



Grammatical Cohesive Devices Analysis on Students' Essays
(A Study of the Fifth Semester Students of English Department,
Universitas Negeri Semarang Academic Year of 2017/2018)

a final project
submitted in partial fulfillment of the requirement
for the degree of *Sarjana Pendidikan* in English

by
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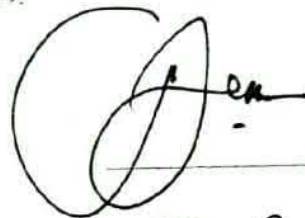
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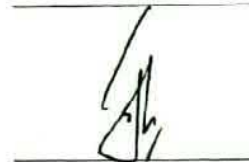
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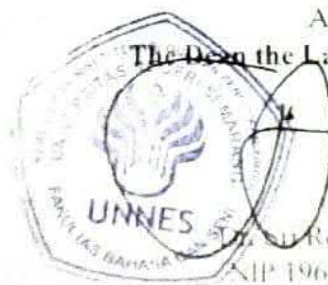
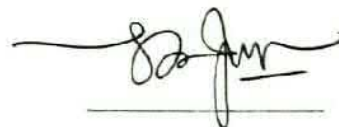
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PERNYATAAN

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Fakultas Bahasa dan Seni Universitas Negeri Semarang, menyatakan dengan sesungguhnya bahwa skripsi/ tugas akhir/ final project yang berjudul:

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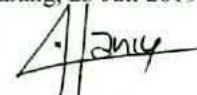
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yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri, yang saya hasilkan setelah melakukan penelitian, pembimbingan dan diskusi, dan pemaparan atau ujian. Semua kutipan, baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan, wahana elektronik, maupun sumber lainnya, telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan. Skripsi ini membubuhkan tanda tangan sebagai keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggungjawab saya sendiri. Jika kemudian ditemukan pelanggaran terhadap konvensi tata tulis yang berlaku, saya bersedia menerima akibatnya.

Demikian, surat pernyataan ini dapat digunakan seperlunya.

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MOTTO AND DEDICATION

Salah satu pengkerdilan terkejam dalam hidup adalah membiarkan pikiran yang cemerlang menjadi budak bagi tubuh yang malas, yang mendahulukan istirahat sebelum lelah.

(Buya Hamka)

For

My beloved family, Bapak, Ibuk and

My sisters.

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ABSTRACT

Haniq, Pas Faishal. 2019. *Grammatical Cohesive Devices on Students' Essays*. A Final Project, English Department, Faculty of Languages and Arts, Universitas Negeri Semarang. Advisor I: Yusnita Sylvia Ningrum, S.S., M.Pd, Advisor II: Sri Wahyuni S.Pd., M.Pd.

Keywords: Cohesion, Grammatical Cohesive Devices, Analysis, Essay.

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' essays. The objectives of this research were to describe what kind of grammatical cohesion devices used by students and their relation with the cohesiveness in texts. This study used qualitative-descriptive as the research design. The objects of this study are twenty three essays written by the fifth semester students. The essays were analysed by employing Halliday and Hasan's theory of cohesion (1976). The finding shows that there were 696 grammatical cohesive devices found in students' essays. Reference 336 (48,3%) is the mostly used grammatical cohesive devices then followed by conjunctions 331 (47.5%) , ellipsis 22 (3.2%) and substitution 7 (1%). Even though there are 3 times of misaccuracy in using those devices , the cohesiveness of the text is still achieved.

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CHAPTER I

INTRODUCTION

This chapter is an introductory chapter that contains of background of the study, reasons for choosing the topic, statements of the problems, objectives of the study, significance of the study, and scope of the study.

1.1 Background of the Study

Within the issue of internationality where people around the globe are encouraged to interact with each other through English as international language, the demand of English mastery is fundamental.

Among four language skills, writing is one of them considered to be the difficult one. It is in line with Blanchard and Root (2010) stating that writing is one of the most difficult skills since there are several things to be considered. One of them is the knowledge related to students' abilities in producing sentence. That skill according to Richards (2006) is called Grammatical Competence. It is an ability be owned by language learners that account for producing understandable and well-structured sentences in language. Besides, there is another aspect of writing which students must pay attention to namely *cohesiveness*. A cohesive text is a text conveying the idea through its constituents (clauses) smoothly; the idea moved from one clause to other clauses smoothly. As a result the text is understandable and readable.

In order to produce cohesive texts, cohesive devices are needed. Here are several cohesive devices as stated by Haliday and Hasan (1976). On its extend, cohesion devices are divided into two types; those are; Grammatical Cohesion and Lexical Cohesion . There are some types of grammatical cohesive devices namely reference, substitution, ellipsis, conjunctions (Haliday and Hasan, 1976).

In the current study the researcher intends to investigate the use of grammatical cohesive devices in the essays produced by the 5th semester English Department students of Semarang State University.

1.2 Reasons for Choosing the Topic

Referring to the background, below is the reasons encouraging the researcher in choosing topic.

Grammatical cohesive devices is essential element in writing a text. It is because it has a role to glue the clauses so that it builds a text.

Scholarship essay as a required document for those applying scholarship program needs a special attention. It is because that essay describe the candidates' background and goals about the study program they want to attend. In line to that facts, it's essential for the candidates to write their essay as well as possible.

Based on the researcher's experience when taking writing subject, writing a text cohesively is challenging task for some students. The lack of using cohesive devices leads them to produce a text uncohesively. As a result, they don't know how to link one sentence to the other or one paragraph to the other smoothly. The writer assumed that, the phenomenon is interesting to investigate.

1.3 Statements of The Problems

Based on the above background to the study , the writer then formulates two research problems listed as follows:

1. What kind of grammatical cohesive devices are used by the students in their essay?
2. How is the cohesiveness of the texts in regards to the grammatical cohesion used?

1.4 Objectives of The Study

This research has two objectives to obtain

1. To describe what kind grammatical cohesive devices used by the students in their essay
2. To show how the cohesiveness of the texts in regards to the grammatical cohesion used

1.5 Significance of the study

The writer hopes that this study will bring significances to the readers. The significances are described bellow:

1. Theoretical significance

The result of this research can be used as additional references for the further researchers who are interested in the same field as this study.

2. Practical significance

The writer hopes that this study will enrich the students' understanding about the use of grammatical cohesive devices and help them to apply the cohesive items into their writing.

3. Pedagogical significance

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.

1.6 Scope of the Study

The researcher use Halliday and Hassan theory in analyzing the data. The data itself infer from the essays written by fifth semester English Department students Universitas Negeri Semarang academic year 2016/2017.

1.7 Outline of the Report

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

Chapter I presents the introduction that consist of the background of the study, reasons for choosing the topic, research problems, objectives of the study, significances of the study, limitation of the study also outline of the study.

Chapter II is focused on the review of related literature. It includes review of the previous studies, review of related literature and theoretical framework.

Chapter III sets out the method of investigation. It contains of the research design, the subject of the study, the object of the study, the role of researchr, procedures of collecting data and procedure of analyzing data

Chapter IV presents the finding and discussions.

Chapter V discusses the conclusion and the suggestions of the study

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains the review of previous studies, the review of theoretical background, and the theoretical framework.

2.1 Review of the Previous Studies

Many researches have been conducted in line with the study about cohesion. A study about grammatical and lexical cohesion conducted by Pratiwi (2010) intends to find out whether recount text written by the second grade students of SMPN 01 Batang in the Academic Year of 2009/2010 are cohesive and also to explain the type of cohesive devices mostly used by them. The research used descriptive-qualitative approach. The data of the study were ten students' recount text taken from the recommendation of the teacher who was teaching the class. The finding of this study shows that the texts produced by the students are cohesive. It's proved by the occurrence of cohesive devices in their text despite the fact that the researcher didn't find the presence of substitution. The reference is the mostly used device by the students by its' occurrence of more than 50% in terms of grammatical cohesion, and reiteration in terms of lexical cohesion

Another study on grammatical and lexical cohesion was conducted by Arifin (2010). The study described whether the texts produced by English Department students in fifth term of Semarang State University (UNNES) are written cohesively

and also to explain what the type of cohesive devices is mostly used in their text. The study used descriptive-qualitative approach. The data were thirty texts produced by the students. The type of the text is not limited, the researcher let the students to write any type of text as they wish. The data analyzed by segmenting the sentence in text into clauses, identifying and classifying the cohesive devices, putting the cohesive devices into table based on the types, counting the number of cohesive devices in the form of percentage and interpreting the result. The finding of this shows that the text produced by the students in the fifth term of English Department of UNNES are cohesively written. It's proven by the lowest percentage of both grammatical and lexical devices show more than 50%. Reference is the kind of grammatical cohesive devices that are mostly used in all variant texts. Meanwhile, conjunction is used in all texts and some of the conjunction is higher than reference. Reiteration is the most prevalent lexical devices that exist in almost text, the percentage of collocation is higher than reiteration.

Moreover, a study about cohesion was coined out by Andhika (2010) aimed to explain the realization of cohesive devices used in the hortatory exposition text written by the eleventh grade of students and to identify what kind of cohesive devices are mostly used by them. The finding shows that the students use both grammatical and lexical cohesion devices. The most used cohesive devices are reference and reiteration.

Unlike those studies about grammatical and lexical cohesion, Tsareva (2010) in her study entitled "Grammatical cohesion in argumentative essays by Norwegian and Russian learners" tried to reveal what types of grammatical cohesive relations

are displayed in argumentative essays of academic written English. The data for this study have been restricted to argumentative essays written by two different linguistic backgrounds learning English as a foreign language which are Norwegian and Russian English learners. The number of essays has been restricted to 20 for each linguistic background. The result of this study shown that Both groups of argumentative essays display a range of cohesive ties that link sentences and independent clauses. However the ties are not evenly distributed. The evidence of the examination suggests that reference and conjunction are the most common types of grammatical cohesion, whereas substitution and ellipsis are not represented widely.

In addition, Josephine and Katrina (2011) in their research entitled “grammatical cohesion in students’ argumentative essay” analyzed quantitatively and qualitatively the cohesive devices used by undergraduate students in their argumentative essays. The objects of this study are 64 essays written by students then the data are analyzed by concept of grammatical cohesion. The result of this study says that reference had the highest frequency which is 90.67% of the total cohesive devices with mean score 53.37. Conjunction occurred 326 times in the essays which is 9.08% with mean score 5.34 while substitution was the least used type of cohesive devices which only 0.25%. Another finding said that cohesive devices are not significantly correlated with the quality of students’ essay.

The object of the study about cohesion is not only in written form but also in spoken text. Maryati and Suprapti (2018), conducted study entitled ‘Cohesion in English’. The aim of their study is to identify whether the speeches produced by

English major sophomores are cohesive or not and also to describe the kind of cohesive devices found in the speeches. The object of this study is the speeches produced by the third semester students of English Department that then transcribed into written. The findings show there are 1040 ties found in ten speeches in which the five types of cohesive devices are found. According to the findings, the students' speeches are cohesively produced.

In addition, another analysis in speeches done by Hidayah (2010). The purpose of her study is to analyze the cohesive devices in the speeches made by the participants of ESA WEEK speech contest 2009. There are 732 cohesive ties found in the participants' speeches. Among five types of cohesive devices the most frequently used is lexical cohesion with 414 cases, followed by reference with 161 cases, conjunction 131 cases, ellipsis 21 cases and substitution 5 cases. The result shows that speeches are cohesively produced as there are cohesive ties found.

The study about cohesion not only in wider scope such as the analysis of grammatical or lexical cohesion. The study about cohesion also happened in smaller scope like the study of reference, ellipsis, substitution, etc.

Jabeen, Mehmood and Iqbal (2013) in their study entitled try to explore the various cohesive devices (ellipsis, reference and substitution) in one act play of Anton Chekhov "The Bear". The finding shows that the writer has used all the cohesive devices in order to create humor. The discussion shows the factor of realism in their conversation that in the conditions of strangeness people used to speak in a short way. So that is why it is true to say that he has used all the devices accurately and create cohesion in conversation.

Another study about cohesive devices brought by Mohamed (2014). He tried to examine the use of various forms of conjunctions in the writing of students in English as Second Language situation. It has found a significant difference in the use of 'and' between high and low rated texts. The conjunctive 'and' is seen to have a less unifying function, it is therefore avoided in the high rated texts but vigorously utilised in the low rated ones. In addition, the study further reveals that there is no significant difference in the use of other conjunctives.

A study related to lexical cohesion conducted by Gholami and Alizadeh. Their study entitled "A contrastive Study of Lexical Cohesion in Introduction in Research Articles: Native English and Iranian Applied linguistics" intended to contrast the frequency and density of the use different types of lexical cohesion in both Iranian and Native English. There were forty applied linguistic article selected from both group as the object of the study. The results revealed some similarities and differences in the use of lexical cohesion sub-types in introduction part of native english and iranian applied linguistic research article. Based on these findings, the frequency of sub-types of lexical cohesion was (Rep, Gen, N. Coll, Syn, Hypo, Ant. And Mero) in native English texts, while the frequency Iranian texts was (Rept, Gen, N. Coll, Syn, Ant, Mer and Hyp).

Those studies above intend to analyze cohesive devices on written as well as spoken text, another study conducted by Priyatmojo (2012) aimed at describing what kind of cohesive devices mostly occurred in students' sentences, describing how to apply cohesion theory in the sentence-based writing class and finding out whether the use of cohesion theory gives its positive significance to cohesion of the

students' sentences. The subject of this study were 24 students and the object of the study was their sentences. The result of the study showed that cohesive devices mostly used by the students are reference followed by lexical, conjunction and substitution. In addition, ellipsis is absent in their sentence. In teaching and learning process, the theory of cohesion was given to the students in two cycles. The first cycle focused on introducing the cohesion and its kinds of cohesive devices. Then, the second cycle the students learned about Halliday and Hasan Taxonomy. Based on the result of the study, teaching Sentence Based Writing using cohesion theory gives its positive significance by varied cohesive devices used by the students.

Those study aimed to describe the both grammatical and lexical cohesion while in this recent study only focuses on grammatical one. Moreover, the objects of the study are scholarship essays.

2.2 Review of Related Literature

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

2.2.1. Spoken and Written Language

In communication, a language user needs a medium to transfer a message whether through spoken or written language. Spoken language is typically more dependent on its context than written language is. In contrast written language tends to be more independent of its immediate context (Gerot and Wignell:1994).

There are some differences between speech and writing terms of language function. Whereas spoken language is designed to establish relationship with people, so it has initially an “interactional” function; written language is designed for transference of information and so has a “transactional” function (Brown and Yule:1983)

Spoken language involves some problems which are absent in written discourse because in written discourse, the speakers usually have a little time to think about what to say and how to say it. In other words, the spontaneity is involved in spoken language. For that, in spoken language, when the speakers make mistake in delivering message, the mistake can be corrected in the ongoing speech.

In written language, on the contrary, the writers may look over what they have already written and take time in choosing a particular words without interruption.

In terms of production, spoken language has something that written language doesn't which is called paralinguistic. Paralinguistic is a non verbal aspect of communication consisting of voice quality, facial expression, postural and gesture system. By those paralinguistic aspects, someone can always overdrive the effect of the words he speaks.

2.2.2. Text

If we talk about a text, there will be many definitions popped in our mind. Halliday and Hasan (1976) stated that text is any passage, spoken or written, of whatever length, that form a unified whole.

Another definition about text proposed by Bloor and Boor (2004). They define text as any stretch of language, regardless of length, that is spoken or written for the purposes of communication by real people in actual circumstances.

2.2.3. Text Type: Hortatory Exposition

Many linguists have their own definitions of text type and why text should be classified. It is essential to classify texts into their context for a text bring their own communicative function.

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.

Gerot and Wignell classified text into 14 genres: Spoof, Recount, Report, Analytical Exposition, News Items, Anecdote, Narrative, Procedure, Description, Hortatory Exposition, Explanation, Discussion, Reviews, Commentary.

In regards to the object of the present study which is hortatory exposition text, the writer focused on the definition of that one kind of text.

Hortatory Exposition is a text that represents the writer's attempt to influence the reader to do something or act in a particular way. The social function of this type of text is to persuade the reader or listener that something should or not should be the case (Gerot and Wignell: 1994)

The generic structure of hortatory exposition text is (a) Thesis, announcement of issue of concern (b) Arguments, reasons for concern, leading to recommendation (c) Recommendation, statement of what ought or ought not to happen.

The lexico-grammatical features in hortatory exposition text are the using simple present and focusing on generic and non-human participants.

2.2.4. *Texture and Ties*

Not all of passages can be categorized as a text. There are certain features that categorize a passage as a text. Those features are texture and ties.

Texture can be defined as a property of a text whose function is to unite all the linguistic features on a text so it achieves the definition on a unified text.

While ties, on the other hand is a property of language such that each line in text is linked to the previous line. 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 of texture (Halliday and Hasan:1976)

2.2.5. *Cohesion*

Cohesion refers to the resources within language that provide continuity in a text, over and above provided by clause structure and clause complexes (Gerot and Wignell:1994)

Cohesion is the connection which results when the interpretation of a textual element is dependent upon another element in the text (Renkema: 1993). Cohesion is one of seven standards of textuality based on deBeaugrande & Dressler besides Coherence, Intentionality, Acceptability, Informativity, Situationality and Intertextuality (deBeaugrande & Dressler,1981). In addition (Scott Turnburry: 2006) define cohesion as the using of grammatical and lexical means to achieve connected text. 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)

Halliday and Hasan describe the occurrence of Cohesion as this:

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 it cannot be effectively decoded except by reference 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

In language, the more general meanings are expressed through grammar and the more specific meaning through vocabulary. Cohesive relations fit into those patterns. Cohesion is expressed through both grammar and vocabulary. Therefore, there are two types of cohesion which are Grammatical Cohesion and Lexical Cohesion. Grammatical cohesion consists of reference, ellipsis, substitution and conjunction. While lexical cohesion consists of reiteration and collocation.

2.2.6. Grammatical Cohesion

Grammatical cohesion is a semantic element connection signified by grammatical tools. There are four types of grammatical cohesion. They are reference, substitution, ellipsis and conjunction.

2.2.6.1. Reference

Reference refers to systems which introduce and track the identity of participants through text (Gerot and Wignell, 1994). The system of reference allows us to track participants through text and to see where they have come from. In addition Baker (1991) explains reference as a device that lets the reader and hearer retrace participants, entities, events, etc.

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)

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. Cataphoric, unlike anaphoric, the retrieval of cataphoric going forward to the text.

Here is the figure of the system of reference.

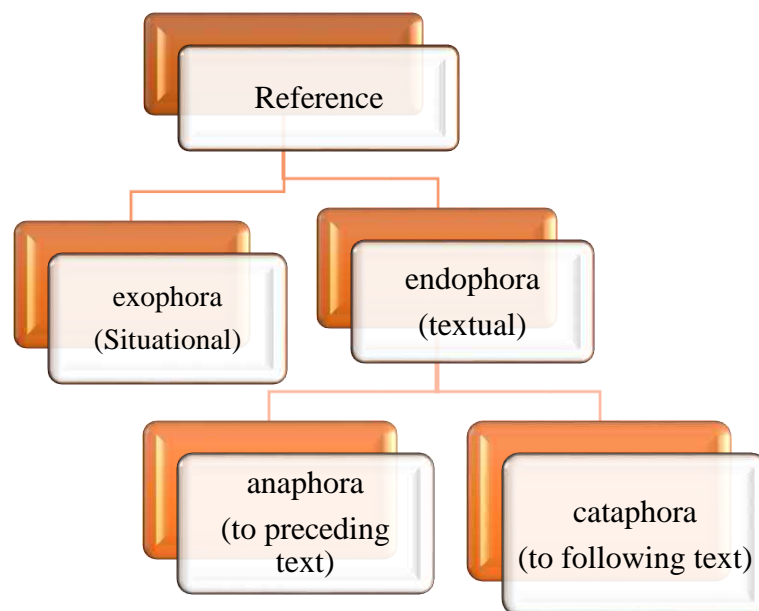


Figure 2.1 The System of Reference
Source: (Hasan, 1976: 33)

There are three types of reference: personal, demonstrative, and comparative reference.

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. this type of reference can be expressed through such items: *that these, those, this, there, here*.

2.2.6.1.3 *Comparative reference*

Comparative reference implies the existence of two or more entities or ideas that are compared. Not only comparative forms of adjectives but also items like *the same, the other* contribute to cohesion.

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. *The bread that you just bought is expired. You must get the fresh one.*
- b. *You think Joan already knows? – I think everybody does.*

‘One’ is substitutes for ‘bread’ and ‘does’ substitutes ‘knows’. ‘One’ and ‘bread’ 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 substitute in English replaces the verb of passage with auxiliary *to do*. This operates as head of a verbal group, in this place that is occupied by the lexical verb: and its position is always final in the group. For instance,

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 there going to be an earthquake? –It says so.

(Source: Halliday and Hasan 1976:130)

Here the ‘so’ presupposes the whole of the *clause there’s going to be an earthquake*.

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). Also, 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” That is why ellipsis can be regarded as substitutional by zero. 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

Four other Oysters followed them, and yet another four

(Source: Halliday & Hasan 1976:148)

In the second line *four*, can be interpreted as *four oysters*. which is a Numerative and therefore normally acts as Modifier, is upgraded to function as Head.

2.2.6.3.2. Verbal Ellipsis

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

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. 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:

All the figures were correct: they’d been checked. ‘Yet’ the total came out wrong

(Source: Halliday and Hasan, 1976: 250)

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 wouldn’t have heard it all, if hadn’t come quite close to her ear. ‘The consequence’ of this was that it tickled her ear very much, and quite took off her thoughts from the unhappiness of the poor little creature.

(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. For example

Algy met a 'bear'. The 'bear' was bulgy

(Halliday and Matthiessen, 2004:557)

The second occurrence of 'bear' back to the first.

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. 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*

Superordinate is a term for words that refer to the upper class itself (Palmer 1981: 85) 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 fifth semester students in their hortatory exposition texts and the cohesiveness in their writing. The data are analyzed by using Halliday & 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.

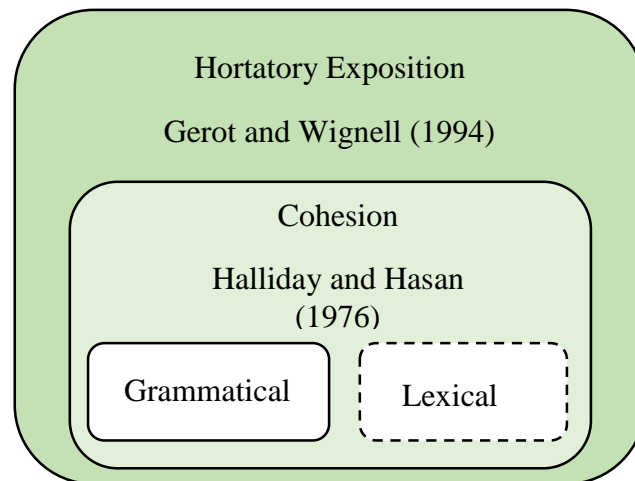


Figure 2.2 Theoretical Framework

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 696 grammatical cohesive items found in the students' essays. the most used grammatical cohesive devices is reference (personal, demonstrative and comparative reference) with 336 (48.3%) times occurrences while the personal reference is the mostly used types of reference with total of occurrence 181 times. Conjunction (additive, adversative, causal, temporal) with 331 (47.5%) occurrences, ellipsis (nominal, verbal and causal) 22 (3.2%) occurrences and substitution (nominal, verbal and causal) 7 (1%) occurrences. From all of those devices, however, there is one cohesive devices that doesn't exist in students essays, which is verbal substitution.

In addition, even though there are 3 cases of improper use of grammatical cohesive devices such as the improper use of cohesive devices of **they**, **them** and **but**. The percentage of misusing it, however, is less than 1%, 0.4% to be exact. In general, the text written by students are cohesive.

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.

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