



THE USE OF COHESION DEVICES OF THE STUDENTS' ESSAY IN WRITING CLASS OF ENGLISH DEPARTMENT PASIM NATIONAL UNIVERSITY

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ABSTRACT

*This research entitled *The Use of Cohesion Devices of the Students' Essay in Writing Class of English Department Pasim National University* applied the theory from Halliday & Hasan (1976). The purpose is to investigate the type of cohesion device which is used by the students of English Department in writing the essay of the writing class. This study applied qualitative descriptive method in analyzing the data. Furthermore, the data were gained by collecting writing task of the students in writing class which has already learned about the type of cohesion devices. The finding showed that there were 41% the use of reference, 2.6% the use of substitution, 56.4 % the use of conjunction, and 0% the use of ellipsis. In addition, the most dominant usage of cohesion devices types is conjunction. Thus, the result showed that the use and the variety of cohesion devices is still low. The students still need to learn more about cohesion devices in order to have a good pieces of writing and improve their skill of writing.*

Key Word: cohesion device, writing, students, class

INTRODUCTION

Skill of writing has a significant role in learning a language since writing is one of skills that is given in learning English language in English Study Program Pasim National University. The students has to master skill of Listening, Speaking, Reading and Writing in their study to master an English language. The Course of writing is given in four semesters. In addition, the students have to make a report of job training and final assignment in the fifth and sixth semester. Thus, writing has an important skill that has to be mastered by the students to meet their academic needs and also workplace requirements in the future. According to Iftanti (2016) as cited in Urmila (2021) Writing is believed that as important skill and frequently used by people in their daily lives either as individual, research, and workplaces issues. Furthermore, Durga and Rao (2018) argue that Writing is the system of written symbols, representing the sounds, syllables or words of language, with different mechanisms – capitalization, spelling and punctuation, word form and function. Besides that, Nunan (1991) as cited in Durga and Rao (2018) stated that Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously. At the sentence level, these include control of contents, format, sentence structure, vocabulary, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraph and text. Thus, writing a good



paragraph should consider sentence construction, coherence and cohesion. In this case, the students need to learn coherence and cohesion as important elements in their paragraphs, essay or text to improve their writing ability. The understanding of coherence and cohesion in a paragraph, text or an essay is significant as the students have to implement those elements in their writing. Halliday & Hasan (1989) as cited in Dashela & Mustika (2021) stated that a text or a paragraph which uses cohesion and coherence must be good writing. Furthermore, According to Halliday & Hasan (1976) Cohesion is linguistically explicit and signals underlying semantic relationship between text elements, whereas coherence is the relationship that link the idea in a text to create meaning for the readers. Coherence is a clear, smooth, and logical flow of ideas, i.e. from one sentence to another and from one paragraph to the next that creates meaning for the readers (Urmila, 2021). Hence, the students need to understand how to implement coherence and cohesion in their essays by using cohesive devices to achieve coherence in their essays. Cohesive comprises into grammatical cohesion and lexical cohesion. In addition grammatical cohesion discuss about Reference, Substitution, Ellipsis, and Conjunction.

There are some previous researches relate to coherence and cohesion. Urmila (2021) analyze coherence and cohesion in the students' writing text, Setiawan & Taiman (2021) discuss about cohesion and coherence in written text of health medical laboratory students, and Suwandi (2016) analyze coherence and cohesion : An Analysis of the Final Project Abstracts of The Undergraduate Students of PGRI Semarang. Considering the significance of the students' writing skill, this research analyzes the ability of students in implementing cohesive devices in their essays. Hence, this research titled The Use of Cohesive Devices of the Students' Essays in Writing Class of English Department Pasim National University.

LITERATURE REVIEW

Writing

Writing has a significant function in many areas. According to Ur (1991) writing is widely used within foreign language courses as a convenient means for engaging with aspects of language, moreover writing is simply used either as a means of getting the students to attend to and practice a particular language point or even more frequently as a convenient method of testing it. Furthermore, the purpose of writing in principle, is the expression of ideas, the conveying of a message to the reader; so the ideas themselves should arguably be seen as the most important aspect of the writing Ur (1991). In addition, Durga and Rao (2018) stated that writing is a meant for conveying thoughts, ideas, and facts in easy and lucid language. Hence, students need to learn many aspects in writing which is useful to increase their skill for the need of their academic and professional purposes in the future.

Essay

According to Zemach and Rumisek (2005) An essay is a group of paragraphs written about a single topic and a central main idea. It must have at least three paragraphs, but a five-paragraph essay is a common length for academic writing. In



the structure of an essay, there are three main parts. They are as following :

a. The Introduction

This is the first paragraph of an essay. It explains the topic with general ideas and it also has a thesis statement or a sentence that gives main idea. Thesis statement is the sentence that tells the main idea of a paragraph and it usually comes at or near the end of the introductory paragraph.

b. The main body

These are paragraphs that explain and support the thesis statement and come between the introduction and the conclusion. There must be one or more paragraphs in the main body of an essay.

c. The conclusion

This is the last paragraph of an essay. It summarises or restates the thesis and the supporting ideas of the essay.

Cohesion

Cohesion may refer to the ways in which sentences are connected by cohesive devices through which readers can perceive the semantic relationship between the sentences (Suwandi, 2016). In addition, the cohesive devices which are often used to connect ideas in writing are among others: references, substitutions, and ellipsis, conjunctions and lexical cohesion (Nunan, 1993) as cited in (Suwandi, 2016). According to Zemach and Rumisek (2005) Cohesive devices are words and phrases that connect sentences and paragraphs together creating a smooth flow of ideas. This is inline with the concept of cohesion by Halliday and Hasan (1976) that stated cohesion is a semantic relation between an element in the text and some other element that is crucial to the interpretation of it. Besides, cohesion refers to relations of meaning that exist within the text and that define it as a text. Furthermore, according to Knapp and Megan (2005) Cohesion refers to the devices available to help link information in writing and help the text flow and hold together. Thus, cohesion refers to the relation of meaning by applying cohesive devices in order to create a smooth flows ideas in writing.

Types of Cohesive Devices

According to Halliday & Hasan (1976) cohesion comprises into grammatical cohesion and lexical cohesion. Grammatical cohesion consist of reference, substitution, ellipsis, and conjunction, whereas, lexical cohesion consist of repetition and collocation. Grammatical cohesive devices are as follows as cited in Urmila (2021) :

1. Reference

Wales (1989) as cited in Urmila (2021) stated that reference is concerned with the relation between words and extra-linguistics reality. Reference is when one word refers to other word.

| | |
|--------------------|-------------------------------------|
| Subjective Pronoun | She/He/It/They/I/You/We |
| Possessive Pronoun | Hers/His/its/theirs/mine/yours/ours |



| | |
|-----------------------|--|
| Objective Pronoun | Her/Him/it/them/me/us |
| Demonstrative Pronoun | This/That/These/Those |
| Other Phrases | The former/the latter/the first/the second |

2. Substitution

A substitute is a short of counter which is used in place of the repetition of a particular item. A word is not omitted, but it is substituted for another more general word.

For example :

(1) “Which ice-cream would you like?”

“I would like the pink **one**.”

“One” is used instead of repeating “ice-cream”.

According to Halliday & Hasan (1997) Substitution comprises into nominal substitution, verbal substitution, and clausal substitution.

a. Nominal substitution substitutes the noun in the sentence. The word one/ones is commonly used for nominal substitution.

Example : (2) *The car's* price is too expensive. I can only buy the cheaper *one*.
The word “one” substitutes the word “car”.

b. Verbal substitution substitutes the verb in the sentence. The word do/does/did is commonly used for verbal substitution.

Example : (3) You think Amanda already *drank*, I think everybody *does*.
The word “does” is used to substitute the verb “drank”.

c. Clausal substitution substitutes clause in the sentence.

The word so is commonly used for clausal substitution.

Example : (4) If you agree with that, *so do I*.

“So do I” is used to substitute clause “If you agree with that”.

3. Ellipsis

Ellipsis is the omission from speech or writing of a word or words that are able to be understood from contextual clues. This type of cohesive device will be characterized by unchanged of the meaning although part of the sentence has been omitted such as pronoun.

Example:

(5) The tiny creature - called Peewee - is fully grown and yet (he) measures less than one inch in length, he weighs less than one ounce and (he) is no higher than a 50p piece (Halliday & Hasan, 1976).

The pronoun “he” is supposed to be written in the series of sentences above, but instead it is omitted. The omittance of the pronoun is called ellipsis. It is allowed as long as the meaning of the sentence is still the same and understandable.



4. Conjunction

A Conjunction is a word which merely joins together sentences and sometimes words (Wren and Martin, 1999). Conjunction join equal sentence parts (Wishon & Burks, 1980). Conjunctions are divided into two classes. They are Co-ordinating and Subordinating.

a. Co-ordinating conjunction joins together clauses of equal rank. The sentence contains two independent statements or two statements of equal rank or importance. Coordinating conjunction are and, but, for, or, nor, either-or, neither- nor. Furthermore, there are four kinds of Co-ordinating conjunction. They are as follow :

1. Cumulative or Copulative which merely add one statement to another.

Example:

(6) Birds fly and fish swim

2. Adversative that express opposition or contrast between two statements

Example :

(7) I was annoyed, still I kept quiet

3. Disjunctive or Alternative

Example:

(8) She must weep, or she will die

4. Illative that express an inference

Example :

(9) Something certainly fell in; for I heard a splash

In addition, any of the co-ordinating conjunctions with the exception of or, nor, may be omitted and its place taken by a comma, semicolon, colon as in the sentence of (10) Rama went out to play; Hary stayed in to work.

b. Subordinating Conjunctions join a clause to another one, which it depends for its full meaning such as after, because, if, that, though, although, till, before, unless, as, when, where, while.

Example :

(11) After the shower was over, the sun shone out again

Subordinating conjunctions is classified according to their meaning. They are as follows:

1. Time

Example : (12) He read law books whenever he had the chance

2. Cause or Reason

Example : (13) Since you have already studied that chapter, it will not be necessary to read it again.

3. Purpose

Example : (14) I will study the chapter so that I can pass the examination.

4. Result or Consequence



Example : (15) The book was so interesting that I read it in one evening.

5. Condition

Example : (16) He will sign the contract if it is satisfactory

6. Concession

Example : (17) Although I had a slight handicap, I was an ambitious student.

7. Comparison

Example : (18) I don't swim as well as he does.

METHODOLOGY

This research applied descriptive qualitative method to describe the use of grammatical cohesive devices in students' essays. According to Sugiyono (2010) qualitative research is descriptive which has a meaning that the collected data is in the form of words rather than numbers. Furthermore, qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual data to gain insights into a particular phenomena of interest (Gay, 2006). The data were gained and identified from the task of students' essays in writing class. In addition, the data is analyzed and classified into types of grammatical cohesion devices (reference, substitution, ellipsis, conjunction) that are applied by 10 students in their writing task. Finally, the finding of the data is presented in the result and discussion below.

RESULT AND DISCUSSION

The data were taken from the students' writing task that is given in one semester. The task is given to 10 students covering Problem-solution essay. The data shows that types of cohesion are applied in students' essay. They are as follows:

| Data | Types of Cohesion | | | |
|------------|-------------------|--------------|----------|-------------|
| | Reference | Substitution | Ellipsis | Conjunction |
| Student 1 | 3 | 0 | 0 | 3 |
| Student 2 | 0 | 0 | 0 | 11 |
| Student 3 | 8 | 0 | 0 | 7 |
| Student 4 | 1 | 0 | 0 | 8 |
| Student 5 | 1 | 0 | 0 | 3 |
| Student 6 | 7 | 0 | 0 | 3 |
| Student 7 | 2 | 1 | 0 | 1 |
| Student 8 | 5 | 0 | 0 | 1 |
| Student 9 | 1 | 1 | 0 | 2 |
| Student 10 | 4 | 0 | 0 | 5 |
| Total | 32 | 2 | 0 | 44 |
| Percentage | 41% | 2.6% | 0 | 56.4% |

The result showed 10 data of the use of cohesion devices that comprises into 41% of reference, 2.6% of substitution, 56.4 % of conjunction, and 0% of ellipsis. In addition, the most dominant usage of cohesion devices types is conjunction types.



Reference

1. **Children** are also learning by hearing something around **them**.
2. **People** who use drugs are usually under stress and to deal with it, **they** take drugs excessively to cal themselves down.
3. In my opinion, **alcohol** must be stopped, because **it** is very bad for your body and mind.
4. In some cases, **the spectators** always avoid whatever **they** did and justify according to **their** perceptions.

Sentence 1 showed the use of cohesion devices of reference. Reference is concerned with the relation between words and extra-linguistics reality. Reference is when one word refers to other word. The word **children** has a reference of the word **them**.

Sentence 2 showed the use of cohesion devices of reference. Reference is concerned with the relation between words and extra-linguistics reality. Reference is when one word refers to other word. The word **people** has a reference of the word **they**.

Sentence 3 showed the use of cohesion devices of reference. Reference is concerned with the relation between words and extra-linguistics reality. Reference is when one word refers to other word. The word **alcohol** has a reference of the word **it**.

Sentence 4 showed the use of cohesion devices of reference. Reference is concerned with the relation between words and extra-linguistics reality. Reference is when one word refers to other word. The word **spectators** has a reference of the word **they** and **their**.

Substitution

1. because the red and white flag is **one** of the three national flags that fly upside down
2. We can not be separated from **technology** especially the **one** that we are often to operate to help us doing our work.

Sentence 1 showed the use of cohesion devices of substitution. A substitute is a short of counter which is used in place of the repetition of a particular item. A word is not omitted, but it is substituted for another more general word. The words **red and white flag** substituted for the word **one**.

Sentence 2 showed the use of cohesion devices of substitution. A substitute is a short of counter which is used in place of the repetition of a particular item. A word is not omitted, but it is substituted for another more general word. The word **technology** substituted for the word **one**.

Ellipsis

Ther is no data found



Conjunction

1. They will dance and sing **when** they hear a catchy rhymes of child songs.
2. People who use drugs are usually under stress **and** to deal with it they take drugs excessively to cal themselves down.
3. The opening ceremony of the 2023 Cambodia SEA Games was scheduled for 19.00 local time, **but** a number of spectators had packed the stadium a few hours before the event started.
4. In some cases, the spectators always avoid whatever they did **and** justify according to their perceptions.

Sentence 1 showed the use of cohesion devices of conjunction. A Conjunction is a word which merely joins together sentences and sometimes words. The sentence *They will dance and sing* is joined by using subordinator **when** with the sentence of *they hear a catchy rhymes of child songs*.

Sentence 2 showed the use of cohesion devices of conjunction. A Conjunction is a word which merely joins together sentences and sometimes words. The sentence *People who use drugs are usually under stress* is joined by using co-ordinator **and** with the sentence of *to deal with it they take drugs excessively to cal themselves down*.

Sentence 3 showed the use of cohesion devices of conjunction. A Conjunction is a word which merely joins together sentences and sometimes words. The sentence *The opening ceremony of the 2023 Cambodia SEA Games was scheduled for 19.00 local time* is joined by using co-ordinator **but** with the sentence of *a number of spectators had packed the stadium a few hours before the event started*.

Sentence 4 showed the use of cohesion devices of conjunction. A Conjunction is a word which merely joins together sentences and sometimes words. The sentence *the spectators always avoid whatever they did* is joined by using co-ordinator **and** with the sentence of *justify according to their perceptions*.

CONCLUSION

Based on the result and discussion, it can be concluded that the use of grammatical cohesion devices is still low in types of substitution and ellipsis, meanwhile the student used a lot of types of reference and conjunction. In addition, the students has not applied the variety of conjunction in their essay. The students still need to learn the variety of grammatical cohesion devices to achieve coherence and to produce a good essay.



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