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Lexical Cohesion in Kid Talks: The Instagram Videos of Mila Stauffer

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Abstract

This study aims to examine the use of lexical elements in kid talks. Mila Stauffer is a four-year-old celebrity who has four million followers on her Instagram account. Mila is known as a child who frequently shares her thoughts about particular topics, expressively, and comprehensively. The researchers are interested in Mila Stauffer because her Instagram videos have many viewers and comments. Numerous Instagram users also like her because she is different from the children that have the same age as her. In order to analyze Mila's opinion about some topics through videos, lexical cohesion played an important role in the present study. To obtain an in-depth study of lexical cohesion, this study then analyzed ten Instagram videos with the available subtitle. The data of the study were collected through the Instagram account, Kcstauffer. The researchers applied a quantitative method in analyzing the lexical cohesion. Furthermore, the lexical cohesion analysis proposed by Halliday & Hasan has been used in the present study. The study revealed that, as analysed from Mila's talk, there are differences between kids and adults in terms of the use of repetition. Further, repetition plays an important role in kids talk; one of which is to achieve cohesiveness in speaking. On the other hand, the least lexical cohesive devices used in a kid talk is superordinate.

Keywords: lexical cohesion; kid talks; instagram video

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Introduction

Nowadays, social media has become a style for everyone around the world. People can access their social media through some devices such as their phones, laptops, or computers. Perrin (2015) stated that the advance of social media had influenced many things related to occupation, communication, and information. People can communicate and socialize with their friends, colleagues, or family through social media. In the era of information technology, some social media are used continuously. Chaffey (2019) showed that Facebook, YouTube, Instagram, Twitter, and Google Plus are the top five social media.

Focusing on Instagram, it is the trending social media among all ages recently (Dawson, 2017). Sheldon and Bryant (2016) pointed out Instagram as a social network service (SNS) that enables its users to take and share pictures (and videos). Moreover, captions and hashtags are also provided on Instagram. The excellence of Instagram has attracted more than 150 million active users and considered Instagram as the delight social network related to videos and pictures (Hu, Manikonda, & Kambhampati, 2014). As a result, investigating Instagram posts, especially video, is a continuing concern within the present study.

Mila Stauffer is a four-year-old Instagram celebrity who has four million followers in the Instagram account, Kcstauffer. The users like her because she is different from the children of her age. She can construct the idea about some topics expressively and comprehensively. In conducting the study, the researchers are interested in Mila Stauffer because her videos are highly interesting, and she can think and act as if she were a teen or mature person. The researchers argued that Mila has good cognitive skills at her age. Van der Fels et al. (2015) defined cognitive skill as the mentality process in acquiring knowledge and comprehension through occurrence, thinking, and sense. The cognitive skill enables children to remember, analyze, evaluate, compare, and comprehend the cause and effect. This remarkable skill does not emanate thoroughly in childhood, but it can rise with the routine and appropriate training. This indicates Mila's parents have probably given substantial early education to their daughter Mila by being the communication partner and good listener.

According to Bjorklund and Causey (2017), early education for toddlers and younger children pervade vocabulary recognition. The children can talk because they had the vocabulary and previous experience about the topic. Bjorklund and Causey (2017) also added that the social environment assists in shaping kids' cognitive development. It is not only about the place but also about people who live and interact with the kid. It seems that Mila can represent her mind in the Instagram videos because she had a collection of words to describe those topics and happened in her daily activity. As the issue of kid's talk has received considerable attention, the researchers are interested in analyzing Mila's opinion about some topics in her Instagram videos. Hence, cohesion analysis plays an important role in the present study.

Cohesion is a part of the system in a language. Cohesion provides the textual means for initiating comprehension or sense (Taboada, 2004). It is generally accepted that cohesion refers to two broad categories: grammatical (structural) and lexical (non-structural) elements. Both elements aim to build connections among parts of texts. Grammatical cohesion concerns with the combination of sentences formed by grammatical features; meanwhile, lexical cohesion is the composite of sentences formed by lexical aspects. Focusing on the second element, lexical cohesion refers to the relation of meaning that exists by the selection of vocabulary within the text (Halliday & Hasan, 1976). It means that cohesion can appear from the semantic relationship between words. Halliday and Hasan (1976) then presented two functions of lexical cohesion. Firstly, it aims to connect word and word, phrase and phrase in a spoken and written discourse. Secondly, it signifies the co-occurrence of words whose meanings are similar in the same scope. In addition, they have proposed a classification of lexical cohesion into reiteration (repetition, synonym or near-synonym, superordinate and general words) and collocation. Generally, reiteration can be defined as a pattern of lexical cohesion which engages with the repetition of the lexical item. Meanwhile, collocation is a form of lexical cohesion which depends upon the tendency to co-occur in texts.

Regarding to the issue, some studies mark lexical cohesion analysis as an appropriate technique to analyze spoken and written language related to the words. To begin with, Olajoke (2015) investigated the lexical cohesion in an Inaugural Speech in Nigeria. Legislators utilized lexical items such as repetition, synonymy, antonym, collocation, and

superordinate to achieve aims, such as appreciation, directness, emphasis, interconnectivity, and claimed in negotiating the meaning. Another research, Saefudin (2020) examined the lexical cohesion roles in the Presidential debate between Trump and Clinton in 2016, then revealed the rhetorical devices and techniques used by two debate partners: reiteration and collocation. Meanwhile, there were four rhetorical tools (metaphor, parallelism, contrastive pairs, and a list of three) and three techniques (anaphora, epiphora, and climax).

Concerning with the written text, Malah, Tan, and Rashid (2016) evaluated the lexical items in Nigerian Newspaper genres focused on the editorials and found: repetition (49.5 %), expectancy relations (15.8 %), class/subclass (11 %), and synonymy (10.8 %) were needed to develop coherence in the editorial texts. Lastly, Kadiri, Igbokwe, Okebalama, and Egbe (2016) explored the use of lexical cohesion in the writing of learners of English as a Second Language. The study identified that repetition, synonym, and lexical sets (collocation) are the dominants lexical elements used to achieve cohesion in writing.

Based on the arguments and related studies, lexical elements influence the cohesion and quality of written or spoken discourse. A written discourse could be formed of a text, article, and so on. In contrast, spoken discourse can be seen in the speech (monologue) or conversation (dialogue). However, few studies investigated the lexical elements in kid's spoken language. Therefore, the recent study contributes to discourse study, especially in spoken discourse. The researchers then attempt to present a different account related to lexical cohesion in Instagram videos of Mila Stauffer. Hence, the principal objective of this research is to analyze the use of lexical elements in the videos of Mila Stauffer. The researchers will find out the kinds, numbers, the most frequent and infrequent devices used by Mila Stauffer.

Method

This research applied a quantitative method in analyzing the lexical cohesion of Mila Stauffer's opinion on Instagram videos. The study focused on identifying the lexical elements regarding the types, frequencies, and percentages. The analyses started by transcribing, labeling, and coding Mila's talks in the videos. To obtain an in-depth study, the researchers utilized a purposive sampling technique. The sampling of videos was purposive because the researchers chose the popular videos that have a lot of likes and comments. The topics were about to slow people, preschool, adults spending habits, gym, typical morning, coffee, fall season, budget, holiday, and relax way. The researchers analyzed ten Instagram videos with the available subtitle. The data of the study were collected through the Instagram account, Kcstauffer.

Furthermore, the lexical cohesion analysis proposed by Halliday and Hasan (1976) was a model framework in the present study. In this study, lexical cohesion was identified across the sentence and not within the same sentence. The researchers decided to use it due to the relevance of the related study and to limit the study focus. As a result, the lexical elements with a similar sentence were not required in the study. Moreover, the data obtained from ten videos are analyzed descriptively, starting from the most dominant items to the least dominant item.

Results and Discussions

The analysis of the 1,123 words data demonstrated 175 lexical elements in Mila Stauffer's videos. Seven (7) types of lexical elements, namely repetition, synonym, near-synonym, antonym, superordinate, general words, and collocation, were found. The data revealed that the most frequent type of lexical elements in Mila Stauffer's videos was repetition (84%). It can be seen that Mila's talk was dominated by repetition terms. This can occur because Mila often repeated keywords such as like, life, people, coffee, school, and so on in the videos.

The next dominant types were synonyms (5.1%), collocation (5.1%), and antonym (2.8%). In Mila's videos, the researchers got the same percentage of synonyms and collocation. Furthermore, superordinate (0.5%), near-synonym (1.1%), and general words (1.1%) were categorized into the most infrequent types. The detailed information about the kinds of lexical elements, frequencies, and percentages were presented in the following table and figure.

Table 1
Types, frequencies, percentages of lexical cohesion

Kinds of lexical element	Number of words	Frequency	Percentage
Repetition	61	147	84%
Synonym	9	9	5.1%
Near synonym	2	2	1.1%
Antonym	5	5	2.8%
Superordinate	1	1	0.5%
General words	2	2	1.1%
Collocation	9	9	5.1%
Total	89	175	100%

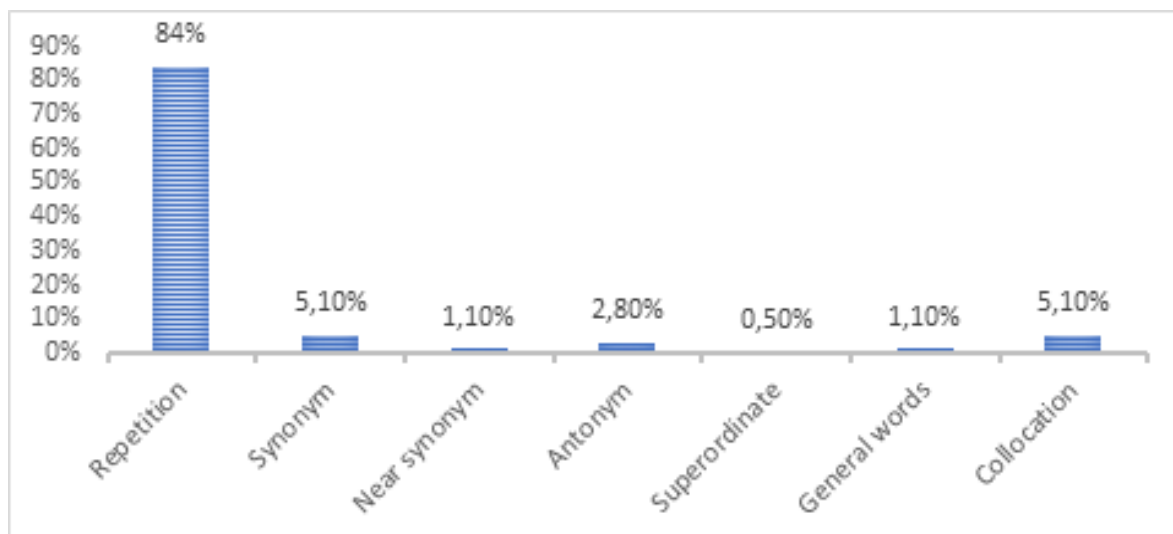


Figure 1. Percentages of types of lexical cohesion

Based on the findings, it can be showed that Mila's opinions on Instagram videos are lexically cohesive. Mila used several lexical elements such as repetition, synonym, near-synonym, antonym, superordinate, general words, and collocation, in order to make her viewers understand comprehensively about what she talked about. This statement is in line with the study of Emilia, Habibi, and Bangsa (2018), which argued that lexical devices play an important role in creating the interrelation between meaning. The lexical devices are one of the clues for the readers, listeners, or viewers correlating the meaning altogether. Similarly, Halliday and Hasan (1976) stated that a sense of unity and connectedness depend on the usage of lexical elements. Hence, the lexical elements in 10 Mila's videos were then investigated to point out why particular elements of lexical cohesion can be more dominant or more infrequent than others. The researchers attempt to discuss them from the most frequent devices to the most infrequent device.

Repetition

Repetition is an act of rewriting or restating an item (word, phrase, or sentence) that has the same form and meaning. As seen in figure 1, repetition is the only element that reaches more than 80% in the present study. There were 147 repetition terms found in Mila's videos. It clarified that Mila mostly achieves the cohesion by reiterating the keywords. One of the repeated words was 'coffee' found in her video. It is presented below in the form of a text.

Mom, can we get some coffee? Like I am feeling so basic. It tastes likes hopes and dreams. Okay, just call me the little engine that said but coffee first. Coffee is life. A yawn is a silent scream for coffee. Coffee is survival juice. I know you hear me. This mess is without coffee. Want to hear a joke? Decaf. The end.

Repetition:	Coffee (6)
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This video is about Mila's opinion about coffee. The researchers exactly found 6 repeated words in the video. The researchers found the word mostly in contiguous sentences. Repetition terms attain the highest percentage among the other elements in Mila's talks. This study reveals the findings following the previous related studies of lexical cohesion. The studies below investigated the use of elements and focused on the spoken language. To begin with, González (2010) attempted to examine fifteen telephone conversations (20,043 words) obtained from the International Corpus of English-Great Britain. The study analyzed 3480 lexical devices and exposed that telephone conversations are lexically cohesive because of repetition (52.6%).

Further, González (2011) also explored the lexical cohesion in multiparty conversation. The analysis of 11,199 lexical elements addressed repetition (59%) as the main type of lexical cohesion. Similarly, Taboada (2004) examined the use of lexical items in English and Spanish dialogue. The study showed that the most frequent device of lexical cohesion in both languages was the repetition of similar words (30%) in English and (44 %) in Spanish. Saefudin (2020) then drawn the same conclusion that the repetition achieved the highest percentage in the Presidential debate between Trump and Clinton. There were (63.25 %) repetitive words analyzed in Trump's speech and (39.74%) found in Clinton's speech. Based on the related studies, repetition terms were the main element found in spoken language.

Nevertheless, there is a slight difference between the use of repetition between children and adults. Based on the previous studies that have been mentioned, most adults use repetitions under the number (60%). On the other hand, Mila, in this research, got the number above (80%). According to Agoes and Rohmah (2017), children use more repetitions in spoken language because they have a limitation on vocabulary, data, and information. Therefore, it is reasonable why kids have a higher percentage than adults in spoken language.

Spoken language or oral language is a language produced with the vocal tract. Spoken language is the main method of communication for most people. It has to be composed immediately in our mind in order to convey the ideas/opinion and get the point over. Someone's spoken language also needs to be understood rapidly while making a two-way conversation. The spoken language is usually started unintendedly and without any preparation. This causes people to use repetitive words or phrases when they interact and engage in dialogues. It highlights that people seldom look for different words to describe the same thing when doing spoken language. This statement is in line with Johansson (2008) in his research that the percentage of using different words usually under (40%) for spoken language. Also, some people argued that spoken language is less complex than written language. That is because the speakers can talk using familiar and repeated words to assure the listeners understand. According to Teich and Fankhauser (2005), repetition gives a clear

indication of the topics discussed and helps readers or hearer to understand the intended message. Hence, it indicated that the use of repetition in Mila's videos also aims to ascertain the listeners to receive the message and give a clear picture of what Mila talked about.

Moreover, several studies that concerned with different genres (written language) interestingly draw a similar conclusion that repetition placed the first rank in lexical cohesion. For instance, Mohamed-Sayidina (2010) claimed that repetition was a prominent element in academic texts published by Arab learners. The study pointed out that the more dominant cohesive device found in fifty English academic compositions was a repetition of the same noun. Mirzapour & Maryam (2011), who studied lexical cohesion in the research articles of English and Persian, reported that repetition in both of the research articles was at the highest rate. The English data were dominated by repetition and collocation, while the Persian data were dominated by repetition and collocation. Hanum (2015) also confirmed repetition in both Indonesian and English writing texts, especially novels. She added that the use of repetition in writing text helps the readers to follow the flow of the story.

Due to the results, there are two contradictory opinions related to repetition in written language, especially in academic papers. Alotaibi (2015) asserted that the academic papers which have numerous repetition terms are assessed the lowest mark in terms of writing quality. He proposed two factors that affect the writing quality. It is highly recommended to use different kinds of lexical chains and put the lexical items correctly. On the other hand, Malah (2015) argued that the use of many repetitions in the academic texts in order to attain clarity, precision, and definitions in writing. Based on two opposite arguments, the researchers considered that the usage of repetition certainly needed in order to emphasize the authors' ideas in the texts. Nevertheless, the author must consider the number of repetitions and supposedly replace them using synonym and other elements to make their writing cohesive.

As the repetition issue has been mentioned in spoken and written language, Mubarak (2019) then summarized the reasons why people frequently do repetition in both spoken and writing language. The reasons are such as to reply to the previous talk, to prevent the miss perception, to ensure the speech purpose, to express the deepest gratitude, to inform the fact, or to recall memory. Nonetheless, the researchers agreed that the number of repetitions would be much higher in spoken than written language because it is often done spontaneously and without preparation. Moreover, the differences between spoken and written language in the repetition issue were presented in the following table.

Table 2
The repetition differences between spoken and written language

Spoken Language	Written Language
Frequent use of personal pronouns	Infrequent use of personal pronouns
Use of familiar words to make sure the audience receives the message	Use of rich and precise words, regardless of audience
Repetition of same words and phrases to emphasize the ideas	Repetitions of ideas through varied words

Source: Adapted from <https://www.hamilton.edu/documents/SpokenWritten.pdf>. Johnson, K. *Spoken VS Written Language*.

Relating the issue of repetition to age, Mila Stauffer is a 4-year-old kid in the present study. Based on Jean Piaget's theory of cognitive development, Mila Stauffer is in the pre-operational stage (ages to 2 – 7). This period is between toddlerhood and early childhood. During this stage, the kids learn to imitate or repeat (Bashrin, 2015). So, it is highly natural for a kid such as Mila Stauffer utilizes repetition terms in order to express her idea and thought. Klem et al. (2015) believed that repetition is a measure of children's language skills. The children in those ages can solve the simple problems around them and represent several capabilities related to drawing and using language. Siegler (2016) added that the kids during pre-operational stage are in the process of reaching adult-like thought and can show the experiences mentally. However, this thought process is still at beginner level. As a result, they probably think in an unsystematic, illogical, and inconsistent way. Thus, it is highly reasonable if Mila Stauffer as a 4-years-old kid mostly produces cohesion in her videos by reiterating the same words.

Synonym

Synonym is the second lexical device that Mila used in her videos. Synonym defines as a word having the same or nearly similar meaning to another word (Martins, 2014). People usually use a synonym to avoid repeating the same word continuously. In academic writing, the authors use more synonyms to make their papers more appealing and eligible. On the other hand, someone's speech is meaningful and influential for the audience if the speaker adds synonyms correctly. In this present study, the researchers only found (5%) synonyms in all videos being analyzed. One of Mila's videos is presented below in the form of text.

Yesterday, I went to the store because I wanted to get a treat. This girl in front of me, she was walking really really slow. So slow. Mommy said be nice. I don't want to! I was thinking hurry up lady!!! But I don't say that. You know what I did? I went under her legs! Psh, she didn't even know. Ugh, some people ... then I got my treat! It was good. So, remember people, don't walk slow! I have got no time for that! I have got places to go.

Synonym:	1. Girl – Lady	2. So	3. Nice – Good
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This video is about Mila's experience in a public store. Mila used the word 'lady' that has the same meaning with the word 'girl', used the word 'so' that has the same meaning with the word 'really', and used the word 'good' that is similar to the word 'nice'. It can be seen that there were 3 sets of synonyms in Mila's video. This number is considerably low compared to the previous device (repetition). However, synonym usually exists in spoken and written language. This can be proven from several related studies. For instance, Pratiwi, Jayanti, and Syathroh (2019), in their research, only focused on lexical cohesion in repetition, synonym, and antonym. They revealed that synonym is the most dominant set after repetition. Rullyanti and Sriwigati (2018) revealed that synonyms were found in spoken language even though they were not the most dominant element. Then, Afianti and Sunardi (2016) showed the same result for the written text that synonym as the third frequent lexical device in a journal article.

The use of synonyms by kids aged 2 from 7 years is indeed not as high as the use of repetition because varied vocabulary to talk about a wide range of topics. As they are in the pre-operational stage, the children may produce simple or complex sentences properly. They also grasp the two concepts 'present' and 'absence' of any objects. However, they are still not aware of the synonym concept in their utterances to prevent repeating the same words. During the stage, they only concentrate on telling their views about any object from their perspective (Bashrin, 2015). Similarly, Mila focuses on expressing her ideas or thoughts by using familiar words in the Instagram videos. She also used several simple synonyms in her

utterances. This indicates that Mila has an excellent cognitive ability in her age, although the percentage of synonym usage is still relatively low than adults.

Collocation

Collocation is another device that Mila used in her videos. According to Laybutt (2009), collocation is a tendency for words or phrases to occur together. It is analyzed through the relationship among the lexical items (lexical environment). It means the researchers not only connect the word to related words but also other words in the whole passage or speech. The relationship of lexical chains for collocation includes complementary set, antonym, words from the same category, proximity (nearness relationship), or words from the same superordinate terms (Ma'wa & Mirahyuni, 2010).

For instance, man-woman and book-pen are cohesive because they are complimentary words. The word happy-sad and rich-poor are collocation because they have the opposite meanings. The word laugh-joke and sad-cry are the example of proximity. Then, Sunday and Wednesday are also cohesive because they are typically connected. However, it is clear to say that the words that occur together frequently should have a direct syntactic relationship. In other words, we cannot say that the and book are a significant collocation even though these words are often used together. In the research, there were (5.1%) collocation found in Mila's videos. This number is the same with synonyms. One of Mila's videos is presented below in the form of text.

So yesterday, my mom had some news for me. She signed me up for preschool. *Sigh. I told her I want to go to Law school. What? She was like, "No, Mila. You're only two". So, we get to the place, and I'm shook. The teacher is shady, and the kids are insane. Throwing staplers, pooping everywhere! I walk in, and I'm like But I'm still alive. I get in my seat. The teacher is like, "Dave, we don't pee on our friends. So now, Dave is triggered. Chases her with scissors. It was a mess! I had to do something! So, I yelled, nap time. Checkmate!

Collocation:	Preschool – Teacher – Kid
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This video is about Mila's view about preschool. Mila used words such as 'teacher' and 'kid' which have related to the word 'preschool'. It can be seen that the use of collocation in her videos is relatively low. However, as same as synonyms, collocation is usually used in spoken and written discourse. Some studies provided the same results regarding collocation in lexical cohesion. For example, Zuraiq and Alshboul (2019) found collocation in Arabic Newspaper Editorials. They analyzed (21.7%) collocations from 105 newspaper editorials. They highlighted that one of the ways to mark off the competent and incompetent authors is identified from the use of collocation. Another study, Arifiani (2016), reported that collocation and repetition frequently appear in political speech. Then, Ngo (2019), in his research, drawn the same conclusion about collocation for the spoken discourse. He added that the use of collocation in a speech contributes to the speech more persuasive and intelligible. In other words, collocation usually appears in spoken and written discourse.

Relating the issue of age and collocation, it is clear that teenagers and adults use more collocation than kids because they had gained language exposure and school phase earlier than children. The children aged from 2 – 7 years (pre-operational stage) also have not produced many sentences directly in their speaking because they cannot construct the ideas immediately. Their thinking process and memory are still at the initial level (Bashrin, 2015). However, Mila, in her videos, used some collocations in her utterances. She is used to conveying her thoughts in some sentences directly and comprehensively. Therefore, it signifies her memory and thinking process developed progressively.

Antonym

Antonym is categorized as the last dominant element in Mila's videos. As we know that antonym is the opposite side of a synonym. Gao and Zheng (2014) stated that some people tend to convey information and think through the opposite side. This leads us to the existence of antonyms in the vocabulary list. Initially, antonyms are found in texts or speeches containing rhetorical effects. Some people, including public figures, added antonym pairs in their political speech or persuasive writings to reinforce their thoughts and convince the audience. In this research, the use of antonym in 10 videos is only (2.8%). One of Mila's videos is presented below in the form of text.

Hay guys. I know you're all tired and stressed with your busy life. Today, I'm gonna show you how to relax this summer—the Mila way. Here, we have a stressed mother, hay I am a dead insane. Let's make you feel alive again. Nice place you got here. Worked for my whole life for it. You just gotta set your goals you know? I can't even set the table. I hope this isn't too hot dear. Um, it's ice cold. Like your soul. Have some imagination. Cucumbers are great for dark circles and bath salt. Now we got some fresh avocado. Yep know this is your color. You are right. I do feel like a zombie.

Antonym:	1. Stress – Relax	2. Hot – Cold	3. Dead – Alive
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This video is about Mila's tips to release stress. She tried to give a solution to her viewers about the stress issue. As seen in the above text, there were 3 set antonyms in the videos. She used the word 'stress' that has the opposite meaning to the word 'relax', used the word 'hot' that is contradictory with the word 'cold' and the word 'dead' that is opposite to the word 'alive'. As seen in the above text, the researchers mostly found the antonym in the sentence that is adjacent to the synonym. Mila probably used antonym to show the contrast situation and highlight the information. Besides, antonym is used by someone to evade the monotonous story and to make the speech or writing being more attractive and colorful (Agoes & Rohmah, 2017). Hence, the use of antonym in the Mila's videos is intended to help the viewers understand the flow of speaking and information.

Different from repetition, synonym, and collocation, which are usually found in lexical cohesion studies, the use of antonym is not often discussed by previous researchers, especially in spoken discourse. The researchers only found a study concerning the use of antonym in spoken discourse. In his research, Olajoke (2015) reported that there were only 3 antonyms used in a political speech. Instead, he discovered 47 repetitions and 19 synonyms. The researchers in this study identified 5 antonyms in 10 Mila's videos. Based on these findings, it can be concluded that the use of antonym in spoken discourse by kids or adults is relatively low.

Superordinate

Superordinate (often called hypernyms) defines as a general name for some objects. It is the relation of meaning between more general items and more specific items (Agoes & Rohmah, 2017). For instance, the word 'flower' is a superordinate of the word 'rose, jasmine, or other flowers'. As seen in figure 1, superordinate is the most infrequent element in Mila Stauffer's opinion. The use of superordinate in 10 videos is (0.5%). The researchers only found a superordinate element in her video about season. The video was presented below in the form of a text.

Summer turns to Autumn, and I autumn artistically. Hate my life. I think I know why they call it fall season. Cause my life starts falling apart. Moms like "I can't wait for the kids to go back to school. So, my headache goes away. I'm like, no mom, your headache, it's from the glade candles you put all over the house. I know I'm just gonna get to school, and Marta gonna ask

me 'oh my gosh' "How was your summer?" it was great Martha. I didn't have to see you for two months. There's this thing called homework. It's basically work that you don't even get paid for. As the degrees drop lower and lower, I drop lower into depression. I don't trust people who like fall. It's the season of death.

Superordinate:	Season (Summer – Autumn / fall)
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This video is about Mila's view about the fall season. Mila used words such as 'summer' and 'autumn or fall' which have related to the word 'season'. The researchers discovered this element only in one video. It can be clarified that this element does not play an important role in lexical cohesion, especially in Mila's talks. This statement is also supported by other studies that have the same findings related to superordinate (Malah, 2015; Olajoke, 2015). They reported that superordinate was the rare element involving in lexical cohesion. When somebody uses general words redundantly, the listeners or readers probably do not receive the complete messages. It may say there will be misperception between the audiences. Based on the related studies that have been mentioned, there is no different conclusion regarding the use of superordinate between kids and adults.

In addition, the researchers considered that Mila has limited knowledge related to the upper class of words (superordinate). Children face difficulty in forming categories and classifying the words (Waxman & Gelman, 2009). This can happen because classification needs a powerful cognitive process in determining the similarities among the words. Similarly, Fisher and Gleitman (2002) reported that children require competency, such as personal observation of the objects' uses and function in order to learn the superordinate categories. As Mila in the pre-operational stage, her competency in identifying the general and specific class of any objects is at a basic level. Therefore, it is very reasonable if Mila rarely uses superordinate to express her ideas at that age.

Conclusion

The result of the study can be summarized into three conclusions. Firstly, repetition terms attained the highest percentage among the other elements in spoken discourse. It was the only element that reaches more than 80 % in the present study. The use of repetition between kids and adults is slightly different because kids have a limitation in vocabulary and information. Secondly, repetition also placed the first rank in lexical cohesion of written discourse. It indicates that repetition is highly essential to achieve cohesiveness in spoken and written discourse. People frequently repeated the same words, phrases, or sentences due to several reasons such as to respond to the previous talk, to prevent the miss perception, to ensure the speech purpose, to express the deepest gratitude, to inform the fact, or to recall the memory.

Lastly, superordinate is the most infrequent element in Mila Stauffer's opinion. This can happen because Mila is a four-year-old kid. She has not had a complete cognitive skill in determining the similarities among the words. Nonetheless, Mila used several synonyms, collocation, and antonyms in her utterances. It indicates that Mila has a good cognitive ability in her age, although the percentage of different items usage is still relatively low than adults. Thus, it can be concluded that Mila Stauffer as a 4-years-old kid, mostly produces cohesion in her videos by reiterating the keywords. Moreover, several limitations of the present study need to be considered and explore in future research on this topic. Technically, the study was examined quantitatively. The following research may focus qualitatively to explore how lexical elements are utilized to build cohesion in Mila's Stauffer's videos.

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