

## A DISCOURSE ANALYSIS OF LEXICAL COHESION ON NAILA FARHANA'S VIDEOS

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### Abstract

The study sought to investigate the lexical cohesion in three YouTube videos by Naila Farhana, "Language Learning when you are an Introvert," "This useful language translation hack will help you!" and "Change your life! Benefits of Learning English Language". Farhana is known as an Indonesian YouTuber engaged in Languages. Through her video, the study analyzed Farhana's utterances on some topics based on lexical cohesion elements. Moreover, this study is concerned with Farhana's consistency, properly using lexical cohesion based, and finding out which lexical cohesion is the most dominant. Since to produce good writing and speech, it needs to pay attention when used to make the reader or listener not misunderstand. The research method was a qualitative description of the YouTube transcript to analyze the lexical cohesion devices. The results showed that the most dominant lexical cohesion of Farhana's three Youtube videos was Collocation of 36.93%. In addition, the study found Farhana's consistency in using lexical cohesion seen in the percentage of using the correct type of lexical cohesion reached from Halliday and Hasan's theory.

**Keywords:** Lexical Cohesion, YouTube, Videos

### INTRODUCTION

It is obligatory to pay attention to understanding both spoken and written language. Hence, there must be an element of cohesion and coherence in a sentence and speech. Cohesion is a relationship meaning found in sentences or utterances (Bateman, 2006).

Meanwhile, coherence is supportive of those preceding words in sentences or utterances (Karadeniz, 2017). Therefore, a sentence or utterance is declared cohesive if one can form an interrelated relationship with others. In contrast, coherence is achieved if there is a logical relationship of meaning between one and another.

Cohesion refers to grammatical and lexical cohesion (Halliday & Hasan, 1976). Grammatical cohesion consists of references, ellipsis, substitutions, and conjunctions. Meanwhile, lexical cohesion consists of synonyms, superordinates, repetition, collocation, and general words. Both tools of cohesion aim to get the effect of the intention of meaning, beauty of language, and clarity of information.

Previous studies revealed that many students still have problems with writing skills especially in using cohesive devices (Afriani, 2018; Saputra & Hakim, 2020). The phenomenon of writing skills that the researcher found in the field is that students are worried about grammar and lexical cohesion, in setting their minds that (1) they do not write until they master grammar, (2) they cannot develop their ideas while writing due to lack of vocabulary, and (3) most of them make mistakes in writing punctuation, using capital letters, and apostrophes. Another problem experienced by students is low motivation and no interest in writing activities. When they understand cohesion, they will feel happy to write. Therefore, lexical and grammatical cohesion must be learned.

Nowadays, grammatical and lexical cohesion is considered essential in language learning. It is hoped that language students can produce academic language products. Hence, the existing learning materials in schools and other media is needed as a tool to learn it. One of them is via the Internet. Since the pandemic, the Internet is becoming inseparable for students' education (Pratama et al., 2020). The internet plays an important role in the teaching and learning process from home. Aside from that, the internet can also be used as a tool to express or share ideas. One of them is by YouTube application. This application helps us a lot in increasing skills and knowledge. Users only need to type what is needed in the search column.

Saed et al. (2021) mentioned that YouTube videos could improve the English teaching and learning process, especially in learning four language skills: writing, speaking, listening, and reading. Since students cannot only be pegged by what the teacher gives at school, there must be additional media or material to maximize their learning outcomes. Besides that, YouTube can also be a tool to help solve solutions at school. As said by Kristiani and Pradnyadewi (2021), the students' issue in improving their speaking skills is when they feel nervous when speaking in front of the class and cannot use the correct

grammar. Thus, it can be assumed that YouTube is an effective learning medium for developing students' skills.

In this case, the researchers took three videos related to improving English skills from YouTube. The aim was to conduct a discourse analysis related to the Lexical Cohesion devices used by the YouTuber. The YouTuber's name is Naila Farhana. Farhana is an influencer in the field of languages. The current study chose Farhana because her explanation is easy to understand. Compared to other YouTubers who speak English, they still have grammatical errors. At the same time, Farhana is almost close to the native way of speaking because currently living with them and is a graduate of Utrecht University. Thus, the researchers used a YouTuber as an influencer to motivate the viewers to learn English. Burnaz and Acikgoz (2021) said that YouTube could be one of the most stunning social media platforms to gain people's attention. By getting the audience's attention, it can be easy for them to follow what the influencer says. Therefore, the influencer must have a positive impact.

The videos were "How you can start to speak clearly" with a duration of 7 minutes 25 seconds, "This useful language translation hack will help you!" with the duration of 4 minutes 33 seconds, and "Change your life! Benefits of learning English language" with the duration of 10 minutes 4 seconds. The researchers took these three videos related to English learning, and Farhana spoke in full English, whereas the other videos used a mix of Indonesian and English languages. In addition, it is an advantage for people who need to learn English because Farhana's channel provides facilities by providing subtitles for each video. Therefore, the channel is beneficial when someone needs to practice their English skills.

Previous researchers were also concerned with discourse analysis. First, Arifiani (2016) figured out how lexical and grammatical cohesion is used in speech text. The finding showed that the dominant grammatical was a personal reference "I" which indicates Emma Watson. The lexical dominantly was the Repetition of "men and women" that pointed to this campaign's target in her speech. Second, Trisnaningrum et al. (2019) needed to know the types of Grammatical Cohesion devices in students' academic writing essays in higher education. The result was that 1048 sets of grammatical cohesion were used, and the highest use of grammatical cohesion devices was references and conjunctions with 53.53%.

Compared with those studies, where the first researcher examined two devices, namely lexical and grammatical cohesion, to find out which of the two devices was dominant in a speech text. The second researcher only examines grammatical cohesion to analyze the types of grammatical cohesion and the most used in students' academic writing essays. Meanwhile, this present study investigates the lexical cohesion used by an *Linguists: Journal of Linguistics and Language Teaching* Vol. 8, No. 1, July 2022

Indonesian YouTuber named Naila Farhana. The researchers chose three videos belonging to Farhana. The researchers looked for the speaker's consistency in using the Lexical Cohesion device based on theory and found out which one was the most dominant in the three videos. The benefit of this research, apart from analyzing this, is that readers will also gain knowledge about learning English with eye-catching video titles. Farhana as a speaker of a language, has recognized her proficiency in English by having 549K subscribers and more than 19 million viewers. In addition, Farhana's Youtube content attracts viewers because it does not only discuss language but also cultures, travels, and many more.

### ***Youtube***

Currently, the Internet and technology contribute significantly to students in education (Fralinger, 2009). The Internet has a vital role in developing the world of education, such as a source of information and exchange of information that is not limited by space and time. The objective evidence of this use is the benefits of the Internet for learning activities. One of them is through the YouTube Application. YouTube has a huge chance to improve students' learning skills. In addition, students also get easy access to supplementary material and making it easier to do assignments. YouTube is easy to use. Just type what we want to look for in the search box, then some content or targeted channels will appear. Almurashi (2016) that the usefulness of YouTube videos to achieve students' learning goals is an extra medium when teaching a material. So, be grateful that now everyone can take advantage of its usefulness because all aspects of language are obtained there.

Wu, Hou, Zhu, Zhang, and Peha (2002) claimed that videos offer recommendations and approaches to achieve the best advantage in education. Hence, students get the knowledge from the teachers and can be from a YouTube video that matches the material they need to learn. Because nowadays, there is much valuable content, especially from Indonesian YouTubers who motivate students who want to learn English. One of them is Naila Farhana, a YouTuber who talks about languages, such as valuable motivational material for learning English, information on how easy it is to learn it, and the benefits of learning English. Aside from that, Farhana is an influencer who has 463K subscribers. Wherewith subscribers like that, many viewers are interested and satisfied with what Farhana presents in each of her videos.

In this study, Naila Farhana's YouTube videos were the source of the analyzed data. The researchers took transcripts of data from each video. The title videos taken for this research were " How you can start to speak clearly" "This useful language translation hack will help you!", "Change your life! Benefits of Learning English Language", where Farhana

uses full English in those videos. According to the primary purpose of this research, those videos will be analyzed related to lexical cohesion.

### ***Discourse Analysis***

Discourse is a written and spoken language party associated with cohesion, coherence, and meaning. Discourse analysis is a research study of language-related to its social context to comprehend how language is utilized. Because language connects humans, and it is used must understand each other. Social context also implies the ability of language users to match the resulting utterances with the context; for example, when talking to older people or peers, there is a language that is more suitable for use. A supporting topic is also needed in discourse (Millis, 1997). Several support paragraphs are interrelated to explain the fundamental idea of a story, an essay, or a report. Without the main topic, what will be conveyed does not make sense.

Crystal (1992) said that discourse often contributes to the coherent unit, such as a narrative, argument, or joke. Because discourse analysis means considering how language functions and creates in different social contexts, what is conveyed can be misinterpreted without proper context. For instance, if there is no coherence in the joke, the person receiving it may not laugh and become confused.

### ***Cohesion***

Widdowson considered that cohesion needs to be signaled between pronoun and previous noun phrase (O'Halloran, 2008). It means that cohesion refers to relationships of meaning within the text. Grammatical cohesion is the compound of sentences built by grammatical features, whereas the Cohesion of Lexical is the compound of sentences built by lexical features. There are two kinds of cohesion (Halliday & Hasan, 1976). First, Grammatical Cohesion is based on how structural content works together. The kinds of grammatical cohesion: (1) Reference, it is treated as the part of the speaker/writer as an action; (2) Substitution for change of one item by another; (3) Ellipsis for change items within a text by nothing; (4) Conjunction, it can be incorporate subordinate clause with the main clause.

In other words, grammatical cohesion refers to a reference in the form of a particular lingual unit that refers to another lingual unit of reference that precedes or follows it. Substitution is substituting an element of discourse with another element whose reference remains the same. Ellipsis is in the form of the omission or disappearance of specific lingual units that have been previously mentioned. Conjunctions are made by connecting one element to another in discourse.

Second, Lexical Cohesion occurs when two words in a text are semantically related in their meaning. The kinds of lexical cohesion; (1) Reiteration, namely Repetition, refers to the action of repeating something. Synonym points to a word that means exactly or closer same as another word, Superordinate is a category within a system of classification, and General Word relates to a common noun; (2) Collocation refers to a group of words that are likely to occur together. Kimmes and Kopman (2011) cited in Shamma (2013) defined that collocations which are: a) Verb + Noun, b) Adjective + Noun, c) Noun + Verb, d) Noun + Noun, e) Adverb + adjectives, f) Verb + adverb, g) Verb + Preposition.

Consequently, Reiteration is the cohesion used by repeating a word, including Repetition, Synonym, Superordinate, and General Words. Meanwhile, Collocation is also one of the lexical cohesion tools in discourse. Collocations are specific associations in use word choices that tend to be used side by side. Both Reiteration and Collocation are influential in a sentence that is made; for example, when using Repetition, we must know its purpose as affirming a word to the recipient. While Collocation, combining two words, we must know the meaning, not interpret them one by one. For instance, "take off" in the sentence "The plane will take off in two hours" means to begin the flight.

In this study, the researchers only focus on analyzing lexical cohesion in three videos from Farhana that discuss language learning. Wahyono et al. (2020) concluded that lexical cohesion is the result of a chain of related words that contribute to the continuity of lexical meaning in the text. The study concluded that lexical cohesion determines the author's tone in writing an article. Moreover, Al-Ghazalli and Majli (2019) said that lexical links are considered more critical than grammatical links because vocabulary items contribute to cohesion and coherence. In this sense, they constitute a lexical field and establish a semantic relationship. However, it is easy to determine grammatical cohesion as it deals with a finite number of grammatical words due to lexical cohesion is classified as the most problematic category of cohesion because it relates to openness (noun, verb, adverb, lexical verb) than closed class items (pronouns, determiners, preposition, conjunction, and modal verb).

## **METHOD**

### **Research Design**

The research approach applied qualitative research to get insight into a particular phenomenon (Palmer & Bolderston, 2006). The method used to collect the data was descriptive, which assesses attitudes, opinions, organizations, circumstances, or procedures. A descriptive method or technique is an assessment of opinions toward individuals, organizations, and others (Sengaji & Sopiah, 2010).

This present study used this design to analyze or describe the transcript of three YouTube videos by Naila Farhana to look at the consistency and proper use of lexical cohesion and find out which was the most dominant. This study focused on recognizing the lexical items regarding the types, percentages, and frequencies. Halliday and Hasan (1976) proposed the lexical cohesion devices as a model framework in the present study. Here below is the framework.

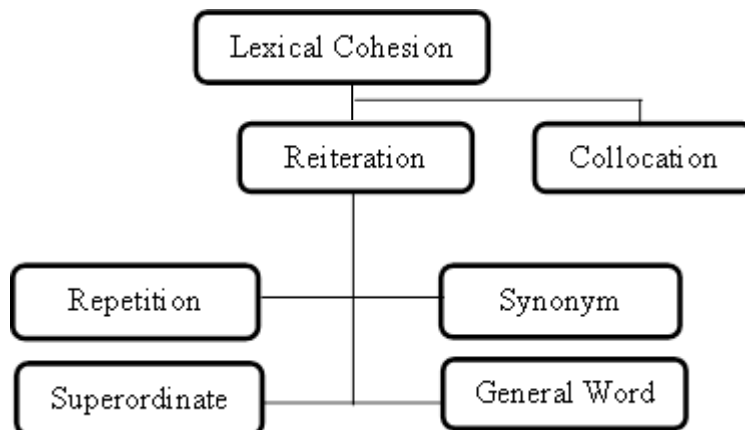


Figure 1. Research Model Framework

### Source of Data

The data were taken from YouTube videos related to improving English skills. The YouTuber's name is Naila Farhana. Farhana is an influencer in the field of languages. The researchers chose Farhana because her explanation was straightforward to comprehend. The videos were "How you can start to speak clearly" uploaded on 13 August 2021 with 72,840 views, "This useful language translation hack will help you!" uploaded on 20 October 2021 with 32,073 views; and "Change your life! Benefits of Learning English Language" uploaded on 20 August in 2021 with 172,764 views. These three videos were chosen because Farhana uses full English in conveying the information in her videos. Since Farhana is an Indonesian YouTuber, several videos use Indonesian, so the researchers feel it better to choose a video where Farhana uses full English.

### The Technique of Analysing Data

The technique of this study uses a qualitative descriptive method which means selecting, classifying, and describing by calculating the lexical cohesion of the data from Naila Farhana's YouTube Videos. The researchers did the following steps. First, Collect the transcript videos from Naila Farhana's YouTube channel. Second, carefully classify the transcript words of lexical cohesion built upon the theories. Third, Calculate each lexical cohesion aspect in those transcripts through the formula:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

N =Types or Sub-types of lexical cohesion

T = Total Lexical cohesion

Fourth, assess whether the lexical cohesion aspect is adequately used and consistent by Farhana in her videos.

## FINDINGS AND DISCUSSIONS

### Findings

The analysis of the 3,643 words of data established 601 lexical cohesion devices in Naila Farhana's videos, namely "How you can start to speak clearly," "This useful language translation hack will help you!", and "Change your life! Benefits of Learning English Language". Five types of lexical cohesion in those videos: Repetition, Synonym, superordinate, general words, and Collocation. Farhana uses all types of lexical cohesion in her three videos. Based on the goals of this study, there are two things as follows:

#### *The Way of Lexical Cohesion Devices Used by the Speaker in the Videos*

The researchers found the consistency of Farhana in using lexical cohesion, which can be seen from the analysis that has been done. The speaker in her three videos used the correct type of lexical cohesion elicited from the theory of Halliday and Hasan (1976). Farhana uses lexical cohesion in each video, either from Reiteration or Collocation.

**Table 1. The total number of lexical cohesion of each video**

| Lexical Cohesion |                       |                       |                       |
|------------------|-----------------------|-----------------------|-----------------------|
|                  | 1 <sup>st</sup> Video | 2 <sup>nd</sup> Video | 3 <sup>rd</sup> Video |
| 1. Repetition    | 48                    | 32                    | 84                    |
| 2. Synonym       | 45                    | 16                    | 42                    |
| 3. Superordinate | 14                    | 9                     | 28                    |
| 4. General Word  | 17                    | 10                    | 34                    |
| 5. Collocation   | 76                    | 53                    | 93                    |

Farhana as a speaker of the languages, is very considerate of how she uses words, especially in lexical cohesion. Therefore the audience does not misunderstand what she conveys. Sidabutar (2021), lexical cohesion is about the relationship between the words in the text or utterance. The purpose of using the cohesion tool is to get the intensity of meaning. It can occur through the choice of words that have a meaningful relationship between a word and other words that have been used previously.



## *The Lexical Cohesion Devices Used by the Speaker on the Videos Dominantly*

This part explained which lexical cohesion is mainly used in the videos. The researchers want to determine which Farhana most often uses lexical cohesion devices as a language speaker.

Here are the following results tables:

### *1<sup>st</sup> Video: How you can start to speak clearly*

Table 2. The total lexical cohesion of the first video

|              |               | Lexical Cohesion |   |   |   |   |    |   |    |   |    |    |    |    | Total      |
|--------------|---------------|------------------|---|---|---|---|----|---|----|---|----|----|----|----|------------|
|              |               | Paragraph        |   |   |   |   |    |   |    |   |    |    |    |    |            |
|              |               | 1                | 2 | 3 | 4 | 5 | 6  | 7 | 8  | 9 | 10 | 11 | 12 | 13 |            |
| 1.           | Repetition    | 3                | 1 | 3 | 3 | 1 | 5  | 3 | 3  | 4 | 7  | 9  | 3  | 3  | 48         |
| 2.           | Synonym       | 2                | 2 | 4 | 2 | 4 | 3  | 2 | 2  | 6 | 2  | 4  | 8  | 4  | 45         |
| 3.           | Superordinate | -                | - | - | 3 | - | 2  | 2 | 2  | - | 2  | 2  | 1  | 1  | 14         |
| 4.           | General Word  | 1                | 2 | - | 2 | 1 | 2  | 2 | -  | 1 | -  | 2  | -  | 3  | 17         |
| 5.           | Collocation   | 5                | 4 | 3 | 3 | 4 | 10 | 7 | 10 | 7 | 6  | 4  | 6  | 7  | 76         |
| <b>Total</b> |               |                  |   |   |   |   |    |   |    |   |    |    |    |    | <b>200</b> |

Percentage of lexical cohesion

1.  $\frac{76}{200} \times 100\% = 38\%$  (collocation)
2.  $\frac{48}{200} \times 100\% = 24\%$  (repetition)
3.  $\frac{45}{200} \times 100\% = 22.5\%$  (synonym or near-synonym)
4.  $\frac{17}{200} \times 100\% = 8.5\%$  (general word)
5.  $\frac{14}{200} \times 100\% = 7\%$  (superordinate)

From the table above, the researchers analyzed the most dominant lexical cohesion of Farhana's first Youtube video was Collocation (38%) or 76 times; Repetition (24%) or 48 times; Synonym (22.5%) or 45 times; General Word (8.5%) or 17 times; Superordinate (7%) or 14 times.

### *2<sup>nd</sup> Video: This useful language translation hack will help you!*

Table 3. The total lexical cohesion of the second video

|              |               | Lexical Cohesion |   |   |   |   |   |    |   |   | Total      |
|--------------|---------------|------------------|---|---|---|---|---|----|---|---|------------|
|              |               | Paragraph        |   |   |   |   |   |    |   |   |            |
|              |               | 1                | 2 | 3 | 4 | 5 | 6 | 7  | 8 | 9 |            |
| 1.           | Repetition    | 3                | 5 | 5 | 3 | 5 | 2 | 5  | 4 | - | 32         |
| 2.           | Synonym       | 2                | - | 4 | 4 | - | 2 | 2  | - | 2 | 16         |
| 3.           | Superordinate | 2                | 4 | - | - | - | 1 | -  | 2 | - | 9          |
| 4.           | General Word  | 3                | 2 | - | 1 | - | 1 | 1  | 2 | - | 10         |
| 5.           | Collocation   | 6                | 7 | 5 | 5 | 6 | 4 | 11 | 6 | 3 | 53         |
| <b>Total</b> |               |                  |   |   |   |   |   |    |   |   | <b>120</b> |

Percentage of lexical cohesion

1.  $\frac{53}{120} \times 100\% = 44.2\%$  (collocation)
2.  $\frac{32}{120} \times 100\% = 26.7\%$  (repetition)
3.  $\frac{16}{120} \times 100\% = 13.3\%$  (synonym or near-synonym)
4.  $\frac{10}{120} \times 100\% = 8.3\%$  (general word)
5.  $\frac{9}{120} \times 100\% = 7.5\%$  (superordinate)

From the table above, the researchers analyzed the most dominant lexical cohesion of Farhana's second Youtube video was Collocation (44.2%) or 53 times; Repetition (26.7%) or 32 times; Synonym (13.3 %) or 16 times; General Word (8.3%) or ten times; Supeordinate (7.5%) or nine times.

*3<sup>rd</sup> Video: Change your life! Benefits of Learning English Language*

**Table 4. The total lexical cohesion of the third video**

| Lexical Cohesion |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    | Total      |    |
|------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|------------|----|
| Paragraph        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |            |    |
|                  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21         |    |
| Repetition       | 2 | 1 | 2 | 1 | 1 | 2 | 4 | 3 | 4 | 3  | 6  | 5  | 4  | 2  | 5  | 5  | 9  | 2  | 6  | 11 | 6          | 84 |
| Synonym          | - | - | 6 | 4 | 2 | - | 6 | - | 6 | 2  | -  | -  | -  | -  | 4  | -  | -  | -  | 8  | 2  | 2          | 42 |
| Superordinate    | 1 | - | - | - | 1 | - | 1 | - | 1 | 5  | 3  | -  | -  | 1  | 4  | 1  | -  | 7  | 1  | 2  | -          | 28 |
| General Word     | 2 | - | 1 | 1 | 1 | 1 | 2 | - | 2 | 1  | 1  | 1  | 1  | 2  | 4  | 2  | 4  | 2  | 2  | 2  | 2          | 34 |
| Collocation      | 6 | 4 | 8 | 5 | 4 | 3 | 7 | 1 | 5 | 4  | 2  | 3  | 6  | 1  | 6  | 3  | 5  | 2  | 5  | 8  | 5          | 93 |
| <b>Total</b>     |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    | <b>281</b> |    |

Percentage of lexical cohesion

1.  $\frac{93}{281} \times 100\% = 33.1\%$  (collocation)
2.  $\frac{84}{281} \times 100\% = 30\%$  (repetition)
3.  $\frac{42}{281} \times 100\% = 14.9\%$  (synonym or near-synonym)
4.  $\frac{34}{281} \times 100\% = 12.1\%$  (general word)
5.  $\frac{28}{281} \times 100\% = 9.9\%$  (superordinate)

From the table above, the researchers analyzed that the most dominant lexical cohesion of Farhana's second Youtube video was Collocation (33.1%) or 93 times; Repetition

(30%) or 84 times; Synonym (14.9%) or 42 times; General Word (12.1%) or 34 times; Supeordinate (9.9%) or 28 times.

The total number of words from lexical cohesion is 601 words. The researchers analyzed that the most dominant lexical cohesion of Farhana's three Youtube videos was Collocation (36.93%) with 222 total words. The Repetition (27.28%) with 164 total words. Synonym (17.13%) with 103 total words. General Word (10.14%) with 61 total words. Superordinate (8.48%) with 51 total words.

## Discussion

Writing with academic standards must contain cohesion and coherence. So we as language users must analyze the use of both more deeply. In this study, the researchers limit the analysis only to cohesion, more precisely, lexical cohesion. Several previous researchers were also concerned with cohesion. Arifiani (2016) analyzed how lexical and grammatical cohesion is used in the speech text of Emma Watson. Meanwhile, Trisnaningrum et al. (2019) investigated the grammatical cohesion devices in academic writing essays for students in higher education.

The study seeks to investigate how the lexical cohesion device used by Farhana in her YouTube videos. It can be shown from the findings above the consistency of Farhana in using lexical cohesion in each video, where the total words of it were 601 words, and the percentage of using the correct type of lexical cohesion elicited from the theory of (Halliday & Hasan, 1976). Reiteration and Collocation have to do with word choice to understand the meaning of a sentence. Wang and Zhang (2019) confirmed that the selection of vocabulary accomplishes the cohesive influence. Therefore, we must master many English words that will impact scholastic writing.

From the table above, the researchers analyzed the lexical cohesion from the first video, "How you can start to speak clearly, " related to learning English for people who usually find it difficult to express what they are thinking, making the speaker speak nervously. Farhana uses several words considered lexical cohesion. First, Collocation (38%) or 76 times, such as the word "Think of."

At 1:37 – 1:44 "My insecurity tells me that I really think about what others *think of* me so when I think too much about what other would perceive from me."

It is one of the reasons that people like to think of other perspectives, where as a speaker should stay focused on what you want to convey.

Second, Repetition (24%) or 48 times, there is the word "Speak"

At 0:35 – 0:49 "Listen to yourself means being aware of what I'm thinking when I talk from really listening and being aware of my thoughts when I *speak*, I become

aware on why I don't talk smoothly that's because I keep interrupting myself when I try to *speak*.”

This showed that do not hesitate in speaking, speak according to our goals. Do not let negative thoughts interfere with the continuity of the process of proposing something.

Third, Synonym (22.5%) or 45 times, like "Aware" and "focus"

At 1:08 – 1:27 “When I'm being stopped by myself in mid-sentences, I would have to redo myself again from the beginning and that's just become not smooth. I became *aware* that I *focus* to the wrong thing.”

It showed that Farhana suggested focusing more on what we want to convey rather than other people's opinions.

Forth, General Word (8.5%) or 17 times, for instance, the word "Guys"

At 6:53 – 7:00 “Well okay, that was quite a long video. I hope you *guys* enjoy it and at least learn a few things from this video, and this has been really fun to talk about this.”

It says that Farhan used the word of Guys to her viewers of this video. Sometimes there are also those who greet as Mate, buddy, or friend.

Fifth, Superordinate (7%) or 14 times, one of them was "Content".

At 2:09 – 2:27 “when I listen to different *content*, so I remember in my teenagers, when I was still learning to learn English, I watched a lot of TV series but when I watched these *TV series*, I had my learning mode on so I paid really close attention to how the character speaks and how they structure their sentences, what kind of idioms they use”.

The word of content superordinates from TV series that some people can use to practice their speaking.

The second video is “This useful language translation hack will help you!” which discussed the function of language translation that would help us use another language. Farhana uses several words considered lexical cohesion. First, Collocation (44.2%) or 53 times was found, such as "Different language".

At 0:04 – 0:14 “It is a common practice for you guys, for my Indonesian viewers to translate word by word when you're trying to speak English. Don't do that! the reason for that is that Indonesian and English are two completely *different languages*. if you're Indonesian and you're learning Malaysian, then by all means, do that!”

It means when we translate one language into a different language, we do not do it word by word, but must follow the sentence procedures of the target language.

Second, Repetition (26.7%) or 32 times, there is the word "Translation"

At 0:24 – 0:39 “The word by word *translation* method usually works however if you're learning English, the syntax, grammar structure, and even the words or vocabulary, they're

completely different the word by word *translation* method between English and Indonesian”

It because the discussion is about the translation. Farhana emphasizes to avoid translating the target language word by word.

Third, Synonym (13.3%) or 16 times, like "wanted" and "hope"

At 4:23 – 4:32 “I think the chat ended up being longer than I *wanted* I *hope* you guys enjoyed the chat, and I will see you in another video and you have a good day. Bye!”

Farhana hoped that her viewers do not repeat the same mistakes in translation after she explained in the video how to translate well.

Forth, General Word (8.3%) or ten times, for instance, "students"

At 3:44 – 3:57 “So that is what I always tell my *students* in my course the reason why you're always having trouble translating in your head and that sentences doesn't come out of you naturally that's because you translate in your head word by word and that is very time-consuming.”

It referred to Farhana's students that she reminded not to translate word by word. Because when translating one language into the target language word by word, the real message will not be conveyed and will not be accepted in academics.

Fifth, Supeordinate (7.5%) or nine times, one of them was "Indonesian and Malaysian"

At 0:00 – 0:14 “Hi! let's have a little chat so I see that, it's a common practice for you guys, for my Indonesian viewers to translate word by word when you're trying to speak English. Don't do that! the reason for that is that *Indonesian* and English are two completely different languages. if you're Indonesian and you're learning *Malaysian*, then by all means, do that!”

Farhana showed that Indonesian and Malaysian are superordinate from languages.

The third video is “Change your life! Benefits of learning English language” which talked about the advantages of learning English. Farhana uses several words considered lexical cohesion. First, Collocation (33.1%) or 93 times, such as the word "study aboard".

At 0:39 – 0:55 “let's talk about privilege for a little bit I know because it's a very hot topic in Indonesia right now so you may think that I'm privileged because you know, I got the chance to go to an English-speaking school and went to *study abroad* so it's easy for me to practice my English well.”

It is one of the advantages that Farhana gets to be able to study abroad so that she can be proficient in English.

Second, Repetition (30%) or 84 times, there is the word "English"

At 0:00 - 0:16 “Hi guys So in this video I wanna talk to you guys about a few ways *English* have really changed my life. So, I was born in Indonesia And *English* isn't my first language. I actually remember some days in my childhood days where I picked up an *English* book, and I didn't not know what it means, I was like "Oh what language is this?"

It is often repeated because Farhana aimed to explain the main point of this video, what are the advantages she gets when she is proficient in English.

Third, Synonym (14.9%) or 42 times, like "topic" and "content"

At 3:17 – 3:55 “I would say today, in Indonesian web, there's just a lot more useful content especially since the last, 5-6 years but before that, there were more comedy and entertainment *content* in Indonesian and of course I enjoy that kind of content too, but I didn't only want to surround myself especially in my formative, defining years I wanna surround myself with positive and more educational content and they were not so readily available in Indonesian so accessing content in a *topic* like self-development, business, psychology, relationship this content really shape my character growing up.”

In this section, Farhana added language insight by selecting appropriate content/topic on YouTube.

Forth, General Word (12.1%) or 34 times, for instance, the word "Book"

At 0:09 – 0:15 “I actually remember some days in my childhood days where I picked up an English *book*, and I didn't not know what it means.”

It says that Farhan used to be very confused, why is there a language book that she can not read and understand the meaning. However, Farhana really enjoys reading English books now.

Fifth, Supeordinate (9.9%) or 28 times, one of them was "Dutch, Spanish, Portuguese."

At 3:57 – 4:23 “English has helped me to learn so many different languages or pursue my hobbies easier so it's no surprise that learning languages is my passion, it's my hobby and I gotta say, English has really help me a lot in this area so learning *Dutch, Spanish, Portuguese* is just a lot easier for me to learn it from English because the structure between English and these three other languages are just a lot more similar than Indonesian and these *foreign languages*.”

It claimed that Dutch, Spanish, and Portuguese are superordinate from Foreign Languages.

The results above show that the three Farhana videos have lexical cohesion elements after the researchers analyzed the YouTube video transcripts. Farhana pays more attention to every word she says to avoid mistakes. The goal of making each video, apart from providing language information, is to show how to use English properly. Therefore, by examining only lexical cohesion, the audience or viewers can take lessons to write and speak according to correct grammar, especially related to lexical cohesion, divided into 2 things, namely reiteration and collocation. Reiteration is further divided into repetition, synonym, general words, and superordinate. Learning about lexical cohesion is very important, especially in producing academic works. Kirana et al. (2020) asserted that the teacher should teach the learners how to write using cohesion devices and read a text written by natives to familiarize them with the imperative role of cohesion and minimize errors in writing a text. Similarly,

Puspita et al. (2019) expressed that using lexical cohesion can convey the meaning of the text on the whole to the reader.

In this study, the main activity of the researchers is to find all the elements in the lexical cohesion in the script that have been taken from every Farhana video on her Youtube channel. The videos chosen by the researchers are the ones that people experience the most, as can be seen from the video titles, namely “How you can start to speak clearly,” “This useful language translation hack will help you!”, and third “Change your life! Benefits of learning English language”. It can be seen from the first video. It shows that Farhana teaches not to overthink what other people will think when speaking because if that happens, the speaker may become nervous and even forget what they will say. Farhana warns the viewers not to have trouble translating one language into the target language in the second video. Because when one language is translated word by word, the pure message cannot be understood and will be very time-consuming. In the third video, Farhana claims that language learners, especially English, will get many benefits, such as being able to continue studying abroad, access knowledge in English, and get a job that currently requires English.

The second thing to discuss, the researchers analyzed the most dominant lexical cohesion of Farhana's three Youtube videos, namely Collocation. This shows that Farhana is proficient in English. Because not many people actually speak or write with the correct collocation. As Farhana did, she often uses the words "think of", "talk to", "focus on" where the combination of these words must be correct, otherwise they are not in accordance with English grammar. The second element is Repetition. Farhana needs to do repetitions to remind one word that she has said before, such as the words "speak", "language" and "English" which is indeed the content of Farhana's channel that focuses on speaking English. In the third position are Synonyms and are followed by General words, where the two purposes are almost the same, namely adding new words or replacing one word with another word that has the same meaning, such as "say" with "convey" and "help" with "prevent". Then, in the last position, there is a superordinate, which is a word that represents a category in a classification system. As used by Farhana, namely “Indonesian and Malaysian” is superordinate to “Languages.”

Meanwhile, other researchers found different results from dominant lexical cohesion. Batubara et al. (2021) discussed lexical cohesion, and the purpose was to find the types of lexical cohesion in the Jakarta Post News. The result found that the dominant was synonymous with 94 words. Meanwhile, Marto (2019) investigated the lexical cohesion in the research background in the undergraduate thesis of English Students Education at Madako University. The study results indicate that the repetition component is the most dominant with 93%.

In this present study, the order from the most to minor lexical cohesion devices in Farhana's three YouTube videos is the same. The most dominant form of the three videos was Collocation (36.93%), with 222 total words; Repetition (27.28%), with 164 total words; Synonym (17.13%), with 103 total words; General Word (10.14%), with 61 total words; Superordinate (8.48%), with 51 total words.

Subsequently, the researchers explained most devices from the three videos. Most of the Collocation was 76 times in the first video, "How you can start to speak clearly." Yulfi et al. (2019) said that Collocation is combinations that sound natural to native speakers, yet learners of English have to make an effort to learn them because they are often difficult to guess. Therefore, that is important to know about Collocation and how to combine two words. One collocation in the video is the words "Move on."

At 0:17 – 0:19 "Let us *move on* to the solutions."

The words "Move on" as collocation elements showed that Farhana would explain the solution to the problem for verbal fluency described previously.

The second most the Repetition was 84 times in the third video "Change your life! Benefits of learning English language." Haniah et al. (2020) said that Repetition is a natural and simply part of our daily actions and conduct, and hence, it is not just in writing but also in speech. One repetition in the video is the word "Languages".

At 3:57 – 4:05, "English has helped me to learn so many different *languages* or pursue my hobbies easier, it is no surprise that learning *languages* are my passion."

Farhana repeated the word "language" to explain that it will be more accessible when we are proficient in English to learn another foreign language.

The third most Synonym was 45 times in the first video "How you can start to speak clearly." Zakiyah and Zakrimal (2020) recognized that synonyms are several words with the same meaning or different words yet have the same basic meaning. Usually, speakers or writers use synonyms to avoid Repetition of words. One of the synonyms in the video is the words like "Mode on" and "Close attention".

At 2:19 – 2:23, "I had my learning *mode on*, so I paid *close attention* to how the character speaks."

Farhana explained that focus on the speaker when learning listening skills. Therefore, it can make language learners accustomed and proficient like native speakers.

The third video's fourth most General Word was 34 times, "Change your life! Benefits of learning English language." Maryati and Suprpti (2018) reported that General Word refers



to a lexical item such as a person, people, man, woman, things or stuff, and places. Since these are general words, we must know them in general terms. One of the general words in the video is the word "Indonesian".

At 3:18 – 3:20, “In *Indonesian* web, there is just a lot more useful content.”

Farhana explains that Indonesia has advanced in education, especially language learning, as seen on YouTube.

The fifth most of the Superordinate was 14 times in the first video “How you can start to speak clearly.” Amalia, Dinda, and Hidayat (2020) discussed that superordinate defines a general name for some objects. It relates the meaning between more general items and more specific items. So, when we want to say something about a flower, we can explain the flower's name without repeating the Word flower in the text or utterance, for instance, the word "rose." One superordinate in the video is the word "content".

At 1:48 – 1:52, “Focus on the *content* of my messages, the story that I am telling.”

Farhana said that when the speakers talk, they need to be focused on the content or the message to be conveyed do not leave the content.

Therefore, it can be concluded that the most lexical cohesion of this study was Collocation. Collocation is an important part, as said by Bui et al. (2021) said, that Collocation is a criterion of the dissimilarities between native speakers and foreign language learners. English is not considered ordinary, natural, or fluent without the competence in collocation. In other words, a learner needs to gain adequate knowledge of collocations and use them correctly in communication to be fluent and native-like. It is acknowledged that knowledge of Collocation help to improve learners' language skills, communicative competence, and native-like fluency. Future researchers can also analyze cohesion in writing in other fields.

## CONCLUSION

### Conclusion

It can be concluded that competence in academic writing requires the ability to use lexical cohesion devices to minimize errors. The study revealed that Farhana is very concerned about the language used so that the viewers do not misunderstand and are disappointed. Hence, Farhana consistently used lexical cohesion in her videos. Each element of the lexical cohesion used is related to the content's title created by Farhana. The finding and discussion above indicate that the Collocation element has become the most dominant device used compared to other devices in Farhana's three YouTube videos. Farhana is very

happy to use collocation, where collocation is words partnership, thus making her speak and write like a native.

However, in reality, not many writers or readers are proficient in using it. They must know the right pairs of each word. Frequent practice and viewing academic standard writings can help us use Collocation correctly. Repetition takes second place, and sometimes Farhana needs to emphasize the word that has been said before. The third position is Synonym. The synonym element used by Farhana is not to repeat words so that the viewers gain a lot of additional vocabulary. The next position is General Words, which also increases common words' vocabulary. Superordinate is the least used element, which is knowing the words and their categories. As for the words related to language, such as Indonesian, Malaysian, and English.

The most significant of this kind of research is to make authors write logically with academic standards. Mainly, familiarity and knowledge of lexical cohesion devices will impact the writing quality. Therefore, the study suggests that English teachers, tutors, or even influencers in the language field can help language learners improve their lexical cohesion devices. For instance, in school, students need to learn about the lexical cohesion devices and ask them to continuously practice writing on many topics by using them, then give feedback on their writing. Then, the students will realize the importance of using lexical cohesion devices to produce good writing.

### **Suggestion**

The study used videos related to learning English to analyze its lexical cohesion devices. Therefore, the next researchers can analyze lexical cohesion devices in other fields because of the importance of creating a text with clear and logical elements for the reader. Then the researchers found a small use of Superordinate because it requires cognitive skills. Hopefully, other writers or speakers can use it in the future.

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