono (2012) the explanation choice joins the group or social structure in question while keeping a distance from the events mentioned. The researcher concentrates to gather the data from the video ‘YouTube’. The purpose of qualitative research is to detail a fundamental understanding of detailed understanding. Marshall (2016) there is several qualitative research genres, and many outstanding literatures serve as guides to their assumptions and methodologies. Creswell (2018) there are some methods of collecting data. The researchers watched the video, which was the object analyzed. In the second, the researcher writes down the script from the conversation in the video. The third researcher determined the types of repetition of the data. In the fourth, the researcher sorts the same data into its own type. First, the data is analyzed based on the context. Secondly, the data is analyzed based on how the utterances are pronounced. As a result, the utterances were examined in view of their intention to answer the second difficulty. Finally, the results of the study were compared with the types of repetition used by Ellen and Michelle.

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**FINDINGS AND DISCUSSION**

***Findings***

This research found fifteen data in interview with Michelle Obama in Ellen Show. There are five types of lexical cohesion: repetition (9), synonymy (2), collocation (4), hyponymy (0), and antonym (0). Based on the data source, the researchers found the same data, which was taken from a video 8.02 minutes long.

**Table 1: Types of lexical cohesion uttered Michelle Obama and Ellen**

**on Ellen show**

|  |  |  |
| --- | --- | --- |
| No. | Types of lexical cohesion | Frequency |
| 1 | Repetition | 9 |
| 2 | Synonymy | 2 |
| 3 | Collocation | 4 |
|  | **Total** | **15** |

***Discussion***

**Data 1**

00:00:01 - 00:00:14

Ellen : Michelle was just saying backstage that she would like to do

this with me every day.

Michelle : I still have a job.

Ellen : Oh, OK.

Michelle : Well, I got finished that one up.

Ellen : **Soon you won. Soon you won.**

The analysis: the data above was taken on 00:00:01–00:00:14 minutes of video on YouTube, with the utterance, ‘Soon you won’. Soon you won.’ Ellen utters those words while smiling and laughing to give Michelle a positive expression. According to Halliday & Hasan (1976), the type of repetition above is humorous. It is humorous because it uses the same grammatical structure to change a typical construction into an unusual one.

**Data 2**

00:00:24 - 00:00:39

Michelle : that’s us. Everything looks **good**. You're getting. Why didn't you give me some? Don't you have guest passes or something? I thought we were **good** out there.

The analysis: the analyzed data was taken from the video around 00:00:24–00:00:39. The utterances above are repeated twice with different formations but have the same meaning.

**Data 3**

00:01:14 - 00:01:36

Michelle : No. And my staff, I'm like, they're just **whipping crack, cracking the whip.**

The analysis: the data above was taken around 00:01:14–00:01:36 on video. The utterances above were repeated twice with different formations but have the same meaning.

**Data 4**

00:01:14 - 00:01:34

Michelle : There's not a minute. It's like we're finished, Leave me alone. So no, we're busy as ever. We're trying to finish up initiatives. We've got all the last things we're cleaning up the house, trying to get our **security deposit** back.

Ellen : Is it a big **security deposit**? Yeah?

The analysis: the analyzed data taken from the video around 00:01:14–00:01:34 The data above is repeated. Participatory listenership is a type of repetition that shows that the person is listening and accepting what has been uttered. Halliday & Hasan (1976). The preceding speaker's words were repeated in some instances only to participate in the conversation by demonstrating. The preceding speaker's words were repeated in some instances only to participate in the conversation by demonstrating.

**Data 5**

00:05:14 - 00:05:37

Ellen : Well, **you have accomplished that. You have accomplished that**, and I know you know that.

The analysis: The utterances ‘you have accomplished that” above are repeated twice. The repetition is intended to emphasize the utterance and to show her expression and praise for Michelle's achievements.

**Data 6**

00:06:12 - 00:06:26

Ellen : and **I know you know** that

The analysis: the data found in the video. The utterances above show the fact that both of them know something by saying I know you know, which refers to we know.

**Data 7**

00:05:17 - 00:05:22

Ellen : But you should feel **very proud**. Both of you should feel **very proud.**

The analysis: the data found on the data source around 00:05:17–00:05:22 minutes. The utterance “feel very proud” above is repeated twice. The repetition is intended to emphasize the utterance and to show her expression and praise for Michelle's achievements.

**Data 8**

00:05:37 - 00:05:50

Michelle : It has been **an honor**. I mean **an honor**. And I, you know, I, I wasn't the political spouse. I was very hesitant about this. But it's truly been an honor to serve, to travel this country, to meet so many great people.

The analysis: the data were taken from the video around 00:05:37–00:05:50. The utterance above shows the word “honor” is repeated twice. The repetition is intended to emphasize the utterance and show her expression to be what she is now.

**Data 9**

00:05:50 -00:05:55

Michelle : I have so much **hope** for this nation and I **hope** that everybody else does too.

The analysis: the data was taken around 00:05:50–00:05:55 on video. The utterances above show that the word hope is repeated twice. The repetition is intended to emphasize the utterance and expect something that everyone is able to do as she did.

**Synonymy**

**Data 10**

00:01:20 - 00:01:36

Michelle : **it’s huge. It's a big** house, yeah. So we're trying to patch all those little holes.

The analysis: the data taken from the video around 00:01:20–00:01:36 minutes. The data above show the same meaning to describe a thing (a house).

**Data 11**

00:05:55 -00:06:00

Michelle : We have some **great young people**. We've got **great communities.**

The analysis: the data was taken from the video around 00:05:55–00:06:00; the utterance above shows the synonymy type of lexical cohesion. The phrase great young people and great communities has the same meaning, which is to describe or mention that a society is great.

**Data 12**

00:01:15 – 00:01:20

Michelle : Education changed my life. I mean, I **grew u**p on the South Side of Chicago.

The analysis: the data found in the data source. In the utterance from the data above, there is a collocation. The phrase that grew up is collocation because it gives a meaning. The phrase grew up means someone is going to be older or bigger physically.

**Data 13**

00:01:20 – 00:01:34

Michelle : We're trying to **finish up** initiatives We've got all the last things we're. Cleaning up the house, trying to get our security deposit back.

Ellen : Is it a big security deposit? Yeah.

The analysis: the data was found in the minutes 00:01:20–00:01:34 of the video. The utterance “finish up” with collocation because there are two words that have a meaning.

**Data 14**

00:00:20 - 00:00:24

Michelle : we parked **right out** front.

The analysis: the data was taken between 00:00:20 and 00:00:24. on video. The phrase ‘right out’ is contained in collocation. It is built right and out to have a specific meaning.

**Data 15**

00:00:48 - 00:00:50

Michelle : I thought we were good **out there**.

The analysis: the data was found on video around 00:00:48–00:00:50. From the data above, the utterance exists collocation, and the phrase out their means location or setting place of out. Both of these words are used together to make a complex meaning that cannot be divided.

**CONCLUSION**

The conclusion is the kind of lexical cohesion in the Ellen Show interview with Michelle Obama. As revealed by this study, there were at least fifteen pieces of data gathered, of which ten were repetitions, four collocations, and two synonyms. Among all types, repetition appears with regard to the analysis and findings of the study. Among all types, repetition appears to be the most frequently performed type. The reason is that there are seven data points of this type, and no other type has more than seven data.  Through this research, it is hoped that it can be useful for readers, students, and future researchers. Researchers recommend readers read this research because it can help readers understand lexical cohesion. Such understanding can be gained through the reading of reviews of related literature. There is also the inclusion of examples, which are included to allow the reader to have a deep understanding.

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