



Grammatical Cohesive Devices in Students' Explanation Texts

**(A Study of the Fourth Semester Students of English Department,
Universitas Negeri Semarang Academic Year 2018/2019)**

a final project

submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan* in English

by

Shela Silviana Augie

2201412023

ENGLISH DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

UNIVERSITAS NEGERI SEMARANG

2019

APPROVAL

This final project entitled Grammatical Cohesive Devices Found in Students' Explanation Texts (A Study of The Fourth Semester Students of English Department, Universitas Negeri Semarang Academic Year 2018/2019) has been approved by a board of examiners and officially verified by the dean of the faculty of Language and Arts on August 2019.

Board of Examiners

1. Chairman

Drs. Eko Raharjo, M.Hum.
NIP. 196510181992031001



2. Secretary

Bambang Purwanto, S.S., M. Hum.
NIP. 197807282008121001



3. First Examiner

Galuh Kirana Dwi Areni, S.S., M.Pd.
NIP. 197411042006042001

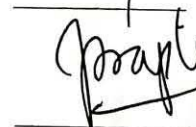


4 Second Examiner/ Second Advisor

Yusnita Sylvia Ningrum, S.S., M.Pd.
NIP. 197803292008122003

5. Third Examiner/ First Advisor

Dra. Sri Suprpti, M.Pd.
NIP. 195911241986032001



Approved by

 **The Dean of the Language and Arts Faculty**

Dra. Sri Rejeki Urip, M.Hum.
NIP. 196202211989012001

DECLARATION OF ORIGINALITY

I Shela Silviana Augie hereby declare that this final project entitled *Grammatical Cohesive Devices Found in Students' Explanation Texts (A Study of The Fourth Semester Students of English Department, Universitas Negeri Semarang Academic Year 2018/2019)* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and list of references is given in the bibliography.

Semarang, August 2019



Shela Silviana Augie

MOTTO AND DEDICATION

“Be sure that there is something waiting for you after much patience, to astonish you to a degree that you forget the bitterness of the pain.” (Ali bin Abi Thalib)

“Happines = efforts+prayers” (Shela Silviana Augie)

This final project is dedicated to:

My beloved parents (Pujo and Eni)

My lovely sister (Fafa)

My honorable teachers and lecturers

My dear friends

ACKNOWLEDGEMENTS

First and foremost, I would like to praise Allah SWT, the lord of this universe who always gives me mercy, health, and inspiration to finish my undergraduate study. Peace, blessing and salutation be upon our great Prophet Muhammad SAW, his family and his followers who strived in Islam.

My special gratitude goes to Dra. Sri Suprapti, M.Pd. as my first advisor who has been willing to constantly give valuable advice, guidance, information, and encouragement during the final project consultation. I would also address my gratitude to Yusnita Sylvia Ningrum, S.S., M.Pd., my second advisor who patiently helped me in giving correction as well as motivation in completing my final project. Furthermore, I would like to express my honor to all of the lecturers and staffs of the English Department of UNNES, who have given me the valuable knowledge and wonderful experiences during my study.

I specially express my very profound gratitude to my parents (Pujo Sugiarto and Eni Kusbiyanti) and my sister (Fafa) for giving me endless love and providing me with continuous encouragement throughout my years of study and through the process of writing this project. This accomplishment would not have been possible without their prayers. I would also thank to my friends from English Education batch 2012 for their help, spirit and support. May Allah bless them. Moreover, I am so blessed for the true friends ever that Allah gives to me (Asiyah, Putri, Andina Sitta, Puspa, Mbak Intan, and Listi). Thank you for always cheers up my days and reminds me to get closer to The Almighty. May our friendships will be remain not only in dunya but also in the hereafter.

Furthermore, my special thank and appreciation are dedicated to King Family (Pak Rohani, Bu Yunita, and all of the staffs) who kindly gave me outstanding soft skills, remarkable experiences to meet new people, give opportunity to teach students from different level, and always support me in every situation. Thank you all, you have cherished me with every great moment.

Lastly, this final project is still far from being perfect. Therefore, suggestions and criticisms from the readers are expected for the improvement of the research. Hopefully, this final project will be beneficial for readers.

Semarang, August 2019

Shela Silviana Augie

ABSTRACT

Augie, Shela Silviana. 2019. *Grammatical Cohesive Devices Found in Students' Explanation Texts*. A Final Project, English Department, Faculty of Languages and Arts, Universitas Negeri Semarang. Advisor I: Dra. Sri Suprpti, M. Pd. Advisor II: Yusnita Sylvia Ningrum, S.S., M.Pd.

Keywords: Cohesion, Grammatical Cohesive Devices, Analysis, Explanation Text.

Writing is one of the most difficult language skill since there are several things to be considered. In order to produce cohesive text, cohesive devices are needed. This final project deals with an analysis of grammatical cohesion devices in students' explanation texts. The objectives of this research were to describe what kind of grammatical cohesion devices used by students and what are the mostly used grammatical cohesive devices in their explanation texts.

This study used qualitative-descriptive as the research design. The objects of this study are ten explanation texts written by the fourth semester students. The texts were analyzed by employing Halliday and Hasan's theory of cohesion (1976). They are reference (personal, demonstrative and comparative), substitution (nominal, verbal and clausal), ellipsis (nominal, verbal and clausal), conjunction (additive, adversative, causal, temporal and others), and lexical cohesion (reiteration and collocation).

The findings show that there are 289 grammatical cohesive devices found in students' explanation text. Reference 215 (74.4%) is the mostly used grammatical cohesive devices then followed by conjunction 63 (21.8%), substitution 7 (2.4%), and ellipsis 4 (1.4%).

There are three cohesive devices that do not exist in students' explanation text, those are verbal substitution, clausal substitution, and clausal ellipsis. In addition, even though there are 3 cases of improper use of grammatical cohesive devices such as the use of **it**, **their**, and **that**. In general the text written by students are cohesively produced.

The result of the study shows that the students are aware of using grammatical cohesion in their text and it gives benefits to the cohesiveness of their texts. However, they should use another type of grammatical cohesion in their writing more often. Moreover, the role of the teacher in supplying information about another type of grammatical cohesion will give positive effect in their writing.

TABLE OF CONTENT

APPROVAL	ii
DECLARATION OF ORIGINALITY	iii
MOTTO AND DEDICATION.....	iv
ACKNOWLEDGEMENTS	v
ABSTRACT	vii
TABLE OF CONTENT	viii
CHAPTER	
I INTRODUCTION	1
1.1 Background to the Study	1
1.2 Reasons for Choosing the Topic	3
1.3 Statements of the Problems	4
1.4 Objectives of the Study	4
1.5 Significance of the Study	4
1.6 Limitation of the Study	5
1.7 Outline of the Study	5
II REVIEW OF RELATED LITERATURE	7
2.1 Review of the Previous Studies	7
2.2 Review of Related Literature	12
2.2.1. Written Language.....	12
2.2.2. Text and Text Types	13
2.2.3. Explanation Text.....	15
2.2.4. Cohesion	17
2.2.5. Types of Cohesion	18
2.2.6. Grammatical Cohesion.....	18
2.2.6.1. Reference	18
2.2.6.1.1. Personal Reference.....	20

2.2.6.1.2. Demonstrative reference	20
2.2.6.1.3. Comparative reference	21
2.2.6.2. Substitution	21
2.2.6.2.1. Nominal Substitution	22
2.2.6.2.2. Verbal Substitution	22
2.2.6.2.3. Clausal Substitution	23
2.2.6.3. Ellipsis.....	23
2.2.6.3.1. Nominal Ellipsis.....	24
2.2.6.3.2. Verbal Ellipsis.....	24
2.2.6.3.3. Clausal Ellipsis.....	24
2.2.6.4. Conjunction.....	25
2.2.6.4.1. Additive Conjunction.....	25
2.2.6.4.2. Adversative conjunction	25
2.2.6.4.3. Causal Conjunction	26
2.2.6.4.4. Temporal Conjunction	26
2.2.7. Lexical Cohesion	26
2.2.7.1. Reiteration.....	27
2.2.7.1.1. Repetition.....	27
2.2.7.1.2. Synonym or Near-synonym	27
2.2.7.1.3. Superordinate	28
2.2.7.1.4. General word.....	28
2.2.7.2. Collocation.....	28
2.3. Theoretical Framework	29
VI RESEARCH METHODOLOGY	30
3.1. Research Design.....	30
3.2. Subject of the Study	31
3.3. Object of the Study	31

3.4.	Role of the Researcher	32
3.5.	Procedure of collecting data.....	32
3.6.	Procedure of analyzing data.....	32
3.6.1.	Assigning numbers to sentences and clauses in each text.....	33
3.6.2.	Identifying cohesive items within the clause grammatically	34
3.6.3.	Applying coding system as suggested by Halliday and Hasan (1976:333)	36
3.6.4.	Putting the cohesive items into tables based on the types.....	37
3.6.5.	Counting the number of grammatical cohesion in the form of percentage	37
3.7.	Interpreting.....	37
VI	FINDINGS AND DISCUSSION	38
4.1	General Description	38
4.2	Research Findings.....	38
4.2.1	Reference	40
4.2.1.	Personal Reference.....	40
4.2.1.2.	Demonstrative Reference.....	45
4.2.1.3.	Comparative Reference.....	47
4.2.2	Substitution	48
4.2.2.1	Nominal Substitution	49
4.2.2.2	Verbal Substitution	49
4.2.2.3	Clausal Substitution	50
4.2.3	Ellipsis.....	50
4.2.3.1	Nominal Ellipsis.....	50
4.2.3.2	Verbal Ellipsis.....	51
4.2.3.3	Clausal Ellipsis.....	52
4.2.4	Conjunction.....	52
4.2.4.1	Additive Conjunction.....	52
4.2.4.2	Adversative Conjunction.....	54

4.2.4.3	Causal Conjunction	55
4.2.4.4	Temporal Conjunction	56
4.3	Discussions	57
V	CONCLUSIONS AND SUGGESTIONS	59
5.1	Conclusions.....	59
5.2	Suggestions	59
	REFERENCES	61
	APPENDICES	64

CHAPTER I

INTRODUCTION

In this chapter, I would like to discuss the background to the study, reasons for choosing the topic, statements of the problems, objectives of the study, significance of the study, limitation of the study, and the outline of the study.

1.1 Background to the Study

One of the most important skills in learning language for college students is the ability to write. Writing is very essential to the success in college and on the job. College students have to master the writing skill because it is very useful to learn and remember things, think more clearly, and also solve the problems. In college, the students will do more writing than they did at previous educational levels. They will be expected to write not only in writing class but in most other classes as well.

According to Richards and Renandya (2002) there are four basic language skills in English such as listening, speaking, reading and writing. Those are important skills in learning English. From those skills, writing is considered as the most difficult skill for L2 learners to master. Relating to the difficulty of writing above, the students need to pay attention to the every aspect of writing skill for producing understandable and well-structured sentences in language. They also need to learn how to express the ideas, thoughts, and opinions in the written form.

One of the important aspect in making a written text is mastering the discourse analysis, because it is useful for drawing attention to the language skill, which put users' knowledge of phonological, grammatical and lexical resources

into action whenever language users achieve successful communication. It is in line with Murcia (2000) that states by mastering the discourse analysis, the students will get easier to know how language is used in real condition or situation. Discourse analysis also has many aspects to consider, one aspect is cohesion, which can be defined as interconnection of some of parts (sentences) in text, caused by internal factor.

Cohesion is also one of the aspect of writing skill that should be mastered. The importance of studying cohesion and coherence, is to create a good and systematic text, and to make us easily understand what information is delivered in it. Cohesion is expressed partly through the grammar and partly through the vocabulary, those are; grammatical cohesion and lexical cohesion. There are some types of grammatical cohesive devices namely reference, substitution, ellipsis, conjunctions. While reiteration and collocation include in lexical cohesion (Halliday and Hasan, 1976).

Based on my experience when taking writing subject, it is not easy to make a good paragraph. Write a good paragraph is not only generating and organizing ideas, but also translating these ideas into readable text. Many learners particularly those of foreign language learners have some degrees of difficulties in writing. They just focus on the instruction and ignore the aspect of making a good paragraph, such as unity, order, coherence, completeness, and cohesiveness.

Besides many kinds of text, I choose the explanation text as the object of the study because it plays a valuable role in building and storing the students knowledge. It provides an appropriate level of details and also contains some

grammatical features include passive voice, simple present tense, conjunctions of time and cause, noun groups and complex sentences which support the data of this research. In writing an explanation text, the students should acquire a great deal of content knowledge before beginning write the explanation.

Due to the complicated nature of writing activities, I intends to investigate the use of grammatical cohesive devices in the explanation text produced by the fourth semester English Department students of Universitas Negeri Semarang.

1.2 Reasons for Choosing the Topic

Referring to the background, below are the reasons encouraging me in choosing topic.

Grammatical cohesive devices is essential element in writing a text because it guides the author in making a good writing and it tells the reader what the author doing in a sentence.

Explanation is written to explain how and why something in the world happens. It is about actions rather than about things. Explanations play a valuable role in building and storing our knowledge. Technical and scientific writing are often expressed in this form. The students should pay attention to every choice of words and also details to make writing more lively and interesting. Based on my experience when taking writing subject, writing an explanation text is not easy. The students should know the generic structure and also should master the knowledge about cohesive devices to write a good text. The lack of knowledge about cohesive devices make them write a text uncohesively. They write a text

disorder and discursive, because they don't know how to link one sentence to the other or one paragraph to the other smoothly.

Based on the background above, I am interested in conducting a research to know the cohesiveness level of explanation text produced by the English Department students of fourth semester, Universitas Negeri Semarang.

1.3 Statements of the Problems

In line with the background to the study, some relevant questions can be formulated as follows:

1. What kind of grammatical cohesive devices are found in the students' explanation text?
2. What are the mostly used grammatical cohesive devices in explanation text?

1.4 Objectives of the Study

Based on the statements of the problems above, the objectives of this study can be stated as follows:

1. to describe what kind of grammatical cohesive devices are found in the students' explanation text,
2. to describe the mostly used grammatical cohesive devices in explanation text produced by the students.

1.5 Significance of the Study

The results of this study can contribute some benefits to the teachers, students, further researchers, and also bring significances to the readers.

Firstly, for the teacher, this study will be useful to get the overview of students' ability in using cohesive devices especially conjunction so the teachers can formulate the suitable method of teaching writing to their students.

Secondly, for the students, the writer hopes that this study will enrich the students' understanding about the use of grammatical cohesive devices and applied them into their writing.

Thirdly, for the further researchers who are interested in the same field as this study, the writer hopes that this study provides additional references.

1.6 Limitation of the Study

I use Halliday and Hassan theory in analyzing the data. The data itself infer from the explanation text written by fourth semester English Department students Universitas Negeri Semarang academic year 2018/2019.

1.7 Outline of the Study

This study is divided into five chapters. The following is the outline of the study.

The first chapter presents the introduction that includes the background to the study, reasons for choosing the topic, the statements of the problems, objectives of the study, significance of the study, the limitation of the study, and outline of the study.

The second chapter presents the researches related to the topic and review of related literature, which discusses the written language, text and text types, explanation text, cohesion, types of cohesion, grammatical cohesion and lexical cohesion.

The third chapter presents the research methodology which I conducts the research. It discusses the research design, subject of the study, object of the study, roles of the researcher, unit of analysis, instrument for collecting the data, procedures of collecting the data, procedures of analyzing the data, and intepreting the research finding.

The fourth chapter presents the analysis of data which will result on finding. Then the fifth chapter, contains conclusions and suggestions that can be drawn based on the study which has been done and recommendation for further improvement in the future.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of three sub-chapters. The first sub-chapter discusses the results of some studies which are relevant to this investigation. The second sub-chapter provides some theories concerning this research.

2.1 Review of the Previous Studies

In this sub-chapter, I provide studies about the grammatical and lexical cohesion. Dealing with the cohesion devices, there were some studies conducted before. One of the studies was carried out by Arifin (2010), intends to describe whether the texts which are produced by English Department students in fifth semester of Universitas Negeri Semarang are written cohesively and to explain the type of cohesive device which is mostly used in those text. Based on his research, the reference and conjunction occurred in thirty texts in various types. Substitution and ellipsis applied appropriately in texts. Reiteration showed higher percentage than collocation in terms of lexical cohesion. He concluded that all texts which were produced by English Department students in the fifth semester of Universitas Negeri Semarang were cohesive grammatically and lexically written.

Afrianto (2017) in his study aimed to investigate the type of cohesive devices in students' writing as a part of discourse analysis. This research is conducted qualitatively to the students of English Letters of Universitas Teknokrat Indonesia Bandar Lampung and employs Halliday and Hasan's theory (1976). The researcher found 122 grammatical cohesive devices from three essays. Furthermore, the researcher also found 5 inappropriate uses of cohesive devices; it

includes 2 additive conjunctions, 2 adversative conjunctions, and 1 temporal conjunction.

Fuad (2016) in his study aimed to know what types of cohesive devices are correctly used in descriptive texts composed by the fourth semester student and also to know what types of coherence devices are correctly used by the students in their descriptive texts. This study use descriptive qualitative approach. Based on the data or the texts that composed by a fourth semester students, the result shows that the types of cohesion are reference (70.92%), substitution (0.35%), ellipsis (0%), conjunction (14.53%), reiteration (12.76%), and collocation (1.41%). The Types of coherence, are repeat key noun (13.95%), using consistent pronoun (77.51%), and using the transition of signal (8.52%).

In addition, Bahaziq (2016) also did a research about cohesive devices. The purpose of his paper is to define and describe the cohesive devices based on the work of Halliday and Hasan (1976). It also aimed to emphasize the necessity of using these devices by analyzing Michigan English Language Assessment Battery (MELAB) sample examination of a student's essay writing. It is noticed that the most grammatical devices used are reference and conjunction. On the contrary, there is little evidence of using lexical devices. Although the essay is somewhat cohesive, some areas still need improvement.

Another study conducted by Yaumi (2010) that described whether the recount text in the "Look Ahead: an English Course for Senior High School Students Year X", written by Th. M. Sudarwati and Eudia Grace, published in 2007 by Erlangga are written cohesively. She analyzed all the recount texts from

the text book and found that all those texts have good cohesion both grammatically and lexically because almost all the percentages showed that the result was more than 50% for both grammatically and lexically.

Moreover, a study about cohesion brought by Septirini (2009). Her study is aimed to find out if the reading materials in students' textbook "Developing Competence in English for Junior High School Year VIII" published by Mediatama 2005 were written cohesively. Based on her finding, the average from the reading texts were 69.32% for grammatical cohesion and 69.74% for lexical cohesion. She concluded that the seven texts from the textbook that she analyzed have good cohesion both grammatically and lexically.

In addition, Puspitorini (2011) conducted a research about cohesive devices used in Explanation texts of Senior High School Books. She used quantitative survey design in which the data were taken from English Senior High School books. She found out that the most frequent use of grammatical cohesion was reference (52.6 %), the second was conjunction (28.7 %), and in series followed by reiteration (16%), collocation (1.9%) and the least frequent were substitution and ellipsis that has the same occurrence (0.4%). She concluded that her research was helpful for teachers, writers, and the students to understand the text in the textbook written cohesively.

Based on Pratiwi (2010) that conducted a research about cohesion of written recount produced by the second grade students of SMPN 1 Batang in Academic Year of 2009/2010, she analyzed ten recount texts from the students of second grade of SMPN 1 Batang based on Halliday and Hassan's theory (1976).

She found out that from four elements of grammatical cohesion, only three occurred in the compositions, those were reference, ellipsis, and conjunction. The highest percentage of grammatical cohesion was reference (83.33%) and the lowest percentage was ellipsis (7.7%). Meanwhile, from the lexical cohesion, the highest percentage was reiteration (100%) and the lowest percentage was collocation (23.08%). The conclusion was the students of second grade of SMPN 1 Batang can write the recount text cohesively.

Unlike those studies about grammatical cohesion, there was a research conducted by Rahman (2013). He tried to find out the college-level Arabic L1 users' command of cohesive devices by exploring the extent to which Omani student-teachers of English and native English speakers differ in their use of cohesive devices in descriptive English writing. He used Halliday and Hasan's framework of cohesion to analyze the essays written by the two groups. Based on his qualitative research, the result indicated that there was a notable difference between the natives' and the students' use of cohesive devices in terms of frequency, variety, and control. While L1 English users' writing displayed a balance between the use and frequency of various types of cohesive devices, the students overused certain types (repetition and reference) while neglecting to use the others, thereby often, rendering their written texts noncohesive.

The analysis of cohesion is not limited in written text but also in spoken text. Maryati (2016) in her study intends to identify whether the speeches produced by students are cohesive or not and also to describe the kinds of cohesive devices found in the speeches. The object of this study is the speeches produced by the

third semester students of English Department, which then were transcribed into written.

The findings show that there are 1040 ties found in the ten speeches chosen. It reveals that the five types of cohesive devices occur in the speeches although the distribution of each type is significantly different. Lexical cohesion is most frequently used in the speeches which occurs 588 cases (56.54), and then followed by reference which is 223 cases (21.44%). The use of conjunction is 197 cases (18.94%) which is higher than the occurrences of substitution which occur 19 cases (1.82%) and the occurrences of ellipsis which is 13 cases (1.25%). However, there is one subtype of cohesion which is not found within the speeches. It is verbal ellipsis because the item which usually used to express the device cannot be found.

Based on the previous study, it can be seen that there have been many researchers who conducted studies about cohesion and grammatical devices. However, this research provides different prospect, in terms of analyzing grammatical cohesive devices in explanation text by English Department students of fourth semester, Universitas Negeri Semarang.

The review of related literature consists of written language, text and text types, explanation text, cohesion, types of cohesion, grammatical cohesion and lexical cohesion.

2.2 Review of Related Literature

The review of related literature consists of written language, text and text types, explanation text, cohesion, types of cohesion, grammatical cohesion and lexical cohesion.

2.2.1. Written Language

In communication, written language has a role for transference of information and so has a “transactional” function (Brown and Yule: 1983). In written language, the writers may look over what they have already written and take time in choosing a particular words without interruption, which is very different from spoken language, but both spoken and written language should get woven into patterns. Linderman (2001: 10) defines writing as a process of communication that uses a conventional graphic system to convey a message to a reader.

Organization is the key to good writing. Different languages organize their ideas differently. In English, organization means dividing ideas into groups and putting them in a logical order. Before starting to write and while writing, it is important to organize ideas. Besides, organize the ideas, pay attention to some aspects of writing also can't be ignored. For example making a good paragraph of the written text. A paragraph is a group of sentences about the same topic. The main idea of the paragraph is usually given in the first sentence. This sentence is called the topic sentence. It introduces the topic and controls the information given in the other sentences. The other sentences add details to the topic and are called the supporting sentences (Blanchard and Root:2010).

Cornbleet and Carter (2001:10-12) state that writing is permanent, it can survive for centuries because it provides concrete proof that we can refer back to again and again; writing is distant, we can write to someone next door or on the other side of the world; writing is planned, we can think of each word before we write it and then we can always go back, correct it or alter it, until we're satisfied; writing is formal, writing tends to convey important messages and therefore we probably usually write in quite a formal way; writing is linear, we start writing on the left-hand side of the page, and move in a straight line to the right; and the last, writing is a process, we may write a word, re-read it, correct a slip, go on, stop, re-read to check the sense and decide on the best way to proceed and so on.

2.2.2. *Text and Text Types*

The word text itself originally meant 'something woven' (Latin *texere*, *textum*—'to weave'), and you can see a relationship between text, textile ('capable of being woven') and texture ('having the quality of woven cloth'). Written language is also often referred to as 'material'. Writers manipulate different aspects of language in order to weave their texts and give their material 'texture' (Carter, Goddard, Reah, Sanger, and Bowring: 2001).

A text is unit of language in use. It is not grammatical unit, like clause or sentence and it is not defined by its size (Halliday and Hasan: 1976). In addition Hatim & Mason (1990) define text type as a conceptual framework which enable us to classify texts in terms of communicative intentions serving an overall rhetorical purpose. A text has texture. The concept of texture is entirely appropriate to express the property of 'being a text'. Texture refers to the quality of

being recognizably a text rather than a collection of unconnected words or clauses (Thompson 1996:147). It distinguishes a text from something that is not a text. It derives this texture from the fact that it functions as a unity with respect to its environment. The example:

Wash and cut six cooking apples. Put them into a fire proof dish

(Halliday and Hasan 1976:2)

‘Them’ in the second sentence refers back to the “six cooking apples” in the first sentence. That is, anaphoric to the “six cooking apples”. This anaphoric (relations that look back into the text for their interpretation) function of “them” gives cohesion to the two sentences as indicated above. Therefore, the two sentences can be interpreted as a whole. Both sentences together constitute a text. The texture is provided by the cohesive relation that exists between “them” and the “six cooking apples”. The two items are identical in reference or co-referential.

A tie, on the other hand, is a single instance of cohesion, or an occurrence of a pair of cohesively related items. For instance, the relation between “them” and “six cooking apples” in the example above constitutes a tie. The concept of a tie makes it possible to analyze a text in terms of its cohesive properties and gives a systematic account of its patterns of texture.

A text is the best thought of not as grammatical unit at all, but rather as a semantic unit. The unity that it has a unity of meaning in a context, a texture that expresses the fact that it relates as a whole to the environment in which it is placed. Being a semantic unit, a text is realized in the form of sentences, and this

is how the relation of text to sentence can best be interpreted. A set of related sentences with a single sentence as the limiting case is the embodiment or realization of a text. So the expression of the semantic unity of the text lies in the cohesion among the sentences of which it is composed.

According to Gerot and Wignell (1994: 192), the term “genre” is used to refer to particular text types. It is a type or kind of text defined in terms of its social purposes, also the level of context dealing with social purposes. Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations. Gerot and Wignell classified text into 14 genres: Spoof, Recount, Report, Analytical Exposition, News Items, Anecdote, Narrative, Procedure, Description, Hortatory Exposition, Explanation, Discussion, Reviews, and Commentary.

From Gerot and Wignell’s statement above, there are a lot of genres in written language. Then, explanation text is chosen as a genre of text to be discussed for carrying out of the study. The further explanation about explanation text is follows.

2.2.3. Explanation Text

Explanation text is a text that has a social function to explain the processes involved in the formation or workings of natural or sociocultural phenomena. This text has a general statement to position the reader and a sequenced explanation of why or how something occurs as the generic structure (Gerot and Wignell: 1994).

Anderson and Anderson (1997: 80) state that the explaining text type tells how or why something occurs. It looks at the steps rather than the things. The

purpose of an explanation text is to tell each step of the process (the how) and to give reasons (the why). Explanation is a piece of text that deals with the processes involved in understanding and making explicit the how or why of particular phenomena, events, and concepts occur in scientific and technical fields. Grammatical features in explanation text include passive voice, simple present tense, conjunctions of time and cause, noun groups and complex sentences. It also focus on generic, non-human participants.

In making a good explanation text, the students have to consider some grammatical features in composing the text. The first consideration is the using of simple present tense to explain why something happened. The verbs in simple present tense will change by adding 's' if the subjects of the sentence are 'she, he, it'; for example go becomes goes. The second consideration is the using of passive voice. It is often used when the object of the action is more important than those who perform the action. Next, the students have to consider the using of explanation text to give details about what, how and why something happened and the using of cause and effect words to show the explanation of phenomenon such as because, caused by, as a result of, and an effect of.

There are three steps for constructing a written explanation according to Anderson and Anderson (1997: 80). The first step is a general statement about the event or thing that will be explained. Then, a series of paragraphs that tell the how or why. In this paragraph, the writer tells the sequence of explanation text. The last step is a concluding paragraph as a closing. The writer concludes what he/she has explained in this paragraph.

2.2.4. Cohesion

Cohesion refers to relations of meaning that exist within the text and that define it as a text. Cohesion occurs where the interpretation of some element in the discourse is dependent on that of another. The one presupposes the other in the sense that it cannot be effectively decoded except by recourse to it. When this happens. A relation of cohesion is set up, and the two elements, the presupposing and the presupposed are thereby at least potentially integrated into a text.

Cohesion is part of the system of a language. The potential for cohesion lies in the systematic resources of reference ellipsis and so on that are built into the language itself. The actualization of cohesion in any given instance, however, depends not merely on the selection of some option from within these resources, but also on the presence of some other element which resolves the presupposition that this sets up (Halliday and Hasan: 1976).

In addition, based on Gerot and Wignell cohesion refers to the resources within language that provide continuity in a text, over and above that provided by clause structure and clause complexes. Cohesion refers to the connections which have their manifestation in the discourse itself, and coherence refers to the connections which can be made by the reader or listener based on knowledge outside the discourse. (Renkema, 2004: 103). Hence, cohesive relations are non-structural relations which work to help a text hang together. Connected text means the flow of information reflected by the choice of vocabulary words or grammatical linking words that assist to textual relation (Flowerdew and Mahlberg, 2009:109)

2.2.5. *Types of Cohesion*

There are two kinds of cohesion which help to create text or the property of being text. They are grammatical cohesion, referring to the structural content, and lexical cohesion referring to the language content of the piece. Halliday and Hasan (1976:16) identify the general categories of cohesive devices that create coherence in a text: reference, substitution, ellipsis, conjunction, and lexical cohesion. While lexical cohesion consists of reiteration and collocation.

2.2.6. *Grammatical Cohesion*

Work on texts will also need to understand the structures. The way that grammatical features are woven together across sentence boundaries is called grammatical cohesion (Carter et al., 2001: 158). Anyone who can speak and/or write a language knows grammar, as these structural patterns are learnt very early in life as an integral part of learning language; knowing grammar is different from knowing how to label parts of sentences, however. The grammatical cohesion consists of reference, substitution, ellipsis, and conjunction.

2.2.6.1. Reference

Reference is the specific nature of the information that is signaled for retrieval of the referential meaning, the identity of the particular thing or class of thing that is being referred to. Reference refers to systems which introduce and track the identity of participants through text (Gerot and Wignell, 1994). Moreover, Baker (1991) explains reference as a devices that let the reader and hearer to retrace participants, entities, events, etc.

The system of reference allows us to track participants through text and to see where they have come from. Reference chains found in texts and these shows

how Participant can be tracked through the text. Pronouns are the most common linguistic element as referring devices in a textual environment. However, there are other linguistic elements used to fulfill the same function such as: articles, demonstratives, and comparatives.

Reference has two functions as exophoric and endophoric function. This because when we refer to a given item, we expect the reader to interpret it by either looking forward, backward and outward.

Exophoric involves exercise which requires the readers to look out of the text to interpret the referent. Exophoric reference directs the receiver 'out of' the text and into an assumed shared world (McCarty, 1991: 41). Exophoric reference also contributes to the creation of text, in that it links the language with the context of situation; but it does not contribute to the integration of one passage with another so that the two together form part of the same text.

Endophoric happens when the interpretation of a reference lied within the boundaries of text. There are two kinds of endophoric relations, anaphoric and cataphoric. Anaphoric, is all kind activities which involve looking back in text to find the referent, while the retrieval of cataphoric going forward to the text. Halliday and Hassan (1976) summarized the types of references in the following diagram:

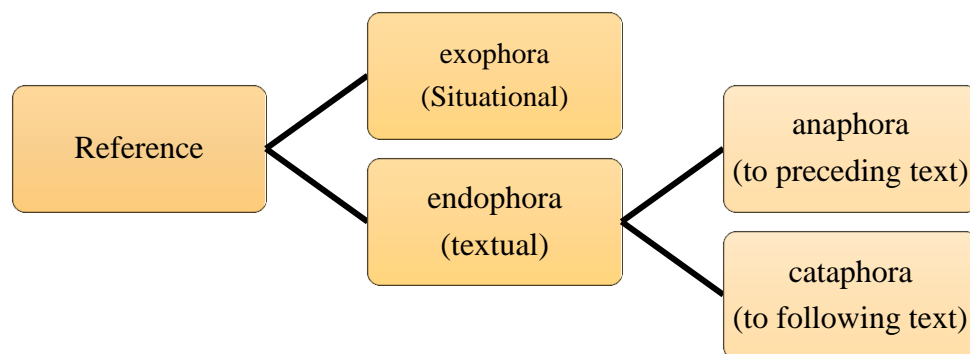


Figure 2.1 The System of Reference
Source: (Hasan, 1976: 33)

Reference can be divided into three types: personal reference, demonstrative reference, and comparative reference (Halliday and Hasan 1976:37).

2.2.6.1.1 Personal Reference

Personal reference is reference by means of function in the speech situation, through the category of person. There are three categories of personal, they are personal pronoun (*I, you, we, they, he, she, etc*), possessive pronoun (*your, mine, his, her, their, etc*) and possessive determiners (*my, your, his, etc*).

2.2.6.1.2 Demonstrative reference

Demonstrative reference is reference by means of location, on a scale of proximity it is essentially a form of verbal pointing. It includes neutral and selective demonstrative. Neutral demonstrative represented with *the*. While selective demonstrative has more item: *this, that, these, those, here and there*.

2.2.6.1.3 Comparative reference

Comparative reference implies the existence of two or more entities or ideas that are compared. It is indirect reference by means of identity or similarity. There are two kinds of comparison in comparative reference. They are general and particular comparison. General comparison means comparison that is simply in terms of likeness and unlikeness, without to express to any particular property: two things may be the same, similar or different. General comparison is expressed by a certain class of adjectives and adverbs. Particular comparison means comparison that is in respect of quantity or quality. It is expressed by means of ordinary adjectives and adverbs in some comparative form.

2.2.6.2. Substitution

Substitution and ellipsis share the same meaning as the replacement of one item by another: substitution as the replacement of one item by another and ellipsis as the replacement of nothing.

Substitution is used to avoid the repetition of particular item. For example:

- a. *My axe is too blunt. I must get a sharper one.*
- b. *You think Joan already knows? – I think everybody does.*

‘One’ is substitutes for ‘axe’ and ‘does’ substitutes ‘knows’. ‘One’ and ‘axe’ are both Head in the nominal group while ‘knows’ and ‘does’ are Head in the verbal group.

There are three types of substitution. They are nominal, verbal and clausal substitution.

2.2.6.2.1 Nominal Substitution

The substitute one/ones always functions as Head of a nominal group, and can only substitute for an item which is itself Head of a nominal group. For instance:

I shoot the hippopotamus

With bullets made of platinum

Because if I use leaden ones

His hide is sure to flatten 'em

(Source: Halliday Hasan, 1976:91)

Here 'bullets' is Head of the nominal group *bullets made of platinum* and 'ones' is Head of the nominal group *leaden ones*.

2.2.6.2.2 Verbal Substitution

The verbal substitution in English is "do". This operates as Head of a verbal group, in the place that is occupied by the lexical verbs; and its position is always final in the group. For example:

a. . . . *the words did not come the same as they used to do.*

b. *'I don't know the meaning of half those long words, and, what's more, I don't believe you do either!'*

(Source: Halliday and Hasan 1976:113)

The first 'do', in (a) substitutes for *come*: that in (b) 'do' substitutes for *know the meaning of half those long words*.

2.2.6.2.3 Clausal Substitution

In clausal substitution the entire clause is presupposed, and the contrasting element is outside the clause. For example:

Is this mango ripe? –It seems so.

(Source: Halliday and Hasan 1976:134)

Here the ‘so’ presupposes the whole of the clause *this mango ripe*.

2.2.6.3. Ellipsis

Ellipsis can be defined as the omission of one or more words that are obviously understood but that must be supplied to make a construction grammatically complete. An elliptical item is one which, as it were, leaves specific structural slots to be filled from elsewhere (Halliday and Hasan, 1976). In addition, Hoey (1983) defines ellipsis as omission that happens “when the structure of one sentence is incomplete and the missing element(s) can be recovered from a previous sentence unambiguously. For example:

Joan brought some carnations, and Catherine some sweet peas.

(Source: Halliday and Hasan 1976:143)

The structure of the second is Subject and Complement. This structure normally appears only in clauses in which at least one element, the Predicator, is presupposed to be supplied from the preceding clause. Note that there is no possible alternative interpretation here; the second clause can be interpreted only as *Catherine brought some sweet peas*.

There are three types of ellipsis. They are nominal ellipsis, verbal ellipsis and clausal ellipsis.

2.2.6.3.1 Nominal Ellipsis

Nominal ellipsis means the omission of nominal group or ellipsis within nominal group. For example:

How did you enjoy the paintings? -A lot (o) were very good, though not all.

(Source: Halliday and Hasan 1976:149)

In the example, the omission concerned with *the paintings*.

2.2.6.3.2 Verbal Ellipsis

Verbal ellipsis can be defined as ellipsis within the verbal group. For example in

a. *Have you been swimming? -Yes, I have.*

b. *What have you been doing? -Swimming*

(Source: Halliday and Hasan 1976:167)

The two verbal group in the answer, *have* (in *yes I have*) in (a) and *swimming* in (b), are both example of verbal ellipsis. Both of them stand for *have been swimming*, and there is any chance of misinterpreted as any other items.

2.2.6.3.3 Clausal Ellipsis

Clausal ellipsis functions as verbal ellipsis, where the omission refers to a clause.

The clause in English, considered as the expression of the various speech function such as statement, question, response and so on, has two structures consisting of Modal Element and Propositional Element, for instance,

why did only set three places? Paul's, staying for dinner, isn't he?

Is he? He didn't tell him(0)

In this example the omission on the *Paul's, staying for dinner*

2.2.6.4. Conjunction

Conjunction is the fourth and final type of cohesive relation that we find in the grammar which is rather different in nature from the other cohesive relations; reference, substitution, and ellipsis. Conjunctive elements are cohesive not in themselves but indirectly, by virtue of their specific meaning: they are not primarily devices for reaching certain meaning which presuppose the presence of other components in the discourse (Halliday and Hasan, 1976).

Halliday and Hasan (1976) classified conjunction into four categories: additive, adversative, causal, and temporal.

2.2.6.4.1 Additive Conjunction

Additive conjunction has its function to give additional information without changing information in the previously clause of phrase. There are some items of conjunction as follows: *and, and also, furthermore, moreover, besides that, by the way, or, nor, neither, etc.*

2.2.6.4.2 Adversative conjunction

The basic meaning of the adversative relation is 'contrary to expectation'. The expectation may be derived from the content of what is being said, or from the communication process, the speaker-hearer situation (Halliday and Hasan, 1976)

Here are conjunctive relation of the adversative type:

however, in fact, but, nevertheless, instead, etc.

Here is an example of the using of one of adversative conjunction:

The total came out wrong. Yet all the figures were correct; they'd been checked. (Source: Halliday and Hasan, 1976: 252)

2.2.6.4.3 Causal Conjunction

Causal conjunction expressed “result, reason and purpose”, and the simple form of causal relation is expressed by **so, thus, hence, therefore, consequently, accordingly**, and number of expressions like **as a result (of that), because of that**. All those expressions take place in the initial clause or sentence. For instance,

. . . she felt that there was no time to be lost, as she was shrinking rapidly; so she got to work at once to eat some of the other hit.

(Source: Halliday and Hasan 1976: 256)

2.2.6.4.4 Temporal Conjunction

Temporal relation is expressed in its simple form by *then*. For example

Alice began by taking the little golden key, and unlocking the door that led into the garden. ‘Then’ she set to work nibbling at the mushroom . . . till she was about a foot high: ‘then’ she walked down the little passage.

(Source: Halliday and Hasan, 1976: 261)

In order to get the whole picture of cohesive relation we also need to know about lexical cohesion beside grammatical cohesion.

2.2.7. Lexical Cohesion

Lexical cohesion is created for the choice of a given vocabulary and the role played by certain basic semantic relation between words in creating textuality (Halliday and Hasan, 1976). Thus, Halliday and Hasan divide lexical cohesion into two parts: reiteration and collocation.

2.2.7.1. Reiteration

When we talk about reiteration we are not only talking about repetition on the same lexical item but also the occurrence of a related item, which may be from synonym or near synonym of the original to a general word dominating the entire class. Halliday and Hasan (1976) have categorized reiteration into repetition, synonym or near-synonym, subordinate, and general word.

2.2.7.1.1. Repetition

The most direct form of lexical cohesion is repetition of a lexical item. Restate the same lexical item in a later part of the discourse. For example:

what we lack in a newspaper is what we should get. In a word, popular newspaper may be the winning ticket.

The lexical item “newspaper” reiterated in the same form.

2.2.7.1.2. Synonym or Near-synonym

Synonym can be described as an attempt to use another word that share the same meaning or almost the same. It is used to express a similar meaning of an item.

Here the example

A forest has its own ‘noise’ that may come from animals or trees. Its kind of ‘sound’ that makes someone feel relax.

Instead of re-using ‘noise’, we can use the word that share the same meaning as ‘noise’, which is ‘sound’.

2.2.7.1.3. Superordinate

It involves the use of general class words. For example:

Henry's bought himself a new 'Jaguar'. He practically lived in the 'car'

(Halliday and Hasan, 1976:278)

Here, car refers back to Jaguar and the car is a superordinate of Jaguar.

2.2.7.1.4. General word

The general words, which correspond to major classes of lexical items, are very commonly used with cohesive force. They are on borderline between lexical items and substitutes. Not all general words are used cohesively; in fact only the nouns are when it has the same referent as whatever it is presupposing, and when it is accompanied by reference item (Halliday and Hasan 1976: 280). Here is the example of general word:

There's a boy climbing the 'old elm'. That old 'thing' isn't very save.

(Halliday and Hasan, 1976:280)

The reiteration takes the form of general word 'thing'

2.2.7.2. Collocation

Collocation is lexical cohesion which depends upon their tendency to co-occur in texts (Lyons, 1977:612). For example:

A little fat man of Bombay was 'smoking' one very hot day. But the bird called a snipe flew away with his 'pipe', which vexed the fat man of Bombay.

There is a strong collocational bond between 'smoking' and 'pipe', which makes the occurrence of 'pipe' cohesive.

2.3 Theoretical Framework

In this recent study, the researcher would like to investigate the grammatical cohesive devices used by the fourth semester students in their explanation texts and the cohesiveness in their writing. The data are analyzed by using M.A.K Halliday and Ruqiyah Hasan theory in their book entitled *Cohesion in English* (1976).

According to Halliday and Hasan, there are two types of cohesion. They are grammatical cohesion and lexical cohesion. Grammatical cohesion is a semantic element connection that signed by grammatical tools such as reference, substitution, ellipsis and conjunction. On the other hand, lexical cohesion dealing with lexical elements or vocabularies. Lexical cohesion consists of reiteration and collocation. Still, in this study the writer only focused on the analysis of grammatical cohesive devices as figured in the following figure.

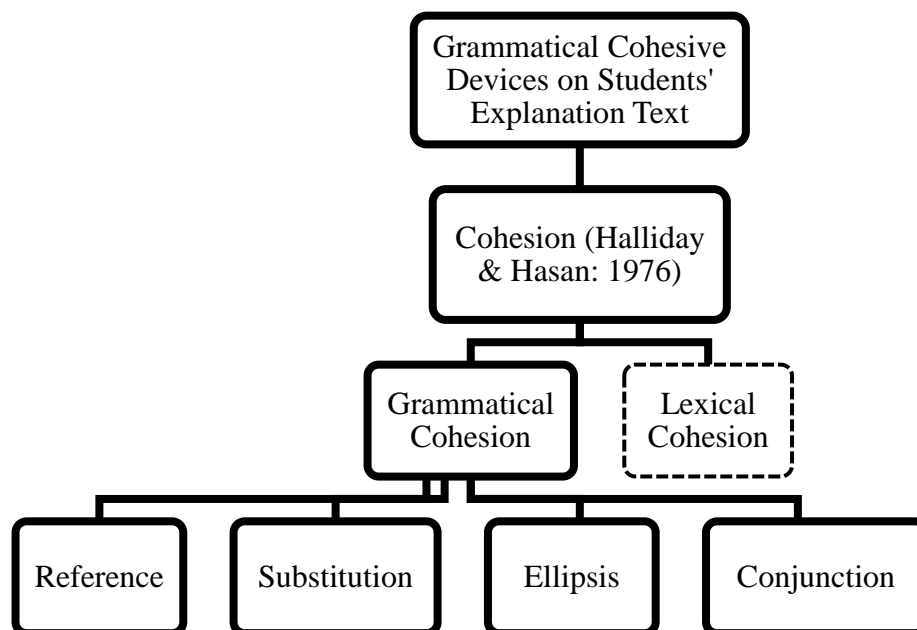


Figure 2.2 Theoretical Framework

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions based on the findings and discussions from the previous chapter and presents suggestions for the readers.

5.1 Conclusions

There are 289 grammatical cohesive items found in the students' explanation texts. The most used grammatical cohesive devices is reference (personal, demonstrative and comparative reference) with 215 (74.4%) times occurrences followed by conjunction (additive, adversative, causal, temporal) with 63 (21.8%) occurrences, substitution (nominal, verbal and causal) 7 (2.4%) occurrences, and ellipsis (nominal, verbal and causal) 4 (1.4%) occurrences. From all of those devices, however, there are three cohesive devices that don't exist in students' explanation texts, those are verbal substitution, clausal substitution, and clausal ellipsis. In addition, even though there are 3 cases of improper use of grammatical cohesive devices such as the improper use of cohesive devices of **it**, **their** and **that**. In general, the text written by students are cohesively produced.

5.2 Suggestions

Here are some suggestions for the readers related with this study:

1. For the further researchers, they can do research with different types of texts and different level of students mastery of English so it gives additional results and values in this field of study.

2. For students, it is essential for them to know types of cohesion devices and their functions in building cohesiveness of a text.
3. For teachers, it is important to arrange teaching material related to how to write cohesively.

REFERENCES

- Afrianto. 2017. *Grammatical Cohesion in Students' Writing: A Case at Universitas Teknokrat Indonesia*. Leksema Vol. 2 No. 2 Jul-Dec 2017.
- Anderson, K. And Anderson, M. 1997. *Text Types In English 1*. Australia : Macmillan Education Australia.
- Arifin, Afrizal Hani. 2010. *Cohesion Devices Found in The Texts Produced by English Department Students (The Case of the Fifth Semester Students of Semarang State University in the Academic Year of 2009/2010)*. Universitas Negeri Semarang.
- Bahaziq, Afnan. 2016. *Cohesive Devices in Written Discourse: A Discourse Analysis of a Student's Essay Writing*. English Language Teaching Vol.9, No. 7. Canadian Center of Science and Education.
- Baker, Mona. 1991. *In other words: a Course Book of Translation*. London: Massacussets: Allyn and Bacon.
- Blanchard, Karen and Christine Root. 2010. *Ready to Write: A First Composition Text 2nd Edition*. Longman.
- Brown, G and G Yule. 1983. *Discourse Analysis*. Cambridge: Cambridge University Press.
- Carter, R., Goddard, A., Reah, D., Sanger, K., & Bowring, M. 2001. *Working with Texts: A Core Introduction to Language Analysis*. London: Routledge.
- Cornbleet, S., & Carter, R. 2001. *The Language of Speech and Writing*. London: Routledge.
- Creswell, J.W. 2014. *Research Design: Quantitative, Qualitative, Mixed Methods Approaches 4th ed*. USA: SAGE Publication
- Gerot, L and Wignell, P. 1994. *Making Sense of Functional Grammar*. Australia. Gerd Stabler.
- Flowerdew, John and Mahlberg, Michela. 2009. *Lexical and Corpus Linguistics*. Amsterdam: John Benjamins.
- Halliday, M.A.K and R. Hasan. 1976. *Cohesion in English*. Longman Group Limited London.

- Hatim, B and Ian Mason. 1990. *Discourse and The Translator*. New York: Routledge.
- Hoey. 1983. *On the Surface of Discourse*. Allen & Unwin: London, Boston.
- Linderman, E. 2001. *A Rhetoric for Writing Teacher*. New York: Oxford University Press.
- Ma'rifatullah, Fuad. 2016. *An Analysis of Cohesion and Coherence of the Descriptive Texts (A Study of the Fourth Semester Students of English Education Department of State Institute for Islamic Studies Salatiga.)*. Published Thesis of Sarjana Pendidikan of English Department IAIN: Salatiga. IAIN.
- Maryati, Sri and Sri Suprapti. 2019. *Cohesion in Students' Speeches (The case of the Third Semester English Language Students of UNNES)*: Journal of English Language Teaching.
- McCarthy, M. 1991. *Discourse Analysis for Language Teachers*. New York: Cambridge University Press.
- Murcia, M, C. 2000. *Discourse and Context in Language Teaching*. Cambridge University Press.
- Pratiwi, Lily. 2010. *Cohesion of Written Recount Produces by The second Grade Students of SMP N 1 Batang in the Academic Year of 2009/2010*. Universitas Negeri Semarang.
- Puspitorini, Indah. 2011. *Analysis on Cohesive Devices used in Descriptive Texts of Senior High School Books*. Thesis, English Education Program, State Islamic College (STAIN) of Tulungagung.
- Rahman, Zuhair Abdul Amir Abdul. 2013. *The Use of Cohesive Devices in Descriptive Writing by Omani Student-Teachers*. SAGE open article.
- Renkema, J. 1993. *Discourse Studies: An Introduction Textbook*. Amsterdam/philadelphia: John Benjamins Publishing Company.
- Richards, J, C. and W.A. Renandya. 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.
- Richard, J., Platt, J. & Weber, H. 1985. *Longman Dictionary of Applied*. Cambridge: Cambridge University Press.

Septirini, Ika. 2009. *The Cohesion in Reading Materials Found in Developing Competence in English for Junior High School Year VIII published by Mediatama 2005*. Final project. Universitas Negeri Semarang.

Thompson, G. 1996. *Introducing Functional Grammar*. London: Arnold.

Yaumi, Dyah Noor. 2010. *The Cohesion of Recount Texts in Look Ahead for Tenth Grade Published by Erlangga*. Final Project. Universitas Negeri Semarang.