

CHAPTER I

INTRODUCTION

1.1 Background of the Study

IELTS (**International English Language Testing System**) tests are a kind of English test that is designed to measure English proficiency of non-native English speakers in terms of four skills (Reading, Listening, Writing and Speaking). IELTS is a written test that is collaborated with various regulations of knowledge and insightful information that has been examined scientifically. The IELTS test is used to assess learner's proficiency in the English language and has been recognized by about 135 nations worldwide.

Australia, New Zealand, and Canada are a few nations that use this test. Because each component of this test is so carefully evaluated, official institutions like the British Council, IDP IELTS Australia, and the University of Cambridge support it. (Damanik & Discipline, 2022). In addition, IELTS tests can also maximize the learner autonomy, grit and self-reliant. (Khabir, 2022). IELTS test contains some aspects of English skills that are essential to be mastered and one of them is reading skill. It is usually covered on long or short passages with the certain topic.

The academic passages of IELTS allow students the opportunity to fully comprehend the main idea or point of the passages since it plays an essential role in determining learner's curiosity and literacy in learning English. But, in fact it is still remains as the intricate and tough lesson to study as it is rarely found in

general educational system in our country. Hence, no wonder if the material of IELTS presents a high order thinking skill to be conquered.

Nonetheless, the big problem that mostly occurs is that the student in Indonesian can't comprehend, and declare effectively what the information they have read even in a brief explanation. The result held by the OECD (Organization for Economic Cooperation and Development) in 2018 which is called PISA (Programmed for International Student Assessment), finds that ability of reading test is still below the average score that has pointed.

In that case our country Indonesia gets the 73th rank of 79 countries that involves in the study. It's the bad reality that our country must accept and of course can act on the student's development especially in learning English language. If someone or student cannot convey and apprehend what the meaning or the message they have read in one passage, it means that they will have no guidance to seek a crucial information that they are usually get when learning. That's why the capacity of reading is really necessary to cope with the modern era where the development of technology and education remains upgraded significantly.

Based on the problem above, the researcher believes that the biggest cause is because Indonesian students have not adjusted to engage and spend their time in reading particularly in a long passage or discourse. There are a lot of language elements in the passage and it has the correlation one another. If students are able to identify and dive the meaning in the main point of sentence in the text, they have to know the relation between one word to another word lexically or we can

say they need to know the Lexical Cohesion from the text because it always associated with vocabularies and the real message of the passage.

In addition, the reading activity must be applied as a way to adapt with this modern era since it works to activate mind, and maintaining the good habit of literacy carefully. (Abdulhamidovna, 2022 p.46). The way to realize it is by doing an analysis through the Discourse Analysis that generates Lexical Cohesion as its part. Discourse analysis is a discipline of linguistics that concentrated on the language features of the text in various contexts. It is firstly remarked by the Zellig Harris (1952) when identifying the relationship between speech and language.

Through Discourse analysis, we will know how the word is connected each other with a certain part and how language depends on the context in which it is applied both in written or spoken description of interactions. (Paltridge, 2012 p.3). Cohesion is a part of Discourse analysis. Cohesion is a linguistic device that shows relatedness in the text or sentence. The term "cohesion" refers to the precise lexical, grammatical, or semantic textual frequencies that assist readers linking the ideas presented. Cohesion refers to the unity of the relationship between one element and another in discourse so that a logical or reasonable meaning is come out. (Sinaga et al., 2022 p.208)

Cohesion can be divided in to two sections particularly Grammatical Cohesion and Lexical Cohesion. Lexical cohesion refers to the links between the content words (nouns, verbs, adjectives, adverbs) which are used in sequential segments of discourse. So, we can say that it is the way in which the reader can

get the meaning or information by the view of relation part of the words, phrases, clauses, sentences or vocabularies in the passages.(Merkel et al., 2021 p.83). Lexical cohesions are varied with the source of the text, articles, journals or papers etc. In teaching learning process, that generally uses Academic passages, of course it is conducted effectively by the use of lexical cohesion. It aims to create a structure of discourse that is harmonious and logical. Therefore, both instructor and learners will get the point toward the discourse or text and achieve the good literacy.

Due to the result of low standard of reading previously mentioned, the researcher is inspired to conduct the research about the analysis of lexical cohesion in the academic text of IELTS reading passages and its implication for English teaching in order to reveal the advantages of these passages to be used as the material in English teaching.

1.2 The Problems of the Study

Based on the background of the research above, the researcher has formulated some problems related to the research. The Problems are:

1. What are types of Lexical Cohesion that founds in the academic text of IELTS reading passages?
2. What type of Lexical Cohesion that is the dominantly used in the academic text of IELTS reading passages and its implication for English teaching?

1.3 The Objectives of the Study

The Objectives of the study are:

1. To find out. Types of Lexical Cohesion that are found in the academic text of IELTS reading passages

2. To identify the dominant type of Lexical Cohesion in the academic text of IELTS reading passages and its implication for English teaching

1.4 The Scope of the Study

There are many parts of Discourse Analysis that can be used as the way to divide the information the text effectively. In this research, researcher uses the analysis of Lexical Cohesion as the way for analyzing the academic text of IELTS reading passages batch 16 and its impact in English teaching specifically in the high school stage.

1.5 The Significances of the Study

The findings of the study are absolutely expected to be beneficial and can make a good contribution for some aspects of life especially in this 21st century that requires a development of all aspect including the field of education, so that the good standard of literacy can be achieved. In this research, researcher gives a brief elaboration related to the benefit or importance of this research to the researcher and English teaching especially by using the academic text of IELTS reading passages. It is described as the following:

1.5.1 For The Next Researcher

This research is full of analysis of lexical cohesion and of course it consists of many findings that can change or becomes the guidance for the next researcher in conducting the same research with different type of problem that may exist. Hopefully, this research can be a references related to the discourse analysis.

1.5.2 For English Teaching

In the field of education hopefully this research can bring a new euphoria and experience for learning English. Since this research concentrates on Lexical Cohesion that generates many word references; we can say that it can be motivation for the teacher to use the academic material in developing student's capacity in reading and vocabulary. Then, both teacher and students will be familiar with it and have a high curiosity in learning and literacy.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

Research without some supporting theories will not be acceptable and valid. The compatible theories play an important role as it can be the basic part in approving the concept of research in order to obtain the new insightful information. Therefore, in this chapter the researcher will appeal some of related theories that in line with the topic of research.

2.2 Reading

2.2.1 Definition of Reading

According to Fitriana (2012), reading is an activity of catching some information from a group of passages earnestly with a full of perceptiveness. It is a strategy to obtain knowledge, ideas, and information that needs a thinking process in our mind. (Fatima et al., 2022 p.343) Reading activity is a habitual activity and cannot be separated in learning process. It is an academic task that can be practiced in order to get better outcomes. Reading skill is a cognitive ability that a person can uses when interacting with the written text.

It can be said that when reading, the reader or the learner will encounter a process when their cognitive skills meet the systematic discourse that urges them to explore and being immersed in information given in the textual state. Reading skills involve: pointing out word meaning, contemplating inferences, discerning writer's technique, recognizing mood of passage, and finding answers to questions. It is a complex process of mind that can generate new ideas and various perspectives for the reader. Furthermore, reading skills must be demonstrated in a proper strategy and a true realization, as it demands the process of incorporating

the textual information, differencing, synthesizing, and getting the idea or the message of the text.(Yon, 2022 p.465)

In so many aspects, reading activity can be used as the indicator of to what extent does the reader or learner gets to the point and comprehend the discourse well. It is the most efficient way to gain information about many aspects of life, including science and technology. Reading also becomes an activity that can boost someone's cognitive skills and engaging real experiences of something that is being talked in the text then the reader can determine them whether they get interested in this issue or not. (Uktamovna Buranov, 2021 p.187). Through reading, the reader will have great opportunities to fill the gap between misconception and to recall, evaluate, imagine, and apply a view of everything exists from their surroundings. (Dewi Fithrotunnisa, 2022 p.85)

2.2.2 Reading Comprehension

Based on the book of “ *Developing Reading Skills*” by *Francoise Grellet* reading comprehension is a way to extract information from a text in to a specific meaning that can be easily understood by the reader.(Creswell, 2014 p:3) There are two main purposes of why someone read a text. First, for pleasure or we can say something that makes us feel so delighted and brings a joy to us. Secondly, the aims are to gather some information that someone really need for certain reason. Reading includes much variety of skills and one of the vital parts is the ability to capture the cohesion of each text so that a reader can relate and connect every word to another with a full understanding.

Similarly, when trying to read a text it is important to catch the meaning of the text rather than working on vocabulary or specific ideas. That is because even though someone has a wide range of many unknown terms, it can't guarantee that

she or he has understood and being immersed in the content of the passage. In addition, by pointing to the lexical cohesion, one can illustrate and maximize the best strategies to restore what has been clarified in the passage.

According to the book of *“More Reading Power”* by authors *Beatrice S.Mikulecky and Linda Jeffries*, here are some types of Reading strategies that are commonly used as the way to maintain the standard of reading.

1. Scanning

Scanning is the activities of reading in a brief time in order to get the specific information. In doing a scanning, the reader usually skips some of unimportant words that don't have a correlation with the one that is being searched and tend to use a keyword of the topic to identify the meaning or a term that is needed by the reader. Scanning can be applied for example in obtaining information from Food label, Newsletter or Newspaper, Job Vacancy, Advertisement, etc.

2. Previewing

Previewing is the way of gaining information with the use of additional clue from the part of the text just like Appendix, Table of Content, the chapter and paragraph headings in order to get the outright explanation of specific information. In addition, previewing can be said as the way to recheck all the content of passages specifically.

3. Predicting

Predicting is making educational assumptions about what is being talked in the text or passages. Predicting is a next step of previewing because previewing helps us to figure out and value the context of the book before we read it with a

full comprehension. By doing this part, the reader will be easily to earn some ideas and clarification about something deliberately

4. Skimming

This is the process of reading that requires reader to go through the text comprehensively in order to get the full view of the text. So, when reader goes skimming the text they have to focus and be consistent to the text so that the main idea of passages is easily reviewed. (Mikulecky, Beatrice.S;Jeffries, 1996 p 14.)

2.3 Discourse Analysis

Discourse analysis is the analysis of passages or discourse that takes the key point mainly related to how the language features are adjuncted one another and make an impact for social or cultural aspect of whole context of the text. Discourse analysis is firstly discovered by *Zellic Haris (1952)*. He found this analysis when examining the language and context that cannot be separated as it enables the way of understanding the meaning for everyone.

Discourse analysis can be said as the analysis of language use depends on certain context. It is developed in to the historical discourse of analysis that firstly remarked by Brinton (1996) and Jucker (1995) Furthermore, discourse analysis is mainly centered its field in textual organization of the text and it is divided by some aspects of categories.

The discourse structure is treated on a field with phonology, morphology, syntax, and semantics as something that changes and develops over time. Therefore, it is concluded as (1) from form to function, namely, the explication of the discourse functions of particular historical forms (over time) and (2) from function to form, namely the identification of historical forms of particular discourse functions To sum up this statement, that's a reason why Discourse

analysis has proved a fruitful means for studying certain linguistic features of older texts, such as words, phrases, and clauses of high frequency. And now even in a lexical part of the passages like lexical cohesion is the part of discourse analysis.(Tannen, 2015 p.224)

2.4 Lexical Cohesion

The term „cohesion“ is used refers to the property of relationship that characterizes a text in contrast to a mere sequence of words. Cohesion shows continuity between one part of the text and another. Lexical cohesion can occur in the form of „reiteration“ or „collocation“. Below are the categories of lexical cohesion based on the book of (Halliday, 2014 p:642).

2.4.1 Reiteration

According to (Altun et al., 2022 p.29), reiteration is the two things that have the same referent that is either repeated or has similarities with the meanings of the text. Repetition of a lexical item or the use of a synonymy of some kind in the context of reference, and collocation covers all types of lexical relations that do not need referential identity and cannot be described as a type of reiteration. Reiteration can be divided in to 5 categories as follows:

1. Repetition

Based on the book of Brian Paltridge of Discourse Analysis page 128, Repetition refers to words that are always appear so many times in a text. This includes words which are inflected for tense or number and words which are derived from particular items. Repetition can be found in every space that is connected in the text or sentence. It is generally used to clarify the meaning or the essential part of a word that is being explained. For example, “ *Jayson* is a 22

years old man that being accused for the criminal case that makes many victims of younger children under 12 years old.

Jay is quiet and shy and he's very reluctant than me to initiate something." From the italic words given, we can see that both Jayson and Jay are the same person but structurally, the format is different and that's why we have to identify the meaning carefully. This cases describing that it cannot be separated from the cohesion of word to word in a sentence. The repeated words are generally useful in emphasizing the message from the previous word in to the information so that it can be vividly received by someone who reads it.

2 Synonymy

Synonymy is the part of lexical cohesion that contains various meaning of words. Literally, synonymy is the word which has the same meaning. A good English sentence is the one which has the real meaning and appropriate structure of sentence. Sometimes, the use of the same words so many times can make the sentence becomes not effective. Synonymy can occur between words that come from regional languages, national languages, and foreign languages and it is interchangeable.(Merkel et al., 2021 p.84) Therefore, synonymy can be the best way in varying and combining words in to the right one.

To enhance the view of synonymy, let's take a look at the example about synonymy. The example is: "*The man can't stand it for so long that he tries to make a noise, hoping that someone will found him in the forest. Slowly but sure, the man's idea works well and finally some villagers notice a sound from nowhere.*" Well, in the example above we can identify the synonymy or word that resembles other word in meaning. The words are: noise and sound.

In the above case, noise and sound refers to one topic, but different context. Sound is what we hear, while Noise is unwanted sound or we can say that it's commonly found in a negative situation. On the other hand, we can see the meaning of synonymy in the example of this sentence: *I go to the hospital and I go to the clinic*. We notice that between hospital and Clinic have the correlation and the same meaning.

In addition, here are some examples of synonymy based on (Puspita et al., 2019 p.5).

1. If we **look** at the apartment, we will **see** a wonderful view outside
2. The Headmaster tries to **concern** the punishment for naughty students before the teacher **considers** the other rules.

Therefore, in marking the synonymy of the words as the part of lexical cohesion, it's better to know the meaning and fits it with the circumstance of the topic in a sentence.

3 Antonym

Antonym is the word that has an opposite meaning. the relation of opposition between lexical items that encode contrast relationship (Malah, 2021 p.29) Antonym is commonly found in the discourse as the words that can reiterate and clarify object or something that is talked about. For Example: Male and Female, Broad-Narrow, Hot-cold, Poor-Rich, etc.

4 Hyponymy

According to the book of *Discourse Analysis by Brian Paltridge* hyponym is the part of lexical cohesion that basically related to the type or class of words. Hyponym is common where a passage of text is being developed by means of elaboration. When it breaks down into a small range, it shows a relationship

between words that fall into a certain type called: Co-Hyponym. Paltridge (2012) p:118. Hyponym has an important role in forming a discourse that has collocations or words that have certain associations in using the choice of words that tend to be used. For example: Chicken, Bird and Duck are the part of Poultry because they have a same genus classification or a relationship between a general and a specific (thematic) term that represents the term hyponymy the words "red", "yellow", "green", and "blue" are hyponyms of "color".(Nasiba & Kizi, 2022 p. 179) The other examples are : Education (Study, Curriculum, Classroom, Schools, Lesson plan, Students, Teachers, etc)

5 Meronymy

Meronymy is the part of lexical cohesion that marks with the term “be part of” something or we can say it is the connection between words that be a part of specific classes. For example: Branch, Root, and trunk are a part of Tree since it describes a specific part of something. (Pratiwi et al., 2022 p:130) The other examples are : Laptop which consists of : Screen, Keyboard, Touchpad). And Upper Human body which consist of: Head, Eyes, Nose, Ears, Mouth, Cheek, Forehead, Lips, etc.).

6 Collocations

Collocation as the part of lexical cohesion cannot be separated from the text, passage or discourse. It is often marks the meaning of words with a pair or relation between one word to another word or we can say it consists at least two or more part of speech combination. (Sidabutar, 2006) The collocation is used when we have to group some words that have interrelated meaning under the same topic. The use of collocation is useful when the students have to mention examples or elements of something. The use of collocation also can be an

alternative way in writing variation. (Marto, 2019 p. 347). Based on the book of Halliday (2014) page 649), collocation is specifically related with a variety of language textures that has a tendency to occur all at once. This term is called as the co-occurrence of words and it can generate the clear meaning even though it is formed by two different composition aspect of language.

In the book of Halliday (2014) page 649 it is described that collocation makes some form that can be identified as collocation bond. For example: want + badly (Process+Manner), polish shoes (Process+medium), Strong tea, Heavy traffic (Adjective +Noun). For example: *The man in black suits runs away when the police shoot him.* In this sentence, the words *run away* are the collocation as it consists of two main classes of words that is combined together to form a good meaning. The words are Run (verb) and away (adjective). When it collocates one another it has a different meaning and can adjust to the sentence when it is attached. This is the way of how collocation marked in the sentences.

2.5 IELTS Passages

International English Language Testing System (IELTS) has been considered as the preferred test to assess English language proficiency of non-native English speakers. The test in IELTS test includes four basic skills in English specifically in Speaking, Listening, Reading, and Writing. IELTS test has been a widely common test with the European standard that is composed for academic purpose in certain field. The IELTS Reading test consists of three sections and contains 40 questions. Each correct answer is awarded one mark. Scores out of 40 are converted to the IELTS nine-band scale, and the scores are recorded in whole and half bands. (Michell, 2022 p. 368). As it covers four of English skill, we cannot deny that it has different difficulties too for each part.

Due to the low of literacy skill in our country Indonesia, Reading skill is certainly becomes a major focus.

There have been a large number of studies on IELTS academic reading texts. Since an IELTS reading tests require test takers to use reading sub-skills such as skimming and scanning; test takers need to use these sub skills to answer all the questions well. One of the important ways to realize it, is by understanding the whole text in a deep comprehension because an academic test like IELTS presents so many topics arranged by professional or expert and has been published in journal or book. In order to make it happens, the test takers need to know the cohesive of the text properly. With IELTS's worldwide recognition as an accountable indicator of English proficiency level, scholars have investigated IELTS extensively to provide insights for English teaching (Wang, 2022 p. 838)

2.6 The Previous Study

Prior to the analysis of Lexical Cohesion in the academic text of IELTS reading passages, the researcher is strongly believe that this research is the development of the previous research that still need a new enlighten and useful results in supporting the next field of research. In addition, here are some previous findings that have been explored.

Firstly, the research with the title An Investigation into Lexical Cohesive Devices in IELTS Reading Texts conducted by Nguyen Thi Trung and Nguyen Thi Quynh Hoa 2022 volume 10 (First edition). This research aims to investigate the validity, typographical features, washback on candidates and practical knowledge of IELTS passages. . The result indicates that successful IELTS writers use a great number of collocations, thus displaying closer performance to native speakers, and mapping onto the lexical resource criterion. In order to gain

high scores in the Academic essay writing, it is good to apply lexical cohesion because it can help a student to mark Themes in their writing more persuasive and coherent. (Trung et al., 2022 p. 36). So, the findings of this research can give the direction about how to express the logical relationship between two clauses of equal structural status or to relate one clause to another in a modifying or dependency relationship with lexical cohesion in enhancing connectivity between the different parts of their writing in Teaching English learning activities instead of the application for general purpose as mentioned above.

The second research, conducted by Yi Wang with the title *Lexical Cohesion Patterns of Natural Science Academic Text and Implications for Lexical Teaching: Textual Analysis of IELTS Reading Passages volume 12 in 2022*. This research is not really different with the ongoing research by the researcher but, the difference is this research focuses on the pattern used of lexical cohesion and it used a textual analysis in analyzing the data. Based on this research it reveals that from 20 passages are analyzed in terms of the lexical cohesion pattern falls under the class of natural science includes chemistry, astronomy, zoology, geography, biology, and interdisciplinary, repeated words are often listed in the title to hint the central debate and establish the central topic. This research defines that IELTS text is suitable and good for someone as the reading material that contains an academic word that can support the comprehension of student's reading. In addition, the contribution of this research is that it can help teaching students reading, the title can be used to help students predict the central topic of each passage and help them build a connection with their schemata or world knowledge. By designing pre-reading activities such as free semantic mapping or semantic feature analysis, the teacher can help students utilize their previous

knowledge, thus enhancing the connection with new knowledge. In addition, the suggested lexical syllabus also needs to be further specified. The findings of this research can give the new perspective that is not only focusing on the proficiency skill as the above research stated but also to the whole aspect of both teacher and student's capacity that can be developed by learning English through IELTS academic passages.

The third research is "The Lexical Cohesion Found in the Educational Article of Jakarta Post" conducted by Neni Triana Sinaga, Uli Evianna Hutabarat, Hotmian Sagala, Joel Apriadi Sinaga, and Johannes Nababan Volume 14 in 2022. The result of this research is from the educational text of Jakarta Post the most types of lexical cohesion found is Repetition. The findings of this research can be used to emphasize more about the content of the whole passage in teaching English reading. In comparison with this research, this research can be a new variation or references for the next researcher who is interested in analyzing the other categories of the educational articles like academic passages of IELTS that has been investigated and compiled scientifically.

The next research is about "Lexical Cohesion in John Cheever's Short Story the Five Forty-eight: A Systemic Functional Grammar Perspective" it is conducted by Alya Sabila Kusumanegara, Lalu Muhaim, and Husnul Lai volume 17 in 2021. This study finds out that repetition, general word and collocation are the most frequently types used in the short story (Sabila Kusumanegara, 2021 p. 76) In comparison with the research above, the findings of this research of this research can add some various vocabularies from the some selected passages and it can cover the grammatical aspect that doesn't contain in the previous research above.

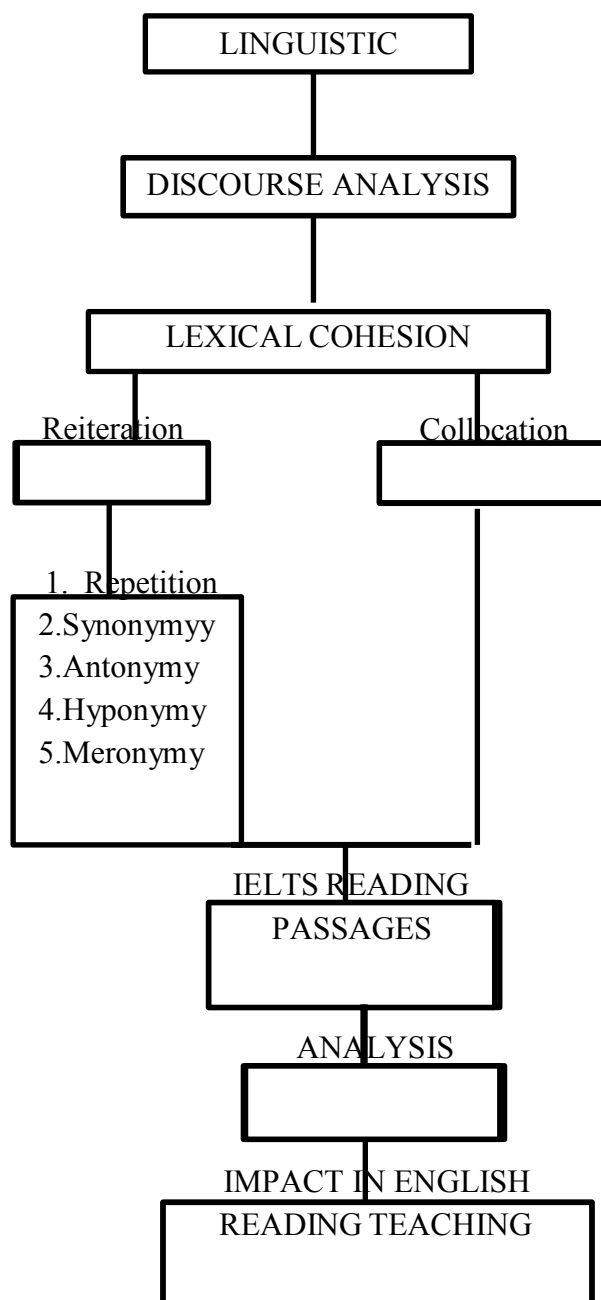
The next research is about “The Study of Lexical Cohesion on Germany Prime Minister’s Speech Angela Merkel” conducted by Stivani Ismawira Sinambela, Nurlala, and Thyrhaya Zein volume 3 in 2021. This research is about lexical elements in a form of words. From this study, the result found that Antonym is the dominant element that covered the speech of German Prime Minister. The findings of this research, can give the detail of semantic relationship between one word to another word that correlated, so that the reader can understand and take good impact of mastering an English language in the text.

Based on the previous research, it is shown that this paper has the similarity in the topic of research namely Lexical Cohesion but with a various object of research. While the previous research lays on the speech, short story, newsletter or even the same passage from IELTS, this research takes the focus on the types of Lexical Cohesion and of course it can contribute to the process of Teaching and Learning English especially in the use of supported material in reading comprehension. The use of academic text like IELTS can give the great impact for students particularly in maintaining the High Order Thinking Skill (HOTS) that plays the big role in realizing the appropriate standard of literacy especially in English passages. The students will learn how to analyze and regulate one word to another word and build their logical thinking related to the topic given. Eventually, with the contribution of lexical cohesion and its part, our country can boost the rate of PISA standard specifically in reading text and will find the preferable authentic methods in teaching reading by using IELTS passages as the daily material not only as the test or the tools to measure English proficiency of someone in a world standard. Due to the lack of quality in presenting the suitable method for implementing the reading comprehension

method, the use of this academic passages are hopefully becomes the new habit in educator and education field in our country Indonesia so that it can reach the better education status.

2.7 Conceptual Framework

This research uses the (Halliday and Hasan) theory related to the part of Discourse Analysis that is the analysis of Lexical Cohesion. Below is the conceptual framework of this research.



The conceptual framework above is the elaboration of supported theories of this research. Linguistic is a part of study that has many fields of discipline. Discourse analysis is one of the parts of linguistic that generates the Lexical cohesion as its part. Lexical Cohesion is a study of lexical information that explains about the relationship from one word to another word and how it gives a clear meaning to the passages where it is contained. Lexical cohesion can be divided into 2 main categories, they are: Reiteration and Collocation. Reiteration is a repetition of a word in a text. Reiteration can be classified into: Antonym, Synonymy, Hyponym, and Meronym. While the collocation is a group of words that come together and have one meaning All the types of lexical cohesion will be analyzed in IELTS passages since it is an academic passages that really important to maintain the understanding of someone to get information from the text. The analysis result will be guidance for solving the problem of this research and hopefully can bring the appropriate impact especially for English teaching.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In conducting this research, the researcher used Descriptive Qualitative research design. The researcher used this design because the researcher wanted to analyze the lexical cohesion on the IELTS reading passages needed an analysis, elaboration and description regarding to the topic in the passages. According to (B. B. Kawulich, 2015 p:97), Descriptive qualitative research is a research design that describes who, what and where of events or experiences from a subjective perspective. It means this research design constructs the theories, and interpretation of something or phenomenon in a form of description. In addition, this research will mainly conclude the result of lexical cohesion in form of elaboration for each part of sentence that has identified from the passages.

3.2 Data and Source of Data

In conducting this research, the researcher used the source of data from the Reading Text or Passages from IELTS Cambridge batch 16. The object of this research is a reading passage. The researcher will take one title of text from the batch 16 and analyzing the lexical cohesion from the sentences in the passages

3.3 Instrument of Collecting Data

Instrument plays the essential role in obtaining the data of the research. According to the book of Miles, B. Matthew, Huberman, Michael.A, Saldana, (2014) p.51, instrument is a tool that is used to collect the data of the research. It is a way for the researcher to obtain the data efficiently. In collecting the data, the researcher used herself to obtain the data through observation and document

Analysis. In observation, the researcher I observed and browsed some academic passages from a different IELTS books and then the researcher analyzed part of Lexical Cohesion found in the text.

3.4 The Procedure of Collecting Data

In this research, the researcher did some ways in order to collect the data. Here are some following ways

- 1 First of all, the researcher searched the IELTS online text book from an internet.
- 2 Secondly, the researcher downloaded it based on the edition of IELTS book.
- 3 Third, the researcher read and comprehended the sample of passage that has been chosen.
- 4 Then, the researcher analyzed the lexical cohesion from each passage
- 5 Finally, the researcher classified the lexical cohesion based on its class/ category.

3.5 The Technique of Analyzing Data

The data of the research can emerge in various way that it sometimes makes the researcher may feel overwhelmed to organize it. Due to the massive amount of data, it is fundamental for the researcher to immerse herself in one particular data and analyze it in a good structure. Analyzing the data means transforming the data into and a form of description, summarization and Interpretation that related to the story of the topic or the field of research. By analyzing the amount of data, it enables the researcher to categorize, and discover the pattern and the theme of the identified data. In this research, the researcher uses the technique of analyzing data proposed by Miles and Huberman (2014) page 31 as the guidance for analyzing the data of the research above. The analyzes

of qualitative data are useful when one needs to supplement, validate, or illuminates qualitative data gathered from the same setting. Therefore, here are some methods of analyzing the data.

1. Data Reduction

According to Miles & Huberman (2014) page 31, Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. In this part, the researcher will select the different title of IELTS passage from some edition. After that, the researcher will make a main focus of the text in the scope of lexical cohesion and its types to enable the researcher to analyze it. In order to make it in a simple part, the researcher will simplify the text in to a phrase/clause and then transform it into a classification or types of lexical cohesion.

2. Data Display

According to Miles & Huberman, (2014) page 32. A display is an organized, compressed assembly of information that permits Analysis drawing and action. They believe that data display is the primary means for valid qualitative analysis, which consist of: various types of matrices, graphics, networks and charts. All of it is designed to combine information that is arranged in a coherent and easily accessible form. In this research, the researcher will use the media display of tables, and charts for the text of academic IELTS in order to get the clear information from the analysis of data.

3. Drawing and Verifying Analysis

According to Miles & Huberman (2014) page 32, Analysis is also verified as the analyst proceeds. When in the midst of data collection, researchers had a brief Analysis. To draw Analysiss, of course, cannot be done carelessly, so, in this

research the researcher will go back to see the data to be verified, take the notes, and take the Analysis from the analysis lexical cohesion types in IELTS Reading Passages.

3.6 Data Triangulation

“Triangulation” is a term that is frequently mentioned in publications of qualitative studies. Triangulation is the way to prove the validity of the research by using multiple method technique of data gathering and analysis (Balla & Dimitropoulos, 2022 p: 38). Triangulation aims to create a vivid and extended picture of the issue that is being researched. The core strength of data triangulation is the use of existing data for review and analysis that is useful to confirm whether the qualitative data is valid or can be trusted. (Easterby-Smith et al (1991) states that there are four types of triangulation as follows:

- a Data Triangulation: This is the data that are obtained from various sources in a different time.
- b Investigator Triangulation: It is a kind of triangulation where the researcher investigates and explores the data independently.
- c Methodological Triangulation: This is the type of triangulation that involves both Qualitative or Quantitative method.
- d Triangulation of Theories : This is a kind of Triangulation that employs a theory and use it as a way to demonstrate the other discipline.

Well, in this study, regarding to the data triangulation, the researcher chose the Investigator Triangulation and Data Triangulation for ensuring the trustworthiness of the data. The researcher will take the samples of Academic text in IELTS academic books and then analyze it and compare the result with current research to ensure the trustworthiness of this data research.