

**GRAMMATICAL COHESIVE DEVICES FOUND IN  
ARGUMENTATIVE ESSAYS WRITTEN BY THE FOURTH  
SEMESTER STUDENTS OF ENGLISH EDUCATION  
DEPARTMENT AT IAIN TULUNGAGUNG**

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**ABSTRACT**

Cohesion is one important thing to take into account in writing. In creating cohesive writing papers, cohesive devices have significant role because they provide not only surface evidence for the text unity but also express the continuity that exists between one part of the text and another. Students, such as the fourth semester of English Education Department at IAIN Tulungagung, are expected to have a good ability to make good writing in order to produce academic writing such as essay writing. Therefore, they should pay much attention in using cohesive devices in their writing in the hope to make a cohesive writing. Analyzing the kinds of grammatical cohesive devices that students use to write an essay could be very helpful in any purposes for the lecturers and students can be a valuable input about the theory of grammatical cohesive devices in a text. Thus, it was necessary to uncover the kinds of grammatical cohesive devices that students used in their essay writing. This research used quantitative approach with descriptive design.

This study found that there were 1159 grammatical cohesive devices used by 23 students in writing their essays. 589 or 50, 81% were the use of conjunction. Then, 563 or 48, 58 % were the use of reference. The next, 7 or 0, 6 % the use of substitution, and the last is 0 use of ellipsis. The students tend to use conjunction and reference than substitution or ellipsis was based on their prior knowledge and experiences to use such devices. In conclusion, it can be assumed that students are more familiar with the use of conjunction although they are able to use other type of grammatical cohesive devices as well.

**Keywords: Grammatical Cohesive Devices, Argumentative Essays**

## **INTRODUCTION**

Through language people can express their feelings. They can also make a communication and interaction each other. From the communication people can share their ideas, opinions, and even develop their knowledge.

Many people in the world who have English as their mother tongue are called as “native speakers” and many people who have English as their second or third language are called as “non-native speakers”. Non-native speakers, of course, will use English in their communication after they learn and know how to use it. The way how they learn English can be described as EFL (English as a Foreign Language) and ESL (English as a Second Language).

In Indonesia itself, English teaching and learning rapidly developed time by time. It is one of foreign language that should be learnt, especially by the students. It can be shown by the presence of English in schools curriculum from Junior High School until University. Moreover, some of Elementary Schools and Kindergartens in Indonesia also teach English to the students. It means that nowadays English become one important part of Indonesian people.

Language teaching and learning, in this case is English, encompasses four skills. Those are listening, speaking, reading, and writing. Of all those skills, speaking and writing are defined as active skills or productive skills where the language users actually have to produce language themselves. Both are forms of communication. While speaking is the spoken utterances and thought that cannot be undone, writing is recorded thought that can be edited and revised. Murray (2009: 3-4) identified writing as a process which entails rehearsing, drafting, and

revising. This process involves the exploration of thought, the composition of a written draft, revision, and lastly, the final draft.

There are many things to take into account in writing. Some of them are cohesion and coherence. Halliday and Hasan (1976: 28-30) emphasize the importance of cohesion as well as coherence discourse in order to achieve well-constructed and understandable writing. In addition, Azzouz (2009: 11) emphasizes that discourse devices of writing give great effect. Cohesive discourse will never be constructed without a good command of linguistic ties. Renkema explains that cohesion always deal with connection evident in the discourse (1993:4). It covers grammatical and lexical cohesion. Grammatical is deal with the structural of the text while lexical deals with the connections based on the words used (Murcia and Oslhatain, 2007:7). Hence, in creating coherent writing papers, cohesive devices have significant role because they provide not only surface evidence for the text unity but also express the continuity that exists between one part of the text and another.

Students, especially in the college, are expected to have a good ability to make good writing in order to produce academic writing. One kind of writing that usually taught to the students is essay writing. In writing an essay, they are expected to be able to demonstrate and express their ideas clearly in a well-structured and understandable writing. Therefore, they should pay much attention in using cohesive devices in their writing in the hope to make a cohesive writing. From the explanation above, the researcher would like to analyze the kinds of grammatical cohesive devices that students use to write an essay. The researcher

wanted to know the types of grammatical cohesive devices that students use to write their essays and their tendencies in using it.

## **METHODOLOGY**

This research was intended to describe and analyze the tendencies of grammatical cohesive devices used by the students in writing their argumentative essays. The tendencies of each grammatical cohesive devices, then, shown by the percentage of each categories. Therefore, the writer used quantitative approach with descriptive design.

In this research, the population was all of the fourth semester students of English Education Department of IAIN Tulungagung, which consisted of four classes. Those four classes consisted of 115 students. In this study, stratified random sampling technique was chosen as the technique of selecting sample because the students of those four classes have different characteristics. The writer chose 23 argumentative essays which were gotten from the four classes.

This research was aimed to analyze students' essay, hence the method that used to collect the data was documentation. The data were the students' writing as their mid-term tests which were gotten from the lecturers. To find the answers of the research problems, the writer used content analysis technique to analyze the data which has been collected. In this study, the writer did some steps in analyzing the data. Those were:

1. Collect the students' works

2. Analyze the students' works by identifying the words of grammatical cohesive devices by giving the code for every types of grammatical cohesive devices. The codes were:

R: Reference

S: Substitution

E: Ellipsis

C: Conjunction

3. Classify the words of grammatical cohesive devices into four categories- reference, substitution, ellipsis, and conjunction.

4. Counting the frequency of grammatical cohesive devices. To find the percentage of frequency in each types appearance (reference, substitution, ellipsis, and conjunction), the formulation is:

$$P = \frac{Fg}{Tf} \times 100\%$$

**Note:**

P: percentage of the frequency of each type of grammatical cohesive devices

Fg: frequency of each type of grammatical cohesive devices

Tf: total frequency of grammatical cohesive devices

## FINDINGS

From all of the texts, many kinds of reference that used by the students are presented in the table 4.1 below. Those are personal reference, demonstrative reference, comparative reference, and definite article.

**Table 4.1. Kind of Reference Used by the Students**

Text	Kinds of Reference				Total for each Text
	Personal	Demonstrative	Comparative	Definite article	
1	17	6	-	-	23
2	12	1	-	-	13
3	13	6	-	-	19
4	6	1	-	1	8
5	20	-	-	-	20
6	19	1	-	-	20
7	8	4	1	-	13
8	29	5	-	-	34
9	45	1	1	-	47
10	10	3	-	-	13
11	37	5	-	-	42
12	34	9	-	-	43
13	36	3	-	-	39
14	33	4	-	-	37
15	25	4	-	-	29
16	7	4	-	-	11
17	34	4	-	-	38
18	10	4	-	-	14
19	20	-	-	-	20
20	21	-	-	-	21
21	19	-	-	1	20
22	18	2	-	-	20
23	16	3	-	-	19
<b>Total</b>	<b>489</b>	<b>70</b>	<b>2</b>	<b>2</b>	<b>563</b>

From the table above we can see the personal reference used 489 times, demonstrative reference used 70 times, comparative reference used 2 times, and definite article used 2 times. Then, the percentage of each kinds of reference is presented in the table 4.2 below.

**Table 4.2. The Percentage of Each Kinds of Reference**

<b>Kinds of References</b>	<b>Frequency</b>	<b>Percentage</b>
Personal	489	86, 86 %
Demonstrative	70	12,43 %
Comparative	2	0,35 %
Definite article	2	0,35 %
<b>Total</b>	<b>563</b>	<b>100%</b>

Meanwhile, substitution that used by students is presented in the table 4.3.

The students used substitution 9 times.

**Table 4.3. Substitution Used by the Students**

<b>Text</b>	<b>Frequency of Substitution</b>
1	1
7	1
10	1
13	1
16	2
19	1
<b>Total</b>	<b>7</b>

Then, the types of conjunction that used by the students is presented in the table 4.4 below. Those are additive conjunction, adversative conjunction, temporal conjunction, causal conjunction, and coordinating conjunction.

**Table 4.4. Types of Conjunction Used by the Students**

<b>Text</b>	<b>Types of Conjunction</b>				<b>Total</b>
	<b>Additive</b>	<b>Adversative</b>	<b>Temporal</b>	<b>Causal</b>	
1	21	9	3	3	36
2	12	5	4	5	26
3	9	3	4	12	28
4	13	4	1	2	20
5	9	8	2	3	22
6	14	1	4	1	20
7	13	3	1	3	20
8	15	9	7	6	37

9	8	3	3	3	17
10	12	6	3	5	26
11	16	13	-	11	40
12	8	2	4	2	16
13	12	6	4	8	30
14	17	5	4	2	28
15	20	2	3	4	29
16	16	2	-	1	19
17	15	4	3	5	27
18	16	2	2	-	20
19	8	4	2	3	17
20	5	9	3	9	26
21	17	4	5	12	38
22	11	4	2	3	20
23	19	1	3	4	27
<b>Total</b>	<b>306</b>	<b>109</b>	<b>67</b>	<b>107</b>	<b>589</b>

The table above present the types of conjunction that used by the students in writing their essays. Additive conjunction used 306 times, adversative conjunction used 109 times, temporal conjunction 67 times, and causal conjunction used 107 times. After that, the percentage of the types of conjunction can be drawn in the table 4.5 below.

**Table 4.5. The Percentage of Kinds of Conjunction Used by the Students**

<b>Kinds of Conjunction</b>	<b>Frequency</b>	<b>Percentage</b>
Additive	306	51,95 %
Adversative	109	18,51 %
Temporal	67	11,37 %
Causal	107	18,17 %
<b>Total</b>	<b>589</b>	<b>100%</b>

Then, the frequency of all kinds of grammatical cohesive devices that used by the students is presented in the table 4.6 below.



**Table 4.6. The Frequency of All Kinds of Grammatical Cohesive Devices**

<b>Kinds of Grammatical Cohesive Devices</b>	<b>The Frequency</b>
Reference	563
Substitution	7
Ellipsis	0
Conjunction	589
<b>Total</b>	<b>1159</b>

From the table above, reference used 563 times, substitution used 7 times, ellipsis is not used, and conjunction used 589 times. Then, by the formula that presented earlier, the percentage of each kinds of grammatical cohesive devices found as in the table 4.7 below.

**Table 4.7. The Percentage of Each Kinds of Grammatical Cohesive Devices**

<b>Kinds of Grammatical Cohesive Devices</b>	<b>Frequency</b>	<b>Percentage</b>
Reference	563	48,58 %
Substitution	7	0,6 %
Ellipsis	0	0 %
Conjunction	589	50,81 %
<b>Total</b>	<b>1159</b>	<b>100%</b>

From the table above, grammatical cohesive devices that most used by the students is conjunction, the second is reference, the third is substitution, and the last is ellipsis.

## **DISCUSSION**

Halliday and Hasan (1976: 28) had distributed grammatical cohesive devices into reference, substitution, ellipsis, and conjunction. Begun with this basis, researcher had discovered various kinds of distributed grammatical cohesive devices used by the fourth semester students of English education

Department at IAIN Tulungagung, academic year 2014/2015 which then distributed into those four types of grammatical cohesive devices.

The findings of the grammatical cohesive devices then described or exposed orderly, from those which most frequently occurred to the most rarely occurred.

#### 1. Conjunction (50,81 %)

Conjunction is the mostly used in the essay with 589 times of use (see table 4.4). Students' previous knowledge and experience may help them to use various kinds of conjunctive devices. The use of additive conjunction *and*, adversative conjunction *but*, causal conjunction *because*, and temporal conjunction *in conclusion*" are the most common.

Thus, even if the various devices are used to express addition, students always prefer using *and* in order to link an additive condition. However, some additive devices as: *or* and *such as*, are used in some ways because students might know and use these devices from their earlier writing, also students may not know some additive conjunction to be used as: *Likewise, else, alternatively, similarly, in the same way ...etc.* Azzouz (2009:44) stated that it was because they might not be used in their previous writing; i.e., they have little experience in using them.

Then, the use of *but* to express the contrastive is also predominant. Azzouz (2009:44) argued that students might use *but* because it seems easy for them to write it without searching for another devices which have the same function. For this reason, students' use of other contrastive devices seems to be little, as the use of: *in fact, although, and however.*

Next, the use of “*because*” to express causality is also common. Yet the other causal cohesive devices are used in conversion way although they are just a little, such as: *thus, so, hence...etc.*

After that, the students’ use of temporal cohesive devices to express conclusion is quite common, such as the use of conclusive devices *in conclusion*. Furthermore, the use of temporal device *at first, second, and third* might be a signal of a linked paragraph. These devices are generally used by students to move from one paragraph to another.

The use of conjunctive devices became familiar because it is usually used in many kinds of text and the students may often use those devices in writing their text, such as narrative text or descriptive and expository text which have been taught before.

## 2. Reference (48,58 %)

Reference is ranked number two with 563 times of occurrence (see table 4.1). The reference that mostly used is personal reference, such as *they, them, their, we, our, us, I, and it*. Azzouz (2009:50) argues that such phenomena can be caused by the students’ mastery of the grammatical cohesive devices and their knowledge regarding such devices. The results reveal that students use references adequately. References are known and taught from their previous study. The use of such subject, object, and possessive pronoun is familiar to the students. Those kinds of reference is usually used in their textbook or their writing since the beginner level they learned English.

### 3. Substitution (0,6 %)

Occurred 7 times, substitution became the third grammatical cohesive devices that most used by the students, for example, the word *One* used to substitute *a student*. One point that can be assumed from the use of substitution is that students are not familiar with the use of substitution. It can be seen by the very small percentage of those grammatical cohesive devices. Substitution may be less because students do not have enough experience to use it compared to the use of reference; therefore, they naturally use reference instead of substitution to refer to the previous entities. They seem to have difficulties in determining the clause to be substituted or the clause to be omitted. Moreover, Azzouz (2009:51) argued that students' awareness regarding items to be substituted or omitted may affect the use of it.

### 4. Ellipsis (0 %)

Ellipsis is the rarely most occurred grammatical cohesive devices, and even it doesn't occur in all of students' writing. Similar with the substitution case, the absence of ellipsis is due to their little experience in using them before. According to the results, students are not familiar with the use of Ellipsis and Substitution concerning the use of other grammatical cohesive devices. This might refer to the learners' avoidance in using such types. Thus, students usually avoid using ellipsis and substitution because they might fear about their appropriateness. The use of ellipsis and substitution are due to the learners' awareness about nouns which could be omitted or substituted. Hence, the students

may rarely or never use any ellipsis in their text writing, such as narrative text or descriptive and expository text which has been taught before.

## CONCLUSION AND SUGGESTION

The research showed that the fourth semester students of English Education Department at IAIN Tulungagung academic year 2014-2015 used various kinds of grammatical cohesive devices in writing their argumentative essay. Those are: reference, substitution, and conjunction.

The most grammatical cohesive devices used by the students is conjunction (50,81%). They used temporal conjunction (*at that time, from time to time, first, second, next, in summary, finally, then, , in a nutshell, in summary*); additive conjunction (*and, in addition, for example, or, like, in addition, besides, etc, i.e., not only....but also, either.....or*); adversative conjunction (*in fact, however, in contrast, conversely, even if, if, although, even though*); causal conjunction (*because, in order to, thus, so, so that*).

The second grammatical cohesive devices most used by the students is reference (48,58 %). They used personal reference (*They, Them, Their, Her, I, Me, You, Yourself, We, Our, Us, It,*); demonstrative reference (*That, This, These, Those, Here, There*); and comparative reference (*higher, as long as*).

The third grammatical cohesive devices most used by the students are substitution (0,6 %). They used *One, Others, and Some*.

The students didn't use any ellipsis in their argumentative essay. Hence, the percentage of occurrence of ellipsis is 0%.

From all the findings and discussions above, it can be concluded that conjunction stands on top with an enormous amount of occurrences compared with others. Reference stays on the second position, and is followed by substitution and the last is ellipsis. Despite the missing of the use of ellipsis, numbers of grammatical cohesive devices used by students are quite varied. In conclusion, it can be assumed that students are more familiar with the use of conjunction although they are able to use other type of grammatical cohesive devices as well.

Based on the discussion of the result and the conclusion, it was found several points could be recommended. Firstly, for the lecturers can use the result of this study to know the mostly and rarely used grammatical cohesive devices by the students as the indication to know the students ability in varying grammatical cohesive devices in their writing tasks. Secondly, for the students should vary the use of grammatical cohesive devices in their writing tasks to make their writing better. Thirdly, for the other researchers who have the same interest in the study of grammatical cohesive devices to make a more deep research about the correctness and incorrectness use of grammatical cohesive devices in order to cover the weakness of this research.

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