

AN ANALYSIS OF COHESION IN THE IELTS READING TEXT THREE ENTITLED “READING IN A WHOLE NEW WAY: AS TECHNOLOGY IMPROVES, HOW DOES THE ACT OF READING CHANGE?” BY GUY BROOK-HART AND VANESSA JAKEMAN

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KEYWORDS	ABSTRACT
<i>Cohesive devices, Grammatical, Lexical cohesive devices, IELTS</i>	The research problems of this study are: First, what types of grammatical cohesive devices found in the text? Second, what types of lexical cohesive devices found in the text? Third, how each types used to link text elements in the IELTS Reading Text? The aims of this research are: to identify and describe grammatical and lexical cohesive devices that are employed in the IELTS reading text, and to explain how do they link the text element in the IELTS reading text. The research method used was descriptive qualitative method. The data resource was primarily the IELTS Reading Text three by Guy Brook-Hart and Vanessa Jakeman Band 4-5 Student’s Book. The writer used document analysis as the technique of data collection. The results show that all the types of grammatical and lexical cohesive devices were employed in the text. The total occurrences of the grammatical cohesive devices in the text were 225 times, and the lexical cohesive devices were 20 times. The grammatical cohesive devices link text elements grammatically or through structural content. Lexical cohesive devices link the text elements based on lexical content and background of knowledge.
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INTRODUCTION

Comprehension of a reading text does not only depend on vocabulary and sentence structure but it also depends on the cohesion and coherence of a text. Cohesion refers to the grammatical and lexical elements on the surface of a text which could form connections between parts of the text (Tanskanen, 2006:7). It can be achieved with the use of cohesive devices. Cohesive devices are also known as linkers or linking words, connectors, or discourse markers.

There are two cohesive devices in the cohesion; grammatical and lexical cohesive devices. Grammatical cohesive devices deal with cohesion between or among sentences because of grammatical factors. The grammatical factors could be about cohesive devices covering conjunction (a word which connects word or phrases or clauses), reference (meaning expression which is referring to other word), ellipsis, substitution, Hamidah (2012: 03). Lexical cohesive devices deal with cohesion between or among sentence because of lexical choice, lexical cohesive devices cover; repetition, synonymy, antonymy (word, phrase, expression which have opposite meaning), and hyponymy/superordinate (Hamidah, 2012:03). The

importance of studying cohesion, especially cohesive devices (grammatical and lexical) is to create a good and systematic text and to make us easily understand what information is delivered on any text.

In this research, the writer used a reading text under the title "*Reading in a Whole New Way: as Technology Improves, How Does the Act of Reading Change?*" by Guy Brook Hart and Vanessa Jakeman that contained in the IELTS. IELTS stands for International English Language Testing System, it is used to ensure that one's English skills is good enough to get a job or continue one's study abroad. "The applicants take the first three parts of the test during a session in the following order: listening, reading, writing, and speaking" (Hashemi & Daneshfar, 2018).

Reading session is one of the sessions of IELTS. It contains three sections; the first contains two or three factual texts, the second contains two short, work-related factual texts, and the third contains one long text on a general topic. All the texts in these sections are authentic, taken from official documents, books, newspaper, etc. In the book "*Complete IELTS 4-5.5*", there are three texts in reading section. From all the texts in this section, the writer chose the third text under the title "*Reading in a Whole New Way: as Technology Improves, How Does the Act of Reading Change?*" by some reasons; the text is the longest text in the IELTS reading texts in the book, so the cohesion may be more complex than other texts, this text is also interesting in how it is related to the current existing phenomena where the technology changes everything and the act of reading is one of it, the last reason is because the writer considered this text used correct and clear cohesive devices.

IELTS reading test is intended to measure participants' ability in understanding the content, message or information contained. Suwandi (2016) states the ability to read and to comprehend the messages delivered in a reading text of IELTS depends not only on the sentence structure and vocabulary but also depends on the cohesion's strategies employed in the text; reference systems, connectors, and transitional signals, and other signposts used in the text. In order to make the reader fully comprehends the messages delivered in a text, correct and clear lexical and grammatical cohesive devices are the necessary things to focus on.

The reader of IELTS reading text need to know and understand the types and how the cohesive devices link every text element in the IELTS reading text to help them in doing the test. Perason & Johnson (1978) suggest that readers comprehend a text only when they have understood those connections for reformulating them in another shape. In this way, cohesive devices are considered as critical acts of comprehension: if readers are able to identify the relationships between ideas in a text and the logical connectors that indicate them, they will be able to comprehend the conceptual and structural gaps in the text to help them in doing the IELTS.

METHOD

In this study, the writer used descriptive qualitative research to investigate the cohesion of the IELTS text. Qualitative research is research that meant to understand the current existing phenomena experienced a research subject, in a holistic manner through description within words and language form, in a natural special context and through making use of various natural methods (Meredith D. Gall, Joyce, and Walter R. 2003). This method used as the method for this research because the problems and subject matter to be investigated are the current existing phenomena; cohesion of IELTS reading text three entitled "*Reading in a Whole New Way: as Technology Improves, How Does the Act of Reading Change?*". This reading text is available in the book "*Complete IELTS 4-5.5*" by Guy Brook-Hart and Vanessa Jakeman, page 152-153.

The source of data the writer used in this research was primarily IELTS reading text 3 under the title "*Reading in a Whole New Way: as Technology Improves, How Does the Act of Reading Change?*" By Guy Brook-Hart and Vanessa Jakeman. Furthermore, the theory of Halliday and Hasan's concept of cohesion in English, especially focus on the cohesion and lexical had been the research reference.

There were several research procedures that the writer used in doing this research, such as:

1. Selected the document and chose a reading text in the document entitled "*Reading in a Whole New Way: as Technology Improves, How Does the Act of Reading Change?*" by Brook Hart and Vanessa Jakeman because the text is related to the existing phenomena.
2. Read, identified and took notes about cohesive devices found in the text.
3. Listed all the cohesive devices found in the text.

Creswell (2009) states that the data collection steps included setting the boundaries for the research, collecting information through unstructured observations and interviews, documents, and visual materials, as well as establishing the protocol for recording information. In this research, the writer did the document analysis.

Ary (2010:457) states that document analysis is a research method that applied to written or visual materials for the purpose of identifying specified characteristics of the material. In this research, the writer used document analysis to collect the data from the IELTS reading text under the title "*Reading in a Whole New Way: as Technology Improves, How Does the Act of Reading Change?*" By Guy Brook-Hart and Vanessa Jakeman which taken from the book Complete IELTS 4-5.5.

The data of this research were analyzed qualitatively through several stages as follows:

1. Identifying

By the list of cohesive devices found in the text, the writer identified and classified cohesive devices found in the text into types of cohesive devices.

2. Describing

The writer described how each of the grammatical cohesive devices and the lexical cohesive devices linked text elements in the text.

FINDINGS AND DISCUSSION

This chapter shows the findings of types of cohesion including grammatical and lexical cohesive devices in the IELTS reading text three by Guy Brook-Hart and Vanessa Jakeman. The writer found that all four types of grammatical cohesive device were used in the text, they were conjunctions, references, ellipsis and substitutions.

In the text, the writer found four types of grammatical cohesive devices, they were conjunction, reference, ellipsis and substitution. These were occurred 225 times in the IELTS reading text three by Guy Brook Hart and Vanessa Jakeman. The first one was conjunction. In the text, the writer found four types of conjunction such as additive, adversative, causal and temporal, it occurred 98 times. In the detail, the additive conjunctions occurred 54 times, the adversative conjunctions occurred 13 times, the causal conjunctions occurred 12 times and the temporal conjunctions occurred 19 times. The second one was references. All three types of reference were found, it occurred 123 times in total in the text, the personal references occurred 59 times, the demonstrative references occurred 55 times and the comparative references occurred nine times. The third was substitutions. There were two types of substitution found in the text, nominal and verbal. The substitutions in the text were occurred two times in total. The last type of grammatical cohesive devices was ellipsis. There was one type of ellipsis found in the text, nominal ellipsis. It was occurred two times in the text.

Type of lexical cohesive device used in the IELTS reading text were reiteration and collocation. These were occurred 20 times in total. Reiteration consists of repetition, synonymy, antonymy and hyponymy. The reiterations occurred 13 times in total. In detail, the repetitions occurred five times, the synonymies occurred six times, the antonymy occurred one time, and the hyponymy occurred one time. The last type of lexical cohesive devices was collocation which also found in the text. Collocations occurred seven times in the text. The details of these cohesive devices were explained in the discussion part.

In the IELTS reading text three, grammatical cohesive devices link the elements grammatically or through structural content. On the other hand, lexical cohesive devices link the text elements based on lexical content and background of knowledge, using related words. The text elements are words, phrases, clause, paragraph and sentence.

The findings as stated above were discussed in detailed in this section covering types of grammatical cohesive devices, lexical cohesive devices and their use, how the cohesive devices link text element.

Grammatical Cohesive and How They Linked within the Text Elements

There were four types of grammatical cohesive devices found in the IELTS reading text three such as conjunction, reference, substitution and ellipsis. The details were explained as follows.

Conjunction Additive Conjunction

Additive conjunction is used to link text elements especially in the form of word and clause to add more information to what is already there. The additive conjunctions found in the IELTS reading text three were; *and, only, also, in fact, more, such as, for example, unlike, at, in addition, rather than, instead of, because, another, too, as fast as, just as, as if* and *what is more*.

1. And

*“Reading **and** writing, like all technologies, are constantly changing.”*

The word “**and**” linked the words “*reading*” and “*writing*” to add more information that not only reading was constantly changing just like all technology but writing did, too.

2. Only

*“This continuous script made books hard to read, so **only** a few people were accomplished at reading them aloud to others.”*

The word “**only**” linked the phrase “*This continuous script made books hard to read*” and “*a few people were accomplished at reading them aloud to others*” to add more information.

Adversative Conjunction

Adversative conjunction used to link contrast elements in the text. The adversative conjunctions found in the IELTS reading text three by Guy Brook-Hart and Vanessa Jakeman were; *but, no longer, unlike, on the other hand, rather than, instead* and *than*.

1. But

*“Authors no longer had to produce scholarly works, as was common until then, **but** could write...”*

The word “**but**” showed the contrast between “*Authors no longer had to produce scholarly works*” and “*could write*”.

2. No longer

*“Authors **no longer** had to produce scholarly works, as was common until then, but could write ...”*

The phrase “**no longer**” as an adversative conjunction, used with the word “**but**” to link the contrast phrases between “*produce scholarly works*” and “*could write*”.

3. Unlike

*“Screens are always on, and, **unlike** books, we never stop staring at them.”*

The word “**unlike**” linked the text elements to show that screens are not the same as books.

Clausal Conjunction

Clausal conjunction used to link the cause and the effect in the text. The clausal conjunctions found in the IELTS reading text three by Guy Brook-Hart and Vanessa Jakeman were; *so, for this reason, that, as, as a consequence, unless, because* and *such...that*.

1. So

*“This continuous script made books hard to read, **so** only a few people were accomplished at reading them aloud to others”.*

The conjunction “**so**” in the text connected the cause “*This continuous script made books hard to read*” and the effect “*only a few people were accomplished at reading them aloud to others*”.

2. For this reason

*“Dictation sounded like an uninterrupted series of words, so scribes wrote these down in one long continuous string, just as they occur in speech. **For this reason**, text was written without spaces between words until the 11th century.” (S3-S4)*

The conjunction “**For this reason**” in the text connected the reason in the previous sentence with the effect in the next sentence

3. That

*“Educators and parents worried deeply **that** the TV generation would be unable to write.” (S23)*

The word “**that**” linked the cause “*the TV generation would be unable to write*” and the effect “*Educators and parents worried deeply*”.

Temporal Conjunction

Temporal conjunction is a conjunction that used to show the time sequences in the text. The temporal conjunctions found in the IELTS reading text three by Guy Brook-Hart and Vanessa Jakeman were; *after, then, since, until, before, when, often, always, while and never*.

1. After

“...we read the owner’s manual of a device we see in a shop before we purchase it, rather than **after** we get home and discover that it can’t do what we need it to do.” (S40)

The word “**After**” showed the sequence that the *situation* happened after “*we get home*”.

2. Then

“Authors no longer had to produce scholarly works, as was common until then, ...” (S11)

The phrase “**until then**” referred to the time of situation in the text.

3. Since

“As a consequence, the amount of time people spend reading has almost tripled **since** 1980.” (S25)The word “**since**” as a sequencer, referred to the action in the past that is still happening today.

Reference

References found in the IELTS reading text three by Guys Brook-Hart and Vanessa Jakeman werethree types, personal reference, demonstrative reference and comparative reference.

Personal Reference

Personal reference was expressed by personal pronouns and serves to specify individuals or objects in a text. The personal references found in the IELTS reading text three by Guy Brook-Hart and Vanessa Jakeman were; *we, you, your, it, them, its, their, our and us*.

1. We

“...these newly ubiquitous screens have changed how **we** read and write.”The word “**we**” referred to the writer and the reader of this text.

2. You

“**You** might think of this new medium as books we watch, or television we read.”The word “**you**” referred to the reader of this text.

3. Your

“...in the future it will seem strange to read without moving **your** body.” The word “**your**” referred to the reader of this text.

Demonstrative Reference

Demonstrative reference is expressed by personal pronouns and serves to specify individuals or objects in a text. The demonstrative references found in the IELTS reading text three by Guy Brook-Hart and Vanessa Jakeman were; *this, that, these and the*.

1. This

“A popular children’s toy (Webkinz) instills stuffed animals with a virtual character that is ‘hidden’ inside; a screen enables children to play with **this** inner character online...” (S49)

The word “**this**” referred to “**virtual character**”.

2. That

“...computer screens launched an epidemic of writing **that** continues to swell.” (S24)The word “**that**” referred to “**computer screens**”.

3. These

“Dictation sounded like an uninterrupted series of words, so scribes wrote **these** down in one long continuous string, just as they occur in speech.” (S4)

The word “**these**” referred to “**an uninterrupted series of words**”.

Comparative Reference

Comparative reference used to compare text elements. The comparative references found in the IELTS reading text three by Guy Brook-Hart and Vanessa Jakeman were; *such, like, unlike, as, as fast as and more*.

General comparison

1. Such

“...reduced the time we spent reading to **such** an extent that it seemed as if reading and writing were over.” (S22)

The word “**such**” is used to describe the identified time we spent in reading.

2. Like

“Reading and writing, **like** all technologies, are constantly changing.” (S2)

The word “**like**” is used to compare the similarity between “**Reading and writing**” and “**all technologies**”.

3. Unlike

“Screens are always on, and, **unlike** books, we never stop staring at them.” (S28)

The word “**unlike**” is used to compare screen and book.

Particular Comparison

1. As

“Authors no longer had to produce scholarly works, **as** was common until then.” (S11)

The word “**as**” is used to compare the similarity of the common action in that time. Verbal

“...while misinformation travels fast, corrections **do**, too” (S42)

The word “**do**” substituted for the phrase “travels fast”.

Ellipsis

Ellipsis could be called substitution by zero (Halliday and Hasan, 1976: 142). The ellipsis found in the IELTS reading text three by Guy Brook-Hart and Vanessa Jakeman were; *stuffed animals and could write*.

1. “A popular children’s toy (Webkinz) instills **stuffed animals** with a virtual character that is ‘hidden’ **inside** 0; a screen enables children to play with this inner character online in a virtual world...” (S49)

The word “**inside**” functions elliptically. It referred back to the ellipsis “**stuffed animals**”.

2. “**Authors** no longer had to produce scholarly works, **as** was common until then, but 0 **could write**...” (S11)

The phrase “**could write**” functions elliptically. It referred back to the ellipsis “**Authors**”.

Lexical Cohesive Devices and How They Linked within the Text Elements

Lexical cohesion is a semantic relation that is expressed through lexical systems. There were two types of lexical cohesive devices found in the IELTS reading text three by Guy Brook-Hart and Vanessa Jakeman.

Reiteration

Repetition

Repetition used to repeat words or sentences that have been mentioned before and to emphasize the meaning of these words or sentences. The repetitions found in the IELTS reading text three by Guy Brook-Hart and Vanessa Jakeman were; *reading, strange, read, character* and *we*.

1. Reading

“But it is not book **reading** or newspaper **reading**, it is screen **reading**.”

In the sentence, the word “**reading**” is a repetition. The word “**reading**” referred back to the book “**reading**” to show the difference of reading.

2. Strange

“Just as it seemed **strange** five centuries ago to see someone read silently, in the future it will seem **strange** to read without moving your body.” (S35)

In the sentence, the word “**strange**” is a repetition. The word “**strange**” referred back to the book “**strange**”.

3. Read

“Just as it seemed strange five centuries ago to see someone **read** silently, in the future it will seem

strange to read without moving your body.” (S35)

In the sentence above, the word “**read**” is a repetition. The word “**read**” referred back to the book “**read**”.

Synonym

Synonym used to repeat words or sentences that have been mentioned before and to emphasize the meaning of these words. The synonyms found in the IELTS reading text three by Guys Brook-Hart and Vanessa Jakeman were; *authors* and *scribes*, *uninterrupted* and *continuous*, *skill* and *talent*, *idea* and *opinion*, *idea* and *thought*, *swell* and *grows*.

1. Authors and Scribes

“...**authors** often dictated their books...so **scribes** wrote these down in one long continuous string” (S3-4)

The word “**scribes**” is the synonym of the word “**authors**”.

2. Uninterrupted and continuous

“Dictation sounded like an **uninterrupted** series of words, so scribes wrote these down in one long **continuous** string” (S4)

The word “**uninterrupted**” is the synonym of the word “**continuous**”.

3. Skill and talent

“Being able to read silently to yourself was considered an amazing **talent**; writing was an even rarer **skill**” (S7)

The word “**talent**” is the synonym of the word “**skill**”.

Antonymy

Antonymy is the oppositeness of meaning between a word and the other word or among words in the same part of speech. The antonymy found in the IELTS reading text three by Guys Brook-Hart and Vanessa Jakeman were *aloud* and *silently*.

1. Aloud & silently

“...only a few people were accomplished at reading them **aloud** to others. Being able to read **silently** to yourself was considered an amazing talent” (S6-7)

The word “**aloud**” in the sentence is the antonym of the word “**silently**”.

Hyponymy

Hyponymy is words or phrases which have general-specific meaning relation. The hyponymy found in the IELTS reading text three by Guys Brook-Hart and Vanessa Jakeman was *media*.

1. Media

“...types of **media**, such as newspapers and magazines, broadened what was written about.” (S10) The word “**media**” is the hyponymy of the superordinate “**newspapers and magazines**”.

Collocation

Collocation is a pair of words that often occur together. It may hard to realize some collocations because they are sound natural. The collocations found in the IELTS reading text three by Guys Brook-Hart and Vanessa Jakeman were: *ancient times*, *continuous string*, *continuous script*, *printing press*, *written words*, *public libraries*, *game consoles* and *of course*.

1. Ancient times

“**In ancient times**, authors often dictated their books.”

The phrase “**ancient times**” is a collocation. The words “*times*” or “*ancient*” cannot be replaced by other words, because it would sound unnatural.

2. Continuous string

“*Continuous string*”

The phrase “*Continuous string*” is a collocation. The words “*continuous*” or “*string*” cannot be replaced by other words, because it would sound unnatural.

3. Continuous script

“*Continuous script*”

The phrase “*Continuous script*” is a collocation. The words “*continuous*” or “*script*” cannot be replaced by other words, because it would sound unnatural.

CONCLUSION

Based on the findings, the writer concluded that there were 342 times of the occurrences of the cohesive devices in the IELTS reading text three by Guy Brook Hart and Vanessa Jakeman. In details, the grammatical cohesive devices occurred 225 times and the lexical cohesive devices occurred 117 times. In the text, the writer found all types of grammatical cohesive devices, they are conjunction, reference, ellipsis and substitution. The types of conjunction found in the text were additive, adversative, causal and temporal. These types were occurred 98 times in total. The three types of reference were also found in the text, they were personal reference, demonstrative reference and comparative reference, these were occurred 123 times in total. The substitutions and ellipses were also found in the text but the occurrences of them were less than the other types of grammatical cohesive devices. In addition, there were two types of substitution found in the text, nominal and verbal, each type occurred one time. There was one type of ellipsis found in the text, it was nominal ellipsis which occurred two times.

The lexical cohesive device used in the IELTS reading text were reiteration and collocation. These were occurred 20 times in total. Reiteration consists of repetition, synonymy, antonymy and hyponymy and occurred 13 times in total, repetitions occurred five times, synonyms occurred six times, antonymies occurred one time, and hyponymies occurred one time. The last type of lexical cohesive devices was collocation. Collocations occurred seven times in the text.

In the IELTS reading text three by Guy Brook-Hart and Vanessa Jakeman, grammatical cohesive devices linked the elements grammatically or through structural content. On the other hand, lexical cohesive devices linked the text elements based on lexical content and background of knowledge, using related words.

Based on the findings and discussions, the writer suggested some suggestions. The writer suggested this research may be a reference for the lecturers in planning and conducting their teaching and learning process, especially of reading and writing subjects. The writer also suggested this research may help the students of the English department to expand their reading and writing skills, including their understanding of the cohesion of IELTS reading texts and also may be a valuable input about cohesive devices in creating the text. The writer suggested this research may be a reference to English learners in understanding cohesion in texts, especially in IELTS reading texts. And the writer suggested the result of this research may become a source of information for other researchers in conducting any research related to the topic of this research.

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