

An Analysis of Lexical and Grammatical Cohesion of Six Feet Apart Song by Alec Benjamin

Hanif Maulaniam Sholah
Ahmad Yunus
hanif@alqolam.ac.id

IAI Al-Qolam Malang

Abstract

This paper shows the linguistic aspect in term of discourse analysis in the lyrics of song. Those aspects are cohesion device and grammatical cohesion. Cohesion devices divided into two descriptions, those are; grammatical and lexical cohesion devices. Grammatical cohesion contains reference, ellipsis, substitution, and conjunction while lexical cohesion contains collocation and reiteration. This research analyzes the lyrics from the soloist band namely Alec Benjamin entitle "Six feet apart". After analyzing grammatical and lexical cohesion of six feet apart's lyric, the result shows that the kinds of grammatical and lexical cohesion exist in the lyric. The first kind of grammatical cohesion which is found is reference. The kinds of references namely personal, adverbial demonstrative, selective nominal demonstrative, and comparative reference are found in the lyric. The most frequent reference which is used in the lyric is personal reference. The usage of cohesive devices is so important to make meaningful language to the lyrics of the song. The cohesion devices make the text united.. The function of lexical cohesion within the stanza in the lyric of six feet apart song is making a relationship and also it is used to express and to stress the singer's idea.

Keyword: Discourse analysis, Lexical Cohesion, Grammatical Cohesion.

Introduction

Language is a system of communication in speech and writing used by people of a particular country.¹ It is the important thing in daily life, without language we cannot interact with others. Communication is a process of transferring a message from the speaker to the hearer. People use direct speech to say what they want to say. However, people also use indirect speech such as a song as a media for transferring a thought, message, and feeling to other people. Song and learning foreign language have good relationship, Murphey, T. says:

The relevant reason for the use of songs in classroom is that they are among the best ways of teaching a foreign language. Consequently, they can develop and integrate the four basic

¹Victoria Bull, *Oxford LEARNER'S POCKET Dictionary*, 4th ed (New York: Oxford University press, 2008) pp. 40

skills: reading, writing, listening and speaking, in a natural and harmonic way in the language classroom.²

“Lyrics are written as a form of interaction between the writer and the listeners. Most of the times, they carry a message (whatever that might be) with the purpose of motivating the listeners, at least, to think about it. Such a purpose and form of interaction are embedded in the cultural context of these people, according to their musical preferences, time, etc.”³ Lyrics as the strength in every song like vocal plays, the styles of the language, and deviation meaning words are language trick in creating the lyrics song. By way of the lyrics, the singer tell and notice to the listeners. The song lyrics are expression media by the singer after the singer see the phenomenon that occurred. To write the lyrics, the song-writer could write the words in figurative or simple phrase or simple sentence in order to attract the listener. Occasionally, the phrase or sentence of a certain lyrics are also shortened and the sentences in the lyrics are not grammatical either. For example the song which is sung by Justin Bieber entitled ‘love yourself’ on “my mama don’t like” lyrics is not grammatical because he uses ‘don’t’ in singular third person. This mistake is one of the features of the lyrics which may be used to suit the lyrics with the music.

The content of songs is common.⁴ It has short words and numerous personal pronouns. The language used in songs are one way to communicate. Lyrics in songs are often sung at slower time than words are spoken with more breaks between utterances, and there are some repetition of vocabulary and structures.

A lyrics as instrument of communication has unity. The unity communication is needed so much in order to avoid misunderstanding or miscommunication. The unity in communication is influenced by the relation between the utterances and sentences. The relation is affected by ties or devices, which are used to connect words, phrases, sentences among the utterances and sentences. The ties or devices are indicated by grammatical and lexical cohesion. The other hand, many of the speakers or writers who speaks and writes do not realize about the existence and the function of these devices. For instance, somebody may say, “*Two days ago, Ahmed went to the zoo. He saw some mammals and birds*”. But, he/she doesn’t realize that his sentence are cohesive because of the feature of language, which named cohesion devices that is personal reference (he) and conjunction

² Murphey T, *Music & Song*. (New York: Oxford University press, 1992) pp. 32

³Edwan A.F., “Textual meaning in song lyrics” *Passage*, Vol 1 No 1 (September 2013) pp. 99-106

⁴Murphey T., *Music & Song* (New York: Oxford University press, 1992) pp. 27

(and). As a result, the writer assumes it is important to do a research about cohesion devices to enhance the understanding about unity between utterance and sentence in order to be able to create a good text. For English teachers, teach about cohesion devices (*Grammatical and Lexical*) in song (*lyric*) is needed to get more exciting and fun learning, consider song (*lyric*) is very popular society media at this time.

Lyric song is one of some ways to learn language, *Jumbled Lyrics* the activity been used to help students to recognize the organization of ideas in a text and to use contextual clues to order it.⁵

Based on the explanation above, the writer wants to analyze the lyrics of song from linguistic aspect in term of discourse analysis. Discourse refers to connected speech or writing occurring at supra-sentential level.⁶ A good discourse or text have to cohesive. Cohesion is a semantic role, it refers to relation of meaning that exists within the text, and that defines it as a text.⁷ To make a unity or cohesiveness of the text, it needs what we know as cohesion devices. Cohesion devices divided into two descriptions, those are; grammatical and lexical cohesion devices. Grammatical cohesion contain reference, ellipsis, substitution, and conjunction while lexical cohesion contain collocation and reiteration.

The writer is interested in doing a research on the lyric of the song for several reasons. Firstly, the writer believes that lyrics is a kind of communication instrument, which is very popular in society at this time so it will be notable to be analyzed. Secondly, choosing lyrics as the data is because the writer can ensure himself that he can collect the data. Additionally, the writer takes the cohesive devices in the lyrics. Thirdly, lyrics contain pair of sentences that are often created ungrammatically and figuratively so it makes the writer interested to do an investigation.

This research analyzes the lyrics from the soloist band namely Alec Benjamin. Alec Shane Benjamin (Alec Benjamin), is an American soloist singer-songwriter from Phoenix, Arizona. He has gained popularity from his pop songs that depict descriptive stories from his own personal experiences. Alec Benjamin famous through 'paper crown' song which he wrote and recorded by himself in his dorm room when he was a student at the University of Southern Carolina.

Alec Benjamin in 'Six feet Apart' song expresses sickness of the people, surrounding of environment, in order to keep ourselves and the one we love safe and healthy during Covid-19 pandemic. In this study, the writer took song entitled 'Six feet Apart', because the writer wants to

⁵Murphey T., *Music & Song* (New York: Oxford University press, 1992) pp. 29

⁶Nurul C. *Let's Analyze Discourses* (Tulungagung: Tulungagung State Islamic, 2014) pp. 4

⁷Halliday and Hasan, *Cohesion in English* (London: Longman Group Ltd, 1976) p.4

know the employing of Cohesion devices to express the message that the singer (Alec Benjamin) expresses among pandemic Covid-19, the lyrics of the song in this study were analyzed verse by verse in cohesion devices aspect they are Lexical and Grammatical cohesion. This research is intended to know the kinds of grammatical cohesion used in the lyrics of Six feet apart and the kinds of lexical cohesion used in the lyrics of Six feet apart.

The writer believes that the result of this research gives lot of contributions not only for students but also for lecturers of IAI Al-Qolam Malang, especially for English department. For the Students, this study can be used to acquire some information about kinds of grammatical and lexical cohesion and for English teachers, this study can be used to enrich their teaching materials of discourse analysis and to get more exciting and fun learning, consider song (*lyric*) is very popular society media at this time. This research can be knowledge for the next researcher who want to do discourse analysis. Furthermore, this research contributes the important thing for discourse class for analyzing the kinds of lexical and grammatical cohesion.

Text and Cohesion

Discussing cohesion on the discourse it cannot be separated from “text”. In science, they often exchanged freely between the term "discourse" and "text".⁸ Text is linguistic communication (either spoken or written) seen simply as a message coded in its auditory or visual medium.⁹ A text refers to any passage, spoken or written, of whatever length that does form a unified. A passage of English containing more than one sentence is perceived as a text. A text may be spoken or written, prose or verse, dialogue or monologue.¹⁰ A text has texture, and this is what distinguishes it from something that is not a text.¹¹ The function of this texture is for making a unity.¹² One of the textures of the text that make the text become unity can be called as cohesion. Cohesion is a connection of meaning inside the text.¹³

Cohesion example as below:

Wash and core *six cooking apples*. Put *them* into a fireproof dish. In the text above, the word *them* in the second sentence refers to the *six cooking apples* (anaphoric) in the first sentence. The

⁸ De beaugrande R.A. & Dressler W., *introduction to linguistic*, 3rd ed. (London: Longman Group Limited, 1986) pp. 21

⁹ Mills, Sarah, *discourse* (London and New York: Routledge, 1997) p.4

¹⁰ Halliday and Hasan, *Cohesion in English* (London: Longman Group Ltd, 1976) p.1

¹¹ *Ibid* p. 2

¹² *Ibid* p. 3

¹³ *Ibid* p. 5

anaphoric reference of *them* makes cohesion to the second sentence, so that we interpret them as a whole text. The cohesive relation that exists between *them* and *six cooking apples* provides the texture in that text.

Cohesion Devices

Cohesion devices are language feature or instrument, in the form of word, utterances, and phrases that exist in the text to make unity of the text. Cohesive devices as formal links between sentences and clauses.¹⁴

For example:

Marry left her home and *she* went to campus.

The cohesive devices in this sentence which is called “reference” show the relationship between the first clause and the second clause, *she* refers to *marry*.

The primary determinant of whether a set of sentences do or do not constitute a text depends on cohesive relationship within and between sentences. Indeed, the cohesive relation within the text or passage is shown by the use of cohesive devices.¹⁵

Cohesion is part of the system of the language which is expressed partly through the grammar and partly through the vocabulary.¹⁶ As a result, classify cohesive devices into two types; first is grammatical cohesion, which relates to the grammar and second is lexical cohesion, which relates to the vocabulary. These kinds of cohesive devices are still divided into several points.¹⁷

Cohesive devices are formal links between sentences, and clauses. His theory refers to the theory of Halliday and Hasan. But, he classifies formal links in general into seven parts; verb form, parallelism, referring expression, repetition, substitution, ellipsis, and conjunction.¹⁸

Based on the explanation above, the writer uses Halliday and Hasan’s as the main theory for analyzing the object of the study. The writer uses this theory because Halliday and Hasan provide more detail explanation and clear example.

¹⁴ Cook & Guy, *Discourse* (Hong Kong: Oxford University Press, 1989) pp.14

¹⁵ Halliday and Hasan, *Cohesion in English* (London: Longman Group Ltd, 1976) p.2

¹⁶ *Ibid*, p. 5

¹⁷ *Ibid*, p. 7

¹⁸ Cook & Guy, *Discourse* (Hong Kong: Oxford University Press, 1989) pp.14

Grammatical Cohesion

Grammatical cohesion is the grammatical items that are used in spoken and written discourses to connect the word, phrase, and sentence so that it creates the unity. These grammatical links are classified into several categories as below:

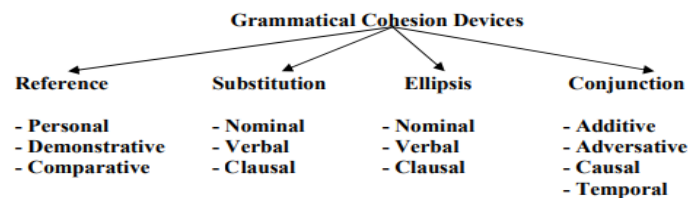


Figure 1 Grammatical Cohesion Devices (adapted)¹⁹

Lexical cohesion

Lexical cohesion is 'phoric' cohesion that is established through the structure of the lexis, or vocabulary, and hence (like substitution) at the lexicon grammatical level. In other word, lexical cohesion is an analysis through the selection of vocabulary and analysis of lexical relation.²⁰ Lexical cohesion divided into two main categories: reiteration and collocation. Reiteration and collocation are divided as below.²¹

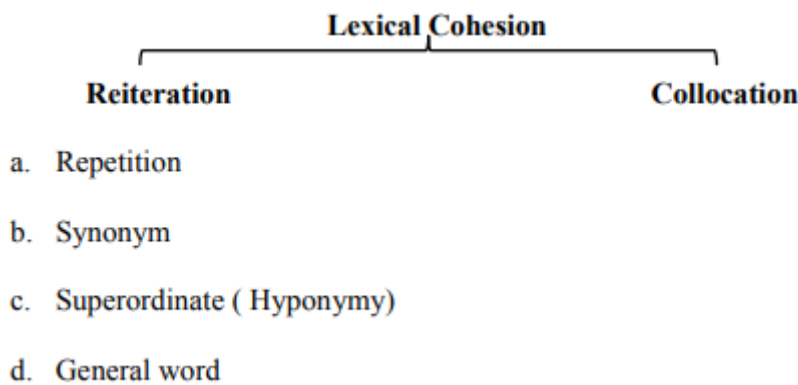


Figure 2

¹⁹Halliday and Hasan, *Cohesion in English* (London: Longman Group Ltd, 1976) pp.318

²⁰Ibid, pp. 319

²¹Ibid

FINDING AND DISCUSSION

Research Finding

The data of study are acquired from the lyric of Alec Benjamin's song. As said before, the writer takes only one lyric. The writer takes the lyric entitled *Six feet apart* (about keep distance away from each other or *physical distancing*). The result of the data analysis shows that the lyric of Alec Benjamin's song use two categories of cohesion devices as proposed by Halliday and Hasan (1976) and Renkema (2004). Those are grammatical and lexical cohesion.

Grammatical Cohesion Analysis

a. Reference

Reference is a semantic relation which refers to specific nature of the information that is signaled for retrieval²². Then, referential meaning refers to the identity of the particular thing or class of thing that is being referred to. Reference in the lyrics enhances the cohesiveness of the lyrics since the existence of reference, make the lyric can be interpreted clearly. Halliday and Hasan classify the kind of reference into three; personal, demonstrative, and comparative reference. The kinds of reference namely personal, demonstrative and comparative reference are found in the speech.

1) Personal

Personal reference is a kind of reference which refers to something by specifying its function or role the speech situation.²³ In this kind of reference, the system of reference is known as person, which "person" is used in the special role. The role of person as a reference in the speech is speaker as first person, addressee as second person, and other participant as third person the explanation a below.

a) **first-person** pronouns normally refer to the speaker, in the case of the singular (I), or to the speaker and others, in the case of the plural (we).

b) **second-person** pronouns normally refer to the person or persons being addressed (you); in the plural they may also refer to the person or persons being addressed together with third parties.

²²Halliday and Hasan, *Cohesion in English* (London: Longman Group Ltd, 1976) pp.43

²³Ibid, pp. 44

c) **third-person** pronouns normally refer to third parties other than the speaker or the person being addressed it can refer to person or non-person (he, she, it, they).

Personal reference is classified into several pronouns; personal pronoun, possessive pronoun, and possessive determiner. Personal pronouns are I/me, you, he/him, she/her, it, we/us, they/them. Possessive pronouns are mine, yours, his, hers, its, ours, and theirs. And possessive determiners are my, your, his, her, its, our, and their.

The personal reference which is expressed by the word “*I, you, your, my, me, and him*” in the lyric of Six feet apart song are kind of situational reference (exophoric) since the song reflects the life story of every person who has meet similar experiences to the lyric. Therefore, in this case, those personal references refer to someone who sings and fell attached to the lyrics of the song. However, in this case “*I*”, “*my*”, and “*me*” refers to the singer of the song (Alec Benjamin). While the pronouns “*you, and they*” refers to beloved people. In this verse below these pronouns will be explained:

[Stanza 1]

They say distance is relative
And relative to relatives **I** have
I'd say **I'm** relatively close
To breaking down
Because right now
I feel so alone
I've been missing the elements and
Wishing the elephant in the room
Would leave and kindly close the door
I can't ignore
Him like before
Not anymore

The personal reference like “*I*” in Verse 1 above refers to the composer or singer (Alec Benjamin). Written from Alec Benjamin statement in his comment box of his YouTube channel, he

said “this song was inspired by covid-19”. Accordingly, the researcher sure that the pronoun “I” refers to Alec Benjamin while “They” refers to the people surrounding.

While these pronounce “you” in Stanza two below refers to his beloved person according to “lovely” word in Alec Benjamin’s song below. While “my” pronouns, refers to the singer or composer of this song (Alec Benjamin)

[Stanza 2]

Oh I, miss **you** most at
Six feet apart when **you're**
Right outside **my** window
But can't ride inside **my** car
And it hurts to know just how lovely **you** are
And be too far away to hold but close enough to break **my** heart
I miss **your** smile
Feels like miles
Six feet apart

Shortly, Personal Reference exist in whole Stanza of Alec Benjamin’s song in six feet Apart Lyric. See appendices

2) **Demonstrative Reference**

Demonstrative reference is a reference by means of location, on scale of proximity. Demonstrative reference is classified into two. They are adverbial demonstrative and selective nominal demonstrative. Adverbial demonstrative is expressed by the words *here*, *there*, *now*, and *then*, which refer to the location of a process in space or time. The researcher finds Adverbial demonstrative reference “*now*” in six feet apart song in Stanza 1 such as:

[Stanza 1]

They say distance is relative
And relative to relatives I have
I'd say I'm relatively close
To breaking down

Because right **now**
I feel so alone
I've been missing the elements and
Wishing the elephant in the room
Would leave and kindly close the door
I can't ignore
Him like before
Not anymore

The Adverbial demonstrative reference above refers to time when the singer or composer of song (Alec Benjamin) be in time when he was in Quarantine time within Covid-19 Pandemic. While “*here*” Adverbial demonstrative reference below in Stanza 4 refers to place where the singer or composer (Alec Benjamin) missing someone who love. And “*now*” refers to time when the singer or composer of song (Alec Benjamin) be in time when he was in Quarantine time within Covid-19 Pandemic.

[Stanza 4]

Space and time are interwoven
Well at least that's what we're told
When I was young I was suspicious but it's true
Time sticks like glue
I feel so blue
Here missing you
So I think I'll build a time machine and go back to a time
When we didn't need to measure six feet on the ground
When I came around
That's not allowed
I can't go back **now**

3) Comparative Reference (similarity)

Comparative reference similarity is expressed by the words “*like*” found in almost whole of Lyric of song. But the researcher only takes from Stanza 3 to shorten.

[Stanza 3]

So far, so far but so close
like a star, out in the cosmos
can't touch, the beauty I see
that's how, it feels to me
So far, so far but so close
Like a star, out in the cosmos
Can't touch, the beauty I see
That's how, it feels at six feet

The comparative reference (similarity) which is expressed by the word "*like*" above is categorized into "exophoric" reference or situational reference since it refers depend on context or situation.

b. Ellipsis

Ellipsis expresses the grammatical relation between words, phrases, or clauses in a text. Ellipsis is said to be a special case of substitution because an item in ellipsis is substituted by zero (0) item. It means, ellipsis omits a word, or clause which has a similar meaning with the preceding word or sentence.²⁴ Ellipsis clarifies into three; nominal, verbal, and clausal ellipsis.²⁵

[Stanza 1]

They say distance is relative
And relative to relatives **I have**
I'd say I'm relatively close
To breaking down
Because right now
I feel so alone
I've been missing the elements and
Wishing the elephant in the room
Would leave and kindly close the door

²⁴Halliday and Hasan, *Cohesion in English* (London: Longman Group Ltd, 1976) pp.142

²⁵Ibid, pp. 146

I can't ignore
Him like before
Not anymore

In six feet apart song, the researcher found one Ellipsis (noun ellipsis) in Stanza 1. The singer tried to express his own thing but the singer (Alec Benjamin) do not substitute with another thing about what he meant.

c. Conjunction

Conjunction is an instrument which creates a relation between linguistic elements in a text. Conjunction is a word used to connect a word to another word, a phrase to another phrase, a clause to another clause, a sentence to another sentence, or a paragraph to another paragraph. Therefore, a conjunction can be called as function word, which connects elements of a text.

The forms of common conjunctions are: *and*, *but*, *yet*, *so* and *then*. But in general, conjunction can be divided into four groups:²⁶

1) Additive

It is expressed by the word “and”. Other additive conjunctions are: *or*, *in add to*, *in other words*, *likewise*, *furthermore*, *moreover*, *either* etc. The function is to add information.

Additive conjunction which is found in the lyric is “*and*”. In six feet apart song these two conjunctions are functioned as addition one statement to another. The conjunction is denoted for indicating that the second word or sentence contains an additional fact that is related to the earlier word or sentence. For example, in the Stanza 1:

[Stanza 1]

They say distance is relative
And relative to relatives I have
I'd say I'm relatively close
To breaking down
Because right now
I feel so alone
I've been missing the elements **and**

²⁶Ibid, pp. 239

Wishing the elephant in the room
Would leave **and** kindly close the door
I can't ignore
Him like before
Not anymore

The conjunction is between these sentences “*I've been missing the elements **and** wishing the elephant in the room*”. The conjunction “*and*” is categorized as additive conjunction. This conjunction is categorized as additive because the function is for adding the information. These two sentences tell about “someone who lost things around and wishing the obvious problems, risk which is known by all people, but no one wants to talk about leave and go away”

[Stanza 2]

Oh I, miss you most at
Six feet apart when you're
Right outside my window
But can't ride inside my car
And it hurts to know just how lovely you are
And be too far away to hold but close enough to break my heart
I miss your smile
Feels like miles
Six feet apart
Space **and** time are interwoven
Well at least that's what we're told
When I was young I was suspicious but it's true
Time sticks like glue
I feel so blue
Here missing you
So I think I'll build a time machine **and** go back to a time
When we didn't need to measure six feet on the ground
When I came around

That's not allowed
I can't go back now

In Stanza 2 in the first “*and*” word above the singer tried to express through two sentences that the singer felt hurt when his lovely person is close enough but cannot riding with him. In the third “*and*” word the researcher found that the singer (Alec Benjamin) used the conjunction to express that distance and duration has interconnected each other. Furthermore, in the last “*and*” word the singer (Alec Benjamin) added his feeling that he imagined he would build time machine and go back to a past time.

2) Causal

It is expressed by *because, so, thus, hence, therefore, consequently, accordingly*, etc. It is used to show result, reason, and purpose.

[Stanza 1]

They say distance is relative
And relative to relatives I have
I'd say I'm relatively close
To breaking down
Because right now
I feel so alone
I've been missing the elements and
Wishing the elephant in the room
Would leave and kindly close the door
I can't ignore
Him like before
Not anymore

The researcher found “*because*” word in Stanza 1 above, that the singer (Alec Benjamin) expressed felt unhappy because he felt so lonely.

3) **Adversative**

It is expressed by the word “but”. It is used to state a contrary to expectation. The expectation may come from content of what is being said. It can be signaled by the word such as: *yet, but, although, however, only, on the other hand, etc.*

[Stanza 2]

Oh I, miss you most at
Six feet apart when you're
Right outside my window
But can't ride inside my car
And it hurts to know just how lovely you are
And be too far away to hold **but** close enough to break my heart
I miss your smile
Feels like miles
Six feet apart

In Stanza 2 above the researcher found “*but*” word between two sentences that Alec Benjamin (the singer) said that his lovely person exactly in outside the window (close enough) but cannot come closer and rode inside his car. Furthermore, in Stanza 3 below the researcher found “*but*” word between two phrases that the singer (Alec Benjamin) expressed felt so far in the distance of him and his lovely person but actually they were close enough.

[Stanza 3]

So far, so far **but** so close
like a star, out in the cosmos
can't touch, the beauty I see
that's how, it feels to me
So far, so far **but** so close
Like a star, out in the cosmos
Can't touch, the beauty I see
That's how, it feels at six feet

From those “*but*” word of Adversative in two Stanza above it can be concluded that the use of conjunction between two sentences and two phrases in Stanza 3 are for stating contrary to the expectancy.

1. Lexical Cohesion Analysis

Lexical cohesion is 'phoric' cohesion that is established through the structure of the lexis, or vocabulary, and hence (like substitution) at the lexicon grammatical level. In other word, lexical cohesion is an analysis through the selection of vocabulary and analysis of lexical relation.²⁷ Lexical cohesion divided into two main categories: reiteration and collocation. Reiteration and collocation are divided as below.²⁸ Lexical cohesion refers to links between the content-words (nouns, verbs, adjectives, adverbs) which are used to in subsequent segments of discourse. Two types of lexical cohesion can be distinguished: reiteration and collocation.²⁹

Reiteration includes not only repetition but also synonym. Reiteration can also occur through the use of a word that is systematically linked to a previous one.

a. Repetition

Repetition which is found in Six feet apart lyric is “*so far*”. The reason why this phrase is classified into repetition is not only because it is repeated more than once in verse but also because this phrase refers to the same act, event, time, meaning and also context. For example, repetition in six feet apart lyric.

[Stanza 3]

So far, so far but so close
like a star, out in the cosmos
can't touch, the beauty I see
that's how, it feels to me
So far, so far but so close
Like a star, out in the cosmos
Can't touch, the beauty I see
That's how, it feels at six feet

²⁷Halliday and Hasan, *Cohesion in English* (London: Longman Group Ltd, 1976) pp.318

²⁸Ibid

²⁹Renkema J., *Introduction to discourse studies*. (Tehran: Payame Noor University, 2004) pp.105

The phrase “*So far*” in the Stanza above is kind of repetition since it is repeated more than once with the exact phrase and both phrase refers to the same time.

b. Meronymy

The researcher found that there is one meronymy in six feet apart song. Meronymy is a relationship of part versus whole. Part versus whole here means that one word can represent the other word because the other word is the part of the first word. The words which are found in the lyric and represent meronymy are “*star*” and “*cosmos*”

[Stanza 3]

So far, so far but so close
like a **star**, out in the **cosmos**
can't touch, the beauty I see
that's how, it feels to me
So far, so far but so close
Like a **star**, out in the **cosmos**
Can't touch, the beauty I see
That's how, it feels at six feet

The word “*Star*” and “*cosmos*” in Stanza above are categorized as meronymy. As we know when we talk about cosmos we cannot ignore from what we know as a star because the cosmos itself can be called as cosmos only if it has a star. It can be imply that the star is a part of the cosmos. As a result, from this Stanza the researcher believes that these two words have a link that makes the lyric become unity and based on the theory of Renkema it is called meronymy.

c. Antonym

In Stanza 3 and 5 of six feet apart lyric the researcher found Antonym Stanza 3

[Stanza 3]

So far, so **far** but so **close**
like a star, out in the cosmos

can't touch, the beauty I see
that's how, it feels to me
So far, so **far** but so **close**
Like a star, out in the cosmos
Can't touch, the beauty I see
That's how, it feels at six feet

In Stanza 3 above, the researcher found Antonym words they are "*far*" and "*close*" is categorized into Antonym based on the theoretical of framework in previous study. These words are related in the term of meaning. We can see the relation from the word "*far*" and "*close*" they have opposite meaning. Hence, because they have opposite meaning come and expressed in the same line, these word create the unity within the sentence in the lyric.

Discussion

After analyzing grammatical and lexical cohesion of six feet apart's lyric, discussion is provided to make the interpretation of the analysis. The result of the analysis above show that the kinds of grammatical and lexical cohesion exist in the lyric. The first kind of grammatical cohesion which is found is reference. The kinds of references namely personal, adverbial demonstrative, selective nominal demonstrative, and comparative reference are found in the lyric. The most frequent reference which is used in the lyric is personal reference that is expressed by the words "*I*" and "*my*" as Textual (endophoric) reference which refer to singer (Alec Benjamin). The singer (Alec Benjamin) uses reference "*I*" and "*my*" instead of other references because the lyric tells about singer (Alec Benjamin) feeling. Therefore, we can infer that his song tells about his sickness of the people, surrounding of environment, in order to keep ourselves and the one we love safe and healthy during Covid-19 pandemic. This opinion is strengthened by Alec Benjamin's quarantine live streams.³⁰

Another kind of reference namely adverbial demonstrative which are found in the lyric. Adverbial demonstrative is expressed by the words "*now*", "*there*", "*here*", "*then*" and definite article "*the*". In the lyric, of six feet apart song only occur adverbial demonstrative "*here*" and "*now*" as situational reference (exophoric) since it refers to something which is not stated in the lyric.

³⁰<https://bit.ly/alec> accessed on August 10, 2020 at 20:00 WIB

The researcher also found comparative reference similarity in six feet apart song almost in all of Stanza, comparative reference is expressed by the word “*like*” is categorized into “exophoric” reference or situational reference since it refers depend on context or situation. The singer (Alec Benjamin) used comparative reference similarity in six feet apart song to depict or interpret his feeling to the listener. Let see the example in Stanza 2 below:

[Stanza 2]

And it hurts to know just how lovely you are
and be too far away to hold but close enough to break my heart
I miss your smile
Feels **like** miles
Six feet apart

The singer (Alec Benjamin) used “*like*” comparative reference similarity to interpret to the listener that the singer (Alec Benjamin) felt had a “miles” distances to his lovely person.

Further, the researcher found Ellipsis grammatical cohesion in six feet apart song. Ellipsis expresses the grammatical relation between words, phrases, or clauses in a text. “*I have*” phrase is the phrase that found in the lyric of six feet apart song. This phrase is categorized as ellipsis since it substituted by zero (0) item.

Not only that, the researcher found conjunction instrument in six feet apart song. Conjunction is an instrument which creates a relation between linguistic elements in a text. The forms of common conjunction are: *and*, *but*, *yet*, *so* and *then*. But in this song the researcher found “*and*”, “*because*” and “*but*” conjunction sign, they are addition conjunction, causality conjunction and adversative conjunction. Addition conjunction in the lyric is “*and*”. In the lyric, beside for joining words, phrases or sentences it is used to add fact to the previous word, phrase or sentence. Consequently, it clarifies the meaning intended to be told by the composer to the listener. The adversative conjunction which is found in the speech is “*but*”. This conjunction is used for stating a contrary from the fact that is stated in the previous word, phrase, or sentence. Therefore, it means that these finding support Halliday and Hasan theory that beside for combining the words, phrases, or sentence in the lyric the function of adversative conjunction is to add fact while adversative conjunction is used for stating contrary to the fact.

Moreover, the researcher found the second type of cohesion devices, lexical cohesion devices in six feet apart song. Lexical cohesion is 'phoric' cohesion that is established through the structure of the lexis, or vocabulary, and hence (like substitution) at the lexicon grammatical level. In other word, lexical cohesion is an analysis through the selection of vocabulary and analysis of lexical relation.³¹ Lexical cohesion divided into two main categories: reiteration and collocation.

The lexical cohesions are found in six feet apart song are reiteration repetition, reiteration meronymy, and reiteration antonym. Reiteration repetition found as “*so far*” word since the phrase is classified into repetition is not only because it is repeated more than once in verse but also because the phrase refers to the same act, event, time, meaning and also context.

The writer found numerous repetitions in the lyrics. All the repetitions according to the analysis section are used for stating the same act, event, time, meaning and context. Reiteration which is expressed by the usage of repetition is the highest among the other lexical cohesion devices. Besides to make cohesion in the lyrics, the function of repetition in the lyrics of six feet apart's song is intended to strengthen the singer's idea by stated the phrase more than once and the repeated phrase still have a correlation with the previous phrase.

Besides repetition, the researcher also found another lexical cohesion devices in six feet apart song that is meronymy. Meronymy is a relationship of part versus whole. Part versus whole here means that one word can represent the other word because the other word is the part of the first word. The words which are found in six feet apart song and categorized into meronymy are “*star*” and “*cosmos*”. Those words categorized as meronymy is because “*star*” is a part of “*cosmos*”.

Lastly, the lexical cohesion that the researcher found in six feet apart lyric is antonym. The use of other cohesion devices such as synonym and antonym is needed to cover this weakness in composing a lyric. The usage of antonym, synonym, and meronym is to bring colorful nuance to the discourse hence the quality of the discourse will be better.³²

From the explanation above, it can be concluded that to connect the meaning of the sentence in a lyric we need some feature of language which is called cohesion devices. Because lyrics of the song is kind of narrative story, the cohesive devices in the lyrics is for linking all narrative events together so that the song becomes meaningful and it helps the audience to perceive the entire song story which want to be told by the singer. In other word, the existence of the cohesive device creates

³¹Halliday & Hasan, *Cohesion in English* (London: Longman group Ltd, 1976), pp. 318

³² Josephine B. and Katrina Ninfa. “Grammatical cohesion in students' argumentative essay” *Journal of English and Literature* Vol. 2 no. 5, (June 2011) pp. 114-127

a meaningful lyric by connecting every single element in the lyrics. Besides that the explanations above also reveal that the usage of lexical cohesion device namely synonym, hyponym, meronymy, and antonym are functioned in the lyric to make the lyric become more colorful while repetition is used to empathizes particular word. Below the writer presented the summary of the finding in the form of table so that it will be easier for us to read it.

Tabel Grammatical Cohesion Devices

Song	reference							
	PR	Σ	AD	Σ	SND	Σ	CRs	Σ
Six Feet apart	-They	1	-now	2	-the	1	-like	7
	-I	21	-here	1				
	-You	9						
	-my	3						
	-him	1						
	-me	2						
	Ellipsis			Conjunction				
	Nom	Σ	Add	Σ	Cs	Σ	Adv	Σ
	-I have	1	-and	10	-because	1	-but	8

Caption:

Σ: Total

PR: Personal Reference

AD: Adverbial Demonstrative

SND: Selective Nominal Demonstrative

Adv: Adversative **Cs:** Causality

Nom: Nominal

Add: Addition

CRs: Comparative Reference similarity

Tabel Lexical Cohesion Devices

Song	Reiteration					
	Rep	Σ	Mer	Σ	An	Σ
Six feet apart	So far	4	Star - cosmos	2	Far – close	8

Caption:

Σ: Total

Rep: Repetition

Mer: Meronymy

An: Antonym

CONCLUSION AND SUGGESTION

The conclusion and suggestion are written in this chapter. The conclusion is drawn based on the result of the analysis, while suggestion is intended to give information and recommendation to the English students, teachers, and the next researchers who are going to do further study in the same field.

A. Conclusion

Based on the analysis which has done, the researcher has several conclusions of this study. Firstly, the usage of cohesive devices is so important to make meaningful language to the lyrics of the song. The two main categories of cohesion devices (grammatical and lexical) are found in these lyrics of Six feet apart song. Secondly, in order to make meaningful text, it cannot be ignored the cohesion because by the cohesion devices, the text will be united. Therefore, after doing this research, the researcher believes that this study of cohesion devices is very important so that everybody can understand how to produce a good text. The function of lexical cohesion within the stanza in the lyric of six feet apart song is making a relationship and also it is used to express and to stress the singer's idea.

B. Suggestion

The researcher has some suggestions to the reader or students who are interested in studying about cohesion devices. Firstly, English learners should pay attention on the usage of grammatical

and lexical cohesion devices in participating writing and speaking so that it can develop their knowledge in lexical and grammatical cohesion. For teacher, this study is expected will be used to enrich their teaching material about lexical and grammatical, especially in a song. Further, for next researcher this study is expected to be reference, additional knowledge, or comparison.

APPENDIC

“6 FEET APART”

By Alec Benjamin

[Stanza 1]

They say distance is relative
And relative to relatives I have
I'd say I'm relatively close
To breaking down
Because right now
I feel so alone
I've been missing the elements and
Wishing the elephant in the room
Would leave and kindly close the door
I can't ignore
Him like before
Not anymore

[Stanza 2]

Oh I, miss you most at
Six feet apart when you're
Right outside my window
But can't ride inside my car
And it hurts to know just how lovely you are
And be too far away to hold but close enough to break my heart
I miss your smile

Feels like miles

Six feet apart

[Stanza 3]

So far, so far but so close
like a star, out in the cosmos
can't touch, the beauty I see
that's how, it feels to me
So far, so far but so close
Like a star, out in the cosmos
Can't touch, the beauty I see
That's how, it feels at six feet

[Stanza 4]

Space and time are interwoven
Well at least that's what we're told
When I was young I was suspicious but it's true
Time sticks like glue
I feel so blue
Here missing you
So I think I'll build a time machine and go back to a time
When we didn't need to measure six feet on the ground
When I came around
That's not allowed
I can't go back now

[Stanza 5]

So I, miss you most at
Six feet apart when you're
Right outside my window
But can't ride inside my car

And it hurts to know just how lovely you are
And be too far away to hold but close enough to break my heart
I miss your smile
Feels like miles
Six feet apart

[Stanza 6]

So far, so far but so close
Like a star, out in the cosmos
Can't touch, the beauty I see
That's how, it all feels to me
So far, so far but so close
Like a star, out in the cosmos
Can't touch, the beauty I see
That's how, it feels at six feet.³³

³³ <https://genius.com/Alec-benjamin-six-feet-apart-lyrics> accessed on August 5, 2020 at 20:00 wib

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