

AN ANALYSIS OF GRAMMATICAL COHESION IN STUDENT WRITING

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Abstract

Exploring sentence correlation and meaning as a whole text in term of coherence and cohesion, this research aims to analyze type of cohesive device in three essays taken from writing 2 class. This research used the theory of cohesion proposed by Halliday and Hasan (1976), they divided cohesion into two which are grammatical and lexical cohesion. Then this research focuses on grammatical cohesion. Moreover, the researcher used qualitative method in this research; the data are in the form of sentence and the data source is the essays taken from writing 2 class. The researcher found 122 grammatical cohesive devices as a total number of occurrences in three essays. Where in text 1 entitled ‘Cause of teen Sex Crime’ there are 51 cohesive devices appeared, while in text 2 entitled ‘Illegal Logging’ appear 29 cohesive devices, and then in text 3 entitled ‘The Cause of Teenager’s Suicide’ there are 42 cohesive devices. Furthermore, the researcher also found 5 inappropriate uses of cohesive devices; it includes 2 additive conjunction, 2 adversative conjunction, and 1 temporal conjunction

Key words: Cohesion, Discourse analysis, Grammatical Cohesion, Semantic Relation.

INTRODUCTION

Cohesion is thus one of the text properties that contribute to the organization of discourse (Oktavia & Suprayogi, 2021), (Septiyana & Aminatun, 2021), (Afrianto, 2017). The term of cohesion means that a properties or an element that create the connectedness of the surface elements in the text (Pustika, 2018), those elements that create the relation inside the text then make a text well organized and coherent (Arnis et al., 2020). Cohesion refers towards how words and various parts of a text are associated by the use of devices like conjunction (Kuswoyo et al., 2020), reference, substitution, ellipsis and lexical cohesion (Puspita, n.d.), (Tanenhaus et al., 2000). Example; “Wash and core six cooking apples, put them into a fireproof dish” It is clear that them in the second sentence refers to the six cocking apples in the first sentence. This anaphoric function of them gives the relation toward two sentences; so that we interpret them as a cohesive device that make that sentence is correlate each other, the two sentences together constitute a text that unite or coherent (Kuswoyo et al., 2020). Texts are best regarded as semantic units, the concept of texture is appropriate to express the property of “being a text”.

All texts have texture, and this is what distinguishes them from what is not a text. The texture is provided by the cohesive relation that exists between them and six cooking apples (Nurkholis et al., 2021). The cohesive relation between them and six cooking apples means that they refer to the same thing. The two items are identical in reference, the cohesive agency in this instance, that which provides the texture. From the example above it shows that cohesion is important to create a text or to write a good writing. In writing class cohesion is very important to create a good writing (F. M. Sari, 2016), (Meliasari et al., 2018), (Putri & Aminatun, 2021), (Wahyudin, 2018), (Puspita, n.d.). Student in writing class or academic writing should know how to organize their writing well by using cohesion (Mulyasari & Putri, 2020), (Aminatun et al., 2019), (Handayani & Aminatun, 2020), (Sukerti & Yuliantini, 2018), (Ayu & Zuraida, 2020).

In this research the researcher will analyze 3 essays taken from writing 2 class. Writing 2 class is the second level of writing subject, this subject can be taken if the student have been passed writing 1 in the first semester. Besides mastering communicate English, English literature student also have to be competent in writing skill (Wahyudin & Sari, 2018), (F. M. Sari & Putri, 2019), (Kuswoyo & Susardi, 2017), (Ayu & Zuraida, 2020), (Suprayogi & Novanti, 2021). The researcher wants to know whether the student familiar or not with the cohesive devices in their writing.

The second semester student of English literature they have passed writing 1 in the first semester which means that they have already done their first writing, and in the second semester they learn again the writing subject (Aminatun & Oktaviani, 2019). Therefore the researcher thinks a second semester essay is interested to be analyzed (F. M. Sari & Wahyudin, 2019b). And researcher chooses an essay based on the lower score in the writing 2 class as the data source. Since they got the low score the researcher suppose that they got problem in grammatical of their writing. Then, the researcher will focus on grammatical cohesion in doing analyze (Febrian & Fadly, 2021).

LITERATURE REVIEW

Discourse Analysis

Discourse analysis is one of study of language use (Rido, 2015), (Ivana & Suprayogi, 2020), (Eklesia & Rido, 2020), (Rido et al., 2017), (Kuswoyo et al., 2020). It identifies regularities and pattern in language. Discourse analysis is a common term for all those studies within applied linguistics which focus on units of language beyond the sentence level (Kuswoyo & Rido, 2019), (Al Falaq & Puspita, 2021), (Evayani & Rido, 2019). In discourse analysis study the highest unit of language is the text, and language is studied in its context (Mulyasari & Putri, 2020), (F. M. Sari & Wahyudin, 2019a), (Rido et al., 2017). The aims of this study are to show and interpret the relationship between regularities, meanings and purposes expressed through discourse. However, it can help the language users to recognize how referring expressions are interpreted based on context (Mulyasari & Putri, 2020), (F. M. Sari & Wahyudin, 2019a), (Rido et al., 2017).

Cohesion

Cohesion occurs where the interpretation of some elements in that discourse are dependent each other. It means that one item in the sentence refers to another items. When it is happens, the relation of cohesion is set up, and two elements are presupposing and presupposed. Thus, these two sentences can be integrated as a complete and coherent text. For example, in the sentence “Wash and core six cooking apples, put them into a fireproof dish.” the word ‘them’ presupposes to another item which is ‘six cooking apple’ in the preceding sentence (Prasetyawan et al., 2018). This presupposition provides cohesion between the two sentences. Cohesion into grammatical (B. N. Sari & Gulö, 2019), (Oktavia & Suprayogi, 2021), (Afrianto, 2017), (Widianingsih & Gulö, 2016) and lexical cohesion (Tanenhaus et al., 2000), (Puspita, n.d.). The grammatical cohesion includes reference, substitution, ellipsis, and conjunction. Meanwhile, lexical cohesion includes repetition and collocation (B. N. Sari & Gulö, 2019), (Phoocharoensil, 2011). This is because both of them are established by two different elements. Grammatical cohesion is established by use of the grammatical elements of the text that is expressing the semantic

relation within and between the sentences. It includes reference, substitution, ellipsis, and conjunction.

METHOD

In conducting the analysis, the researcher will need several methods and devices to collect and analyze the data, without methods and devices the researcher will get difficulties in finding, interpreting, explaining and reaching the objectives in the end of the research . In this chapter, the researcher adjust four aspects as the method of research which includes; research design, data and data source, data collecting technique, and data analyzing technique (Rido & Sari, 2018). The researcher conducts this research by qualitative research method because this method is appropriately used to find out types of cohesion appearing in essays taken from writing 2 class. “Qualitative research is characterized by its aims, which relate to understanding some aspect of social life and its methods which (in general) generate words, rather than numbers, as data for analysis” (Baker & Edwards, 2012). Meanwhile, in the perspective of the researcher, qualitative research is the method that can help the researcher to gather the data by describing and analyzing the data itself by using a word not numerical. Conducting this research, the researcher does not collect the statistical data and does not use statistical procedures in analyzing the data. Moreover, this research will describe the result as an explanation by using sentences (Gulö, 2019). In this research, the researcher uses essays taken from writing 2 class as data source to get the data.

RESULTS AND DISCUSSION

The total number occurrence of type of grammatical cohesion in text 1 is 51 cohesive devices. It consists of reference and conjunction, and in text 1 researcher did not find type of substitution and ellipsis. The most occurring type of grammatical cohesion is personal reference, it occur 33 times in text 1. Demonstrative reference appear once, while in category of conjunction the most occurring type is additive conjunction, it appears 6 times, adversative conjunction appear 4 times, temporal conjunction appear 4 times, and causal conjunction appears 3 times.

There are 29 grammatical cohesive item appear in text 2, it included personal reference, demonstrative reference, additive conjunction, temporal conjunction, causal conjunction, verbal substitution, and nominal ellipsis. The most occurring type of grammatical cohesion is personal reference, where it appears 7 times in text 2. Demonstrative reference appears 6 times, and also temporal conjunction appears 6 times. While, additive conjunctions appear 5 times, and causal conjunction appears 3 times in text 2. In category of substitution only appear 1 verbal substitution and also ellipsis appear only 1 time, it categorize as nominal ellipsis.

In the text 3 which the title ‘The cause of Teenager’s’ Suicide the researcher found 42 grammatical cohesion, it includes personal reference, demonstrative reference, additive conjunction, adversative conjunction, temporal conjunction, causal conjunction, and verbal substitution. The most occurring type of grammatical cohesion is personal reference which appears 24 times, demonstrative reference appears 5 times, additive conjunction appears 5 times, adversative conjunction appears 2 times, temporal conjunction appears 3 times, and causal conjunction appears 2 times. Meanwhile in category of substitution only appears verbal substitution once. Then in text 3 the researcher did not found ellipsis grammatical cohesion.

CONCLUSION

From the finding above, it can be conclude that the authors of these texts are lack of the understanding about cohesion especially about grammatical cohesion. It can be seen from the inappropriate uses of cohesive devices and also the inappropriate uses of conjunction, it very influences toward the text, if the author of the text uses inappropriate cohesive item the meaning of the text will not be achieved, then the semantic relation is not connected each other finally the text will not coherent. Reader will be hard to understand the context of the text. So the author of the text should more aware in using of cohesive devices because the use of cohesive devices is really important to create the semantic relation and connect the sentence in the text.

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