

COHESION IN THE STORY “ROBINSON CRUSOE”

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ABSTRACT

This study analyzed the use of cohesion, especially lexical cohesion in the story of “Robinson Crusoe”. Lexical cohesion has been crucial in the text since they bring continuity yet create a story that can be understood by the reader. This research is expected to contribute the development of linguistic studies and bring insights to those who intend to acquire knowledge in term of cohesion. The method applied in conducting this study was library research, whereas the data was taken from the story entitled “Robinson Crusoe” written by Daniel Defoe. The story was chosen since it is one of the well-known stories around the world that is enjoyable to read due to many factors and one of them is the usage of lexical cohesive devices that can bring continuity within the text.

Keywords: cohesion; continuity; story

INTRODUCTION

Nowadays, most communication takes place in the written text than in the oral mode and writing has been a part of humanity for several years and steadily spread over the centuries. It does not only offer ways of reclaiming the past, it is a critical skill for analyzing the future as well. Many experts define writing with different definitions. According to White (1986), writing is the way to express ideas, experiences, knowledge in order to acquire knowledge and some information to be shared. Another statement is stated by Tarigan (1994) who claimed that writing is an activity that require graphic symbol. What it means by graphic symbol is that something to be understood by people by reading it (Begeny, 2014). People will understand the graphic symbol if they understand the language and the graphic itself. In short, writing is an expression of ideas through symbol in a written form that can convey messages for the sake of humanity. There are several purposes of writing as stated by Tarigan (1994) namely assignment purpose, altruistic purpose, persuasive purpose,

information purpose, self-expressive purpose, creative purpose, and problem-solving purpose. As the importance of writing and its effect to humanity, writers must bare in mind that to create a good writing, he/she must pass through process of writing. Harmer in his book entitled “How to Teach Writing” (2004) declared four main elements in the writing process, they are planning, drafting, editing, and final version. Meanwhile Dorothy E Zemach (2005) stated that how it can be useful is in order to create a good sequence of sentences as well as systematic writing for writing is an important form of communication in day-to-day life and the most difficult skills to master.

By seeing the influence of writing in life, the role of lexical cohesion is much more important. It refers to the role played by the selection of vocabulary in organizing relations within a text (Baker:2002). Halliday and Hasan (2014) divide lexical cohesion into two main categories: reiteration and collocation. As the name suggests, reiteration involves repetition of lexical items. It is not the same as reference, it does not involve the same identity. Collocation, in other sides, is a sub-class of

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lexical cohesion in Halliday and Hasan's model which covers a pair of lexical items that are associated with each other in the language in some way. Lexical cohesion typically operates through lexical chains that run through a text and are linked to each other in various ways. Creating cohesion means trying our words, phrases, sentences, and paragraphs together in order to create a text where the relationships between these elements is clear and logical to the reader, giving the text a good flow. We create cohesion in words, phrases, sentences, and paragraphs level; thus, it can direct the attention of the readers about the argument in the writing. According to Halliday and Hasan (2014), cohesion refers to the “non-structural text-forming relations” and it is closely related to a semantic tie which means there is a relation of meanings that exist within the text. When previous item is mentioned again and depends on another element, it is said to be a tie. With semantic ties, sentences will have relationship to each other and that make them a text. In addition, Halliday and Hasan refer to intertextual link as “the presupposing” and “the presupposed”. Cite as an example, in the sentence “Iron the clothes. Put them in the wardrobe”. The word “them” presupposes “clothes and provides a semantic tie between the two sentences, thus creating cohesion.

There are two types of cohesion, namely grammatical and lexical cohesion. Grammatical cohesion refers to the linguistic devices used to connect sentences and ideas in a text to make it coherent and unified by using substitute words, ellipsis, or conjunction. Lexical cohesion, on the other hand, is the central device for making texts hang together experientially and it is a selection of vocabulary. The two basic categories of lexical cohesion are reiteration and collocation. Halliday and Hassan (2014) classify reiteration into four types; a repetition, a synonymy/ near-synonym, a superordinate, and a general word. For example, ‘a girl’ can be replaced in the following sentences with ‘the girl’. They are considered as the same word. The word ‘a girl’ can also be replaced by ‘a young lady’ whereas they are a synonym. When ‘the girl’ is replaced by ‘the child’, they are superordinate. ‘a girl’ replaced by ‘the idiot’ is considered to be a general word.

Both types of cohesion are significant in making text flows logically as the parts of the cohesion can relate each word in a meaningful way. However, as mentioned previously, this research is only focusing one type of cohesion; lexical cohesion.

Repetition

Repetition, as the name suggests states the same lexical item in the later part of the text. For example: “She makes a cup of tea every morning. Tea can calm her mind”. In this sentence, the lexical item “tea” reiterated in the same form.

Synonym

Synonym is used to express a similar meaning of an item. For example: the word “answer” and “reply” are considered synonym as in the sentence “what was his reply? Does he already answer your email?”. Those words are interchangeable.

Superordinate

Superordinate involves the use of general class words. For example: “My father bought a mercy last week. He loves the car very much”. In this sentence, car is a name for a more general class of mercy. Whereas, vehicle is a superordinate of car.

General word

General word refers to the relation of one item to its more general item and is expressed by hyponymy and its hyponymic and hypernymic relations. It is used to refer back to lexical items. For example: Did you try the steamed buns? Yes, I didn't like the things much. The word “thing” is general words that refers back to buns

In addition, Halliday and Hasan recognize collocation as an important part of creating cohesion in connected text. Collocation is said to be the semantic and structural relation among words, which native speakers can use for comprehension or production of a text. It is the second type of lexical cohesion. Collocation can be realized as words that perform different common things but occur in similar environment. Two lexical items having similar pattern of collocation tend to appear in similar context-will generate a cohesive force if they

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occur in adjacent sentences. In addition, Nunan said that collocation can only be perceived by someone who knows something about the subject at hand (1993). According to Kennedy (2003), collocation may be words that are used in the same context or contribute to the same area of meaning. For example, a text dealing with the chemical treatment of food contains lexical chains such as fruit, citrus, orange, chemicals, product laboratory, etc. These words belong to the same register and contribute to the same topic.

Thus, this study aims at analysing how cohesive devices in the story of Robinson Crusoe and how it could affect the continuity of the story. Thus, readers feel comfortable when reading it as the flow of the sentences and paragraphs are good. This research will bring contribution to the linguistics study in term of cohesion.

METHOD

This study emphasizes the importance of lexical cohesion in a text. The data was taken from the story entitled “Robinson Crusoe” written by Daniel Defoe (1719). It was about a story of a young man who went against his parents’ wishes and chose to experience a new adventure to the sea and seek as many adventures as he could. He lived 28 years in an uninhabited island on the Coast of America, near the Mouth of the Great River of Oronoque; having been cast on shore by Shipwreck, wherein all the men perished but himself. With an account how he was at last strangely delivered by pirates. This story is a worldwide well-known one and considered to be a good writing for it is enjoyable and easy to read. One of the key elements, coherence has been part of this writing, therefore it creates unity within the text and build a good coherence.

The method applied in analyzing this text is that library research. Library research is a type of research that is used in collecting information and data directly through various literatures, books, notes, magazines, and other references, as well as the results of previous studies that are relevant in order to get answers and theoretical basis regarding the problem to be researched. The selection of the topic is based on the problems raised in the existing

phenomena. Then, exploration is done regarding the chosen topic to determine the focus of the research. The data is collected in the form of information or empirical data sourced from novels, books, research articles, journals, and other literatures which can support this research. In addition, the process of reading the novel “Robinson Crusoe” well is critically required in order to obtain maximum results. The important information related to lexical cohesive devices is dig deeply and continued by note-taking activity, whereas it is considered to be the most important step in this study. When the research notes process is finished, all data gained then processed to be analyzed further.

DISCUSSION

Lexical Cohesion

Reiteration

As stated by Halliday and Hasan (2014), reiteration is one type of lexical cohesion which include repetition of a lexical item and this will bring continuity to the text. The readers could understand the lexical item by the sense of the earlier item. This creates a good sentence. Reiteration includes repetition, synonym, superordinate, and general word.

Repetition

Repetition is recognized through lexical items that are already present in the previous sentence and they are repeated in the following sentence. The repetition types can be simple repetition or complex repetition. Based on the data, it can be found the following sentences that are considered as repetition in the novel of “Robinson Crusoe”

“...by the usual corruption of words in England, we are now called-nay we call ourselves and write our name-Crusoe; and so many companions always called me “(pg 35)

In the data above, it can be clearly seen the repetition done by the writer. There is a repetition of word “call” twice in the sentence. However, the form is different one another since they follow grammatical rules. The first repetition is “call” because the writer wants to state how they call themselves in the sentence “...nay we call ourselves”. According to the type of the tense, the writer would like to show the way they call themselves daily so there is no

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suffix -ed at the end of the word as it is a simple present sentence. The second one, “called” in the sentence “...so many companions always called me” is called past simple for this sentence showed a statement uttered by the writer’s companions that have already happened in the past. This type of repetition is considered as simple repetition for the word “call” and “called” are both verbs. They belong to the same word class but differ in form because it is tied by grammatical structure.

The second data found in the data can be seen in the following:

“By noon the sea went very high indeed, and our ship rode forecastle in, shipped several seas...”(pg 20)

In the data above, it can be seen that there is a repetition of word “ship” but in a different form. The first sentence shows word “ship” whereas it belongs to noun in the sentence. The word is repeated in the following sentence; however, the word belongs to different word class. The word “shipped” is a verb. The word is repeated since it brings connection one another and this is a type of complex repetition. In complex repetition, the word form is changed as well as its grammatical and syntactical meaning. The concept is that two lexical items share a lexical morpheme, but they have different grammatical function.

Synonym

One of the reasons why the writer uses synonym is that it can substitute particular words which share the same semantic meaning. It is also done to avoid too many repetitions in the text. The synonymy may not be the same totally, however, it is contextually derived the same meaning as the previous one. Below is the synonym found in the data:

“My first contrivance was to make a pretense to speak to this Moor, to get something for our subsistence on board; for I told him we must not presume to eat of our patron’s bread” (pg 44)

From the sentence above, it can be seen that there is a synonym in the sentence. They are “speak” and “told”. Both words derive the same meaning; “speak” means to say something in order to convey information, an opinion, or a feeling. On the other hand, “told” means to communicate information, facts, or news to someone in spoken or written words.

Contextually, the word “speak” and “told” mean the same things that are way to communicate and deliver information. There is an important consideration why the writer chose the words differently but have the same semantic meaning. He/she would like to create an effective and aesthetic sentence.

Superordinate

As previously explained, superordinate is the use of general class words in a sentence. It is a general term which includes different words representing smaller categories. The categories are called hyponyms. The purpose is to lead the sentence to common identity. From the data, it can be found superordinate as can be seen in the following:

“...but as soon as it was quite dark, we heard such dreadful noise of the barking, roaring, and howling of wild creatures...” (pg 36)

From the sentence above, there is a word “noise” which is emphasized through an adjective “dreadful”. The sentence indicates something which is scary and dreadful or rise a feeling of uncomfortable. This sentence then followed by some words namely barking, roaring, and howling. These three words could explain the dreadful noise as stated before so when the readers do not get the meaning of dreadful, then they could easily understand the sense by reading the next sentence.

General word

General word is recognized through the use of words which show the more general idea from the previous words. It is called the superordinate of the hyponyms. Below is one example of data found:

“...all the good counsels of my father’s tears and my mother’s entreaties, my parents...” (pg 10)

Based on the data above, there are two words that show or explain “parents”, they are father and mother. “parents” in that sentence is the general idea of mother and father. It is the superordinate of the hyponyms father and mother. The writer applies the general word in order to emphasize the previous hyponyms. The sentence that applies this type of cohesion may have a good continuity and clearly connected one another. It is also arranged systematically since the sentence shows connection of

superordinate and hyponyms. In addition, the sentence above is considered as effective writing, which is easy to be understood because it is clear. When a writer writes something, he/she must get ideas in such a way that the audience will understand them effortlessly and rapidly.

Collocation

Collocation is the term used to explain the words which are different in form but similar in the environment or in other words, they are similar in form. This is used to identify related words. Lexical items that have similar patterns of collocation, that tend to appear in similar context will bring a cohesive force in the text. In the novel entitled “Robinson Crusoe”, there are some collocations found, they can be seen in the following:

“All this while the storm increased, and the sea went very high, though nothing like what I have seen many times since; no, nor what I saw a few days after; but it was enough to affect me then, who was but a young sailor, and had never known anything of the matter. I expected every wave would have swallowed us up, and that every time the ship fell down, as I thought it did, in the trough or hollow of the sea, we should never rise more; in this agony of mind, I made many vows and resolutions that if it would please God to spare my life in this one voyage, if ever I got once my foot upon dry land again, I would go directly home to my father, and never set it into a ship again while I lived;..”(pg 9)

In the data above, it is obvious that the writer used collocated words in order to create a good flow into the story; thus, the story will have a good cohesion. The writer started with a word “the sea” followed by “a young sailor”. They indicate that the setting of the story was in the sea, which was explained by the word “sailor” (a person whose activities are in the sea). Then, the next choices of words also explained the word “sea” like “wave, ship, voyage, ship” which together put the text into a good cohesion. It is because those lexical items are coming from similar environment; the sea.

CONCLUSION

In conclusion, lexical cohesion is crucial in every text including fictional story as it can bring continuity into the text and make the text well-organized. They are related to selection of vocabulary that are related to repetition, synonym, superordinate, general word, and collocation. Those elements were used in writing “Robinson Crusoe” as one of the well-known stories in the world. The purpose of using lexical cohesive devices is to create a logical order text yet enjoyable that the reader will not get any distraction from useless or illogical words.

When looking at the importance of lexical cohesion, every writer needs to pay attention to it before they start writing any kinds of text. Lexical cohesion has been a very serious issue when writing texts.

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