# Lexical Cohesion Found in The Lyrics of Children' Songs: A Case Study of Children' Songs in Cocomelon Youtube Channel

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| KEYWORDS | ABSTRACT |
|---|---|
| *discourse analysis; lexical cohesion; song lyrics.* | Song lyrics can be an object in analyzing a discourse, especially musical discourse. Realized it or not, some songs usually have they own pattern according to their genre or the purpose of making those songs. That's why lyrics in song can be an object to analyze. This research examines lexical cohesive devices found in the lyrics of children' songs gained from CoComelon YouTube channel. A descriptive qualitative method was used to analyze the data. The framework proposed by Halliday and Hasan (1994) was used to analyze the data. The results reveal that among 6 lexical cohesion devices found in the data, the most frequent lexical cohesion devices is repetition with the total of 193 data (80.08%), then followed by hyponymy with 21 data (8.71%), meronymy with 17 data (7.05%), antonymy with 6 data (2.50%), and the last are synonymy and collocation both with 2 data (0.83%). From the results, it can be concluded that most of the whole lyrics in children songs tend to repeat some words and sentences throughout the whole song. Also, they tend to use words that are in the same type or using words that are related to each other as the main topic or story builder of the song. Further, the use of these cohesive devices in children songs is to make the song easier for children to understand, remember and follow. |

## INTRODUCTION

Discourse is a term that may be less common for many people who are not study linguistics. But in reality, human life is very much in touch with what is called "Discourse". The reason behind this is because discourse is closely related to language and communication which are the activities that humans carry out every day. Original term of discourse comes from a Latin word 'discursus' which means "conversation" or "speech". Further, Dijk (1997, p. 2) stated that a discourse refers to 1) language use, 2) communicating ideas or beliefs (cognition), and 3) interaction in social situation. In more details, according to Brown & Yule (1983, p. 26) discourse could be defined as "a dynamic process in which language was used as an instrument of communication in a context by a speaker / writer to express meaning and achieve intentions".

In the complexity of human' communication, discourse plays an important role in constructing, conveying, and interpreting meaning. Discourse, whether in written or spoken form, is not just a means of communicating or exchanging information, but it is also a dynamic process through which social realities is constructed and discussed. This is because the study of discourse goes beyond the surface structure of language to the social, cultural, and cognitive processes underlying the ways individuals or groups communicate, understand and convince each other. In conclusion, when talking and studying about discourse, the scope of the study will not only focus at language forms, but also at the use of language as actions, which can be realized through speech or spoken form and text or written form. It concerns about the structure, functions, and patterns of language in various contexts.

In linguistics field, the levels of analysis are vary ranging from the less to the most complex ones with the bottom one is phonetics, followed by phonology, morphology, syntax, semantics, pragmatics, and last one is discourse. This order shows that studying and analyzing discourse needs highest level of thinking. In other word, it studies wider range of linguistic aspects and consequently, it needs higher level of thinking and analysis.

Just like what stated above, discourse concerns about the structure, functions, and patterns of language in various contexts. It is supported by Brown and Yule (1983, p. 1) which stated that "The analysis of discourse is, necessarily, the analysis of language in use." Discourse analysis can provide valuable insights by examining language use in a variety of contexts. The importance of discourse analysis lies in its interdisciplinary nature, drawing from linguistics, psychology, anthropology, sociology and other interdisciplinary fields. This field allows us to answer a variety of questions about human behavior, social interactions, and the role of language in constructing perception and identity.

One of the analyses in the realm of discourse study is the analysis of cohesion in a text or a discourse. Cohesion refers to the range of possibilities that exist for linking something with what has gone before (1976, p. 10). A sentence can relate to other sentences by cohesion. Further, a good text or discourse must be cohesive. Cohesion occurs where the interpretation of some element in the discourse is dependent on that of another (1976, p. 4). It has role in building up sentences in any given text. It also helps in hanging sentences together in a logical way. This happens through linking sentences to each other which latter it's giving structure to a text.

Cohesion is expressed partly through the grammar and partly through the vocabulary (1976, p. 5). Therefore, cohesion can be classified into two categories which are grammatical cohesion and lexical cohesion. Grammatical cohesion is the surface marking of semantic link between clauses and sentences in written discourse and between utterances and turn in speech. Grammatical cohesion includes devices such as reference, substitution, ellipsis, and conjunction (Halliday & Hasan, 1976). Whereas, lexical cohesion refers to relationship among lexical items in – a text and, in particular, among content words (Paltridge, 2000, p. 134). The main kinds of lexical cohesion are repetition, synonymy, antonymy, hyponymy, meronymy, and collocation.

From the many objects of discourse analysis, lexical cohesions can be found and usually appears in songs. Further, a song can be said as a discourse which is expressed through sound and music because in a song there are several related sentences called lyrics that contain messages or expression its songwriter or composer. Most of the time, lyrics in a song is not just lyrics that doesn't have meaning or intention, but it's a form of message or expression that its songwriter or composer wants to conveys to listeners through a song. By understanding and interpreting a song as a whole, listeners can conclude as well as take the message contained in it.

To write lyrics, songwriters can write their words in the form of metaphors or simple sentences or even simple sentences to attract the listener's attention according to the target listeners of the song they wrote. The lyrics are written with the aim of interaction between the writer and the song's target listeners. That's why it's important to know the target listeners for the song that is being composed or written. Because the language used for songs aimed at children and adults is different. If children are given songs that use words that are too complicated or use figurative language that is too poetic, of course the children will not be able to enjoy it because they don't know what is the meaning behind those lyrics and later, they will have difficulty memorizing those songs. On the other hand, adults usually listen to songs that suit their mood at the time or suit their musical tastes. So, in general, adults can be said to be picky in listening to songs, but at the same time, they can listen to many kinds or genres of music or songs. That's why this research is interested to analyze song structures, especially the lexical cohesion used in children's songs.

The researcher is interested in analysing 5 children's songs found on the CoComelon YouTube channel. The reason the author chose these 5 songs is because these 5 songs are the songs that have the most viewers on CoComelon YouTube channel. Therefore, the author took these 5 songs as samples for this research. CoComelon itself is a YouTube channel that already has approximately 178 million subscribers. This YouTube channel mostly contains children's songs, especially for toddlers. This YouTube channel is quite well known among parents who have toodlers, where if parents want their children listen to songs, they often choose videos or songs in this YouTube channel. It can be proven by the higher number of viewers in every video in this channel.

Research on cohesion has been carried out by several researchers. Some of them are; research by Sari et al. (2020) which has done research about lexical cohesion found in Adele's song's lyrics in the album 25, research from Puspitawati et.al (2021) which researched the cohesion in lyrics of songs with Covid-19 Prevention Theme as Public Education, research conducted by Lidinillah et al. (2021) regarding the lexical cohesion contained in the lyrics of Demi Lovato's songs in "Tell Me You Love Me" album and the last one is research by Wijayanti et al. (2022) which examines types of lexical cohesion in song lyrics of The Greatest Snowman movie soundtrack album. To fill the research gap between this research and previous researches, the researcher decided to differentiate the data that will be researched from data that had been used in previous research. However, the focus analysis and theory that will be used will not be much different from previous studies which is analyzing the types of lexical cohesion found in the data.

Based on the explanation above, this study aims to analyze the types of lexical cohesion found in the lyrics of children' songs gained from Cocomelon' Youtube channel. The reason why researcher is choosing these data because the researcher wants to know whether there are special patterns, in this case in term of lexical cohesion devices, that are used by songwriters to write children's songs so that the songs can be remembered and sung by children.

**METHOD**

This research employed a qualitative descriptive method. The data for were collected from song lyrics in several videos taken from YouTube videos from channel "CoComelon". 5 videos contained children' songs were examined. The videos are:

1. Wheels on the Bus| @CoComelon Nursery Rhymes & Kids Songs
   (https://www.youtube.com/watch?v=e_04ZrNroTo)
2. BathSong |@CoComelon NurseryRhymes& Kids Songs
   (https://www.youtube.com/watch?v=WRVsOCh907o)
3. Baa Baa Black Sheep| @CoComelon Nursery Rhymes & Kids Songs
   (https://www.youtube.com/watch?v=MR5XSOdjKMA)
4. Yes Yes Vegetables Song | @Cocomelon-Nursery Rhymes|Healthy Eating for Kids
   (https://www.youtube.com/watch?v=9nf8s9ThZcM)
5. Baby Shark|@CoComelon NurseryRhymes&Kids Songs
   (https://www.youtube.com/watch?v=020g-0hhCAU )

The lyrics on videos were then transcribed. To get more accurate lyrics, researcher also searching every lyric of each song on the Google and then match the transcribed lyrics with lyrics obtained from Google. After that, lexical cohesion devices found in the data were categorized according to its type. Last, conclusion was drawn.

**RESULTS AND DISCUSSION**

This section presents the findings of the types of lexical cohesion. Table 1 shows lexical cohesion devices found in the data, while Table 2 shows more details findings from each song.

Table 1 Lexical Cohesion Devices in the Song Lyrics

| No. | Lexical Cohesion | Frequency | Percentage |
|-----|------------------|-----------|------------|
| 1 | Repetition | 193 | 80.08% |
| 2 | Hyponymy | 21 | 8.71% |
| 3 | Meronymy | 17 | 7.05% |
| 4 | Antonymy | 6 | 2.50% |
| 5 | Synonymy | 2 | 0.83% |
| 5 | Collocation | 2 | 0.83% |
| **Total** | | 241 | 0.83% |

Table 2 Lexical Cohesive devices in Each Song

| Data | Lexical Cohesive Devices | | | | | |
|------|------------|----------|----------|----------|----------|-------------|
| | **Repetition** | **Synonymy** | **Antonymy** | **Hyponymy** | **Meronymy** | **Collocation** |
| Song 1 | 28 | | | | 11 | |
| Song 2 | 44 | | 4 | 4 | 6 | |
| Song 3 | 34 | | 2 | 4 | | 1 |
| Song 4 | 57 | 2 | | 8 | | |
| Song 5 | 30 | | | 5 | | 1 |
| **Total** | **193** | **2** | **6** | **21** | **17** | **2** |

This research has found lexical cohesion devices in the data. The findings indicate that repetition is the most frequent lexical cohesion devices found in the data with the total of 193 data (80.08%) are found, then followed by hyponymy with 21 data (8.71%), meronymy with 17 data (7.05%), antonymy with 6 data (2.50%), and the last are synonymy and collocation both with 2 data (0.83%).

1. Repetition

Repetition refers to words that are repeated in the text, as well as words that have changed to reflect tense or number.

**Excerpt 1**

`Wash my hair, do-do-do-do-do-do Wash my hair, do-do-do-do-do-do Wash my hair, do-do-do-do-do-do Wash my hair` (song 1 line 5-8)

**Excerpt 2**

`The wheels on the bus go round and round Round and round`
`Round and round`
`The wheels on the bus go round and round` (song 2 line 1-4)

In the excerpt above, it can be seen that there are repetition of sentences or lines in these songs. Just like in the data one, sentence 'Wash my hair do-do-do-do-do-do' is repeated 2 times. Also, in the data 2, lines 'The wheels on the bus go round and round' and 'Round and round' both was repeated one time. Further, researcher found that rather just repeating words in the lyrics, all of the songs used as the data use repetition of a sentence or a line almost in every line in a song. So basically, these songs only have 4-5 as the main lines of each song that latter these lines will be repeated through the whole song. Even, the songs only change one or two words in every verse to differentiate each verse which besides those words, the whole lines or verse of these songs is just repeated the previous lines or verse.

2. Meronymy

Meronymy refers to lexical items which are in a whole-part relation, such as the relationship between main course, potatoes and broccoli; and fish, bones, and scales.

**Excerpt 3**

`The soap and the bubbles are filling up the tub` (line 3)
`So I'll jump in the water and scrub, scrub, scrub` (line 4)

**Excerpt 4**

`The wheels on the bus go round and round` (line 1)
`The doors on the bus go shut` (line 6)
`The wipers on the bus go swish, swish, swish` (line 11)
`The signals on the bus go blink, blink, blink` (line 16)
`The horn on the bus goes beep, beep, beep` (line 21)
`The motor on the bus goes vroom, vroom, vroom` (line 26)
(song 2)

In excerpt 3, it can be seen that these lines using words which are related to bath items (soap, bubbles, tub, water) or it can be said that these words are meronymy of bath. While excerpt 4 uses meronymy of bus, more precisely some parts of a bus which consists of wheels, doors, wipers, signals, horn, and motor.

3. Hyponymy

Hyponymy refers to classes of lexical items where the relationship is one of 'general - specific' or ' a type of'.

**Excerpt 5**

`Baa, baa, black sheep, have you any wool?` (line 5)

Baa, baa, blue sheep, have you any wool? (line 7)
Baa, baa, pink sheep, have you any wool? (line 17)
Baa, baa, white sheep, have you any wool? (line 23)
(song 3)

**Excerpt 6**

Peas, peas, it's time to eat your peas (line 1)
Carrots, carrots, it's time to eat your carrots (line 9)
Squash, squash, it's time to eat your squash (line 17)
Beans, beans, it's time to eat your beans (line 25)
Broccoli, broccoli, it's time to eat your broccoli (line 33)
(song 4)

In excerpt 5, there are found the hyponymy of colors which consist of black, blue, pink, and white or it can be said that those words are related to each other because they are under the same general word which is 'color'. Just like in excerpt 5, excerpt 6 also uses hyponymy. In excerpt 6, words peas, carrots, squash, beans and broccoli are the hyponymy of general word 'vegetable'.

4. Antonymy

Antonymy refers to opposite meaning.

**Excerpt 7**

The doors on the bus go open and shut (line 6)
(song 2)

**Excerpt 8**

The people on the bus go up and down (line 31)
(song 2)

Both of antonymy found in the data are found in song 2, which are the word 'open' that is opposite with the word 'shut' and word 'up' which is opposite with the word 'down'.

5. Synonymy

Synonymy refers to the relationship between words that are similar to meaning.

**Excerpt 9**

Yay, yay, yay, I love them, oooh (line 4)
See, see, Teddy likes them too (line 5)
(song 4)

From the excerpt above, it can be seen that these lines contain synonymy words which are love and likes. Actually, love and like are related but they are not strict synonyms. They share some common root which they both describe positive feelings toward something or someone, but they differ significantly in intensity and connotation. But in this case, after reading and analyzing the whole lyric of the song, it can be said that

words 'love' and 'like' in here have the same intention or meaning which are to express positive feeling and to describe an emotional preference.

6. Collocation

Collocation is a combination of words that frequently appear together and sound natural to native speakers.

**Excerpt 10**

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Run away, doo doo doo doo doo doo
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(line 25)
(song 5)

As stated above, collocation describe associations between words that tend to co-occur. 'Run away' is a word that consists of a combination of verb and adjective. These words combination often co- occur together used to describe the action of fleeing or escaping from a place or situation, often quickly and unexpectedly. The words 'Run' and 'away' are often used together in this context, making 'Run away' is a collocation.

Every song is made for a purpose which then a song will be made according to its initial purpose. Whether it's the lyrics or the melody, everything is adjusted to the purpose of making the song. Likewise with children's songs which are made with the aim of being heard by children. Some of the goals or objectives of making children's songs are to make songs that are easy for children to understand, easy to remember, can invite children to participate in singing the song and finally it is also makes for learning purposes.

If we look at the excerpts above, at a glance we can see that the words or sentences used in those lyrics mostly are simple sentences. The creation or arrangement of children's songs like this is to fulfil the purpose of children's songs as written above. From the results of the analysis, it can be seen that antonyms, synonyms and collocations are quite rarely used. It is because these words can make children confused when listening to a song due to the use of many complex words (collocation) and also the differences and similarities between two words. In general, children have not yet reached the stage of understanding these terms.

On the other hand, the frequent use of repetition, meronymy and hyponymy can help children understand and remember songs more quickly. The frequent use of repetition can help children to remember and understand the lyrics of songs faster and in the latter, they can sing the song. Further, the use of repetition can fulfil one of the goals of children's songs which they are easy to understand, remember and follow. Meanwhile, the use of meronymy and synonymy can help children to expand their vocabulary. Further, this can be a learning media for children. Compared to antonymy and synonym, meronymy and hyponymy are a lot easier for children to learn. It is because meronymy and hyponymy words are closely related to each other. Things that are related usually are easier to remembered than trying to remembered many things that don't have relation. Additionally, the use of meronymy and synonymy in songs, especially children's songs, can act as a storyline builder in songs so that one song only consists of one story or topic, furthermore this will make it easier for children to understand the meaning of these songs.

**CONCLUSION**

Based on the findings and discussion, this research aimed to find out types and also dominant lexical cohesion devices in song lyrics of children songs from CoComelon YouTube channel. The findings indicate that repetition is the most frequent lexical cohesion devices found in the data with the total of 193 data (80.08%) are found, then followed by hyponymy with 21 data (8.71%), meronymy with 17 data (7.05%), antonymy with 6 data (2.50%), and the last are synonymy and collocation both with 2 data (0.83%).

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From the explanation above, it can be concluded that children's songs are not made haphazardly. There are many aspects that must be considered in making it, for example the writer or composer of a song must consider the enjoyment, comprehensibility, memorability, appropriateness, learning function of that song and etc. Moreover, this is a song that is targeted children as the listener of this song where children usually cannot yet differentiate between correct information and wrong

information. So, songs which will be given to them should be filtered. Don't let children' songs, which should be a medium for children to learn and develop many things at their stage, turn into medium where children get information and learn things that aren't suit their age. That's why it is very important for us, if we want to give songs to children to listen to, to pay attention to every sentence in the song so that the song can really be enjoyed by children and suitable for children.

Furthermore, the theory of cohesion also plays quite an important role in children's song lyrics. By analyzing and knowing about this theory, we can understand what are cohesion devices and their function, especially lexical cohesion devices that usually used in children' songs. Besides that, by learning about cohesion, we can get knowledge about how to build texture in a text, in this case it is song lyrics, at the same time we also can use appropriate cohesion devices so that the use of these cohesion devices can indeed build and strengthen the texture of the text and not make it difficult for readers or listeners to read or listen to it.

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