

**GRAMMATICAL COHESION ANALYSIS OF STUDENTS'
THESIS WRITING**

An Article

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GRAMMATICAL COHESION ANALYSIS OF STUDENTS' THESIS WRITING

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Abstrak: Penelitian ini bertujuan untuk mengetahui jenis-jenis kohesi grammatical yang sering digunakan mahasiswa di skripsi mereka beserta bagaimana hal ini menciptakan kohesi di dalam wacana. Pada studi ini, peneliti menerapkan metode studi kasus deskriptif sebagai metode penelitian. Obyek Penelitian ini adalah bagian latar belakang Penelitian dari 10 skripsi yang ditulis oleh mahasiswa program studi pendidikan bahasa Inggris. Hasil Penelitian menunjukkan bahwa para mahasiswa mampu menggunakan tipe kohesi gramatikal secara bervariasi. Jenis yang paling banyak digunakan oleh mahasiswa adalah alat kohesi referensial dan konjungisial, dengan masing-masing memiliki prosentase sebesar 82.25% dan 17.12%. Tipe lain, substitusi dan elipsi, berkontribusi masing-masing hanya sebesar 0.24% dan 0.39%. Pada banyak kasus, mahasiswa bertendensi untuk salah menggunakan kata ganti tunggal ketika mereferensikan obyek jamak, atau sebaliknya. Dari total 1273 penggunaan alat kohesi gramatikal, mahasiswa cukup menguasai penggunaannya dengan secara tidak tepat menggunakan 74 (5.81%) alat kohesi gramatikal saja.

Kata Kunci: Analisis Wacana, Kohesi Gramatikal

Abstract: This research aimed to find out types of grammatical cohesive devices students mostly used in their thesis writing and how these devices create cohesive discourse. In this study, researcher applied descriptive case study as form of research. The objects of this research were research background part of 10 theses writing written by students of English Education Study Program. The data revealed that students could produce various types of grammatical devices. The majority of devices used by the students were referential cohesive devices and conjunctive cohesive devices with 82.25% and 17.12% respectively. Other types -substitution and ellipsis- contributed only 0.24% and 0.39%, respectively. In many cases, students tended to misuse singular pronoun while referencing plural objects or vice versa. From the total 1273 grammatical cohesive devices used, students somehow adequately master using grammatical devices by only using inappropriately 74 (5.81%) of them.

Keywords: Discourse Analysis, Grammatical Cohesion

Of all language learning skills, speaking and writing are defined as active skills. 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; therefore, it is more complex. 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.

For second language learners, especially in college, writing is undoubtedly important. Students are required to analyze, compare and inform through writing; nevertheless, lack of practice, especially structured writing, makes them lack of experience to convey their ideas into a cohesive writing. Moreover, when they reach the end of their study, they should write a thesis as part of a requirement to graduate. When learners are unable to create a well-constructed and understandable composition, they will not be able to create good thesis.

There are many things to take into account in writing. Some of them are cohesion and coherence. Halliday and Hassan (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.

As a compulsory requirement for those seeking S-1 degree in both private and public colleges, thesis writing becomes really important for college students. Thesis writing is an academic writing, and hence, it inevitably needs appropriate cohesion and coherence in order to be accepted as academic writing. Students are expected to be able to write a long paper which is mainly consisted of five chapters of a certain topic. The paper should be effective in terms of quantity and quality. Students are expected to be able to demonstrate their ability to express their ideas clearly and analyze their research findings. When students are writing thesis, plagiarism is prohibited. Students are expected to use their own ideas and insight while accurately referencing published material.

Additionally, from the writer's initial observation when doing grammar check from some of students' thesis writing, writer found out that many students misplaced the conjunction from their thesis which then distracted writer's attention to understand their writing ideas. An easy example is when they use "on the other hand" to signals additional information. In fact, "on the other hand" is used to signal the dissimilarity or the contrast of anaphoric and cataphoric idea. Furthermore, they also committed many referring mistakes, such as using "they" to refer to "student".

Furthermore, Azzouz's (2009) and Tsareva's (2010) researches mainly focused on analyzing the use of grammatical cohesion in the essay writing. Both of them asked students of each to write an argumentative essay. Writer is interested to analyze the use of similar variable in students' thesis writing, particularly the research background part. As previously mentioned, when writing a thesis, students have to be able to show their position and reasons of the proposed research in the research background section. This is quite similar to the argumentative essay in which students have to take a position and show logic evidence to convince readers (Kirsznier & Mandell, 1999: 91-96).

For reasons above, the writer is interested to these phenomena and wants to know the quality of students' writing in term of using grammatical cohesion to

integrate sentences in their research background. To measure such points, the writer tracked down the use of grammatical cohesive devices first. Additionally, when students use the grammatical cohesive device –such as conjunction or reference– wrongly, it distracted the flow of their ideas. Grammatical cohesion and its divisions can be seen below.

Table 1 Grammatical Cohesion and Its Sub-types

Type of Grammatical Cohesion	Sub-types
Reference	Personal
	Demonstrative
	Comparative
Substitution & Ellipsis	Nominal
	Clausal
	Verbal
Conjunction	Adversative
	Additive
	Temporal
	Causal

One part of thesis writing that is affected by the inappropriate use of cohesive devices is the background section. In this part, students have to explain why they chose their particular research and to provide the big picture — in this case is their thesis’s background — for the reader and connect that idea closely on to more specific ideas through the correct use of cohesive devices in a coherent way. In conclusion, background section is similar to argumentative essay in which cohesion and coherence are inevitably important.

From the background, the writer intended to know (1) which cohesion devices do English Education department students of teaching and learning faculty of Universitas Tanjungpura use the most? And (2) how do grammatical cohesive devices used by the students create cohesive discourse within students’ thesis? This study focused on investigating students’ research background grammatical cohesion about language teaching and learning by using cohesive devices. Their writing was then investigated in terms of the number of cohesive devices used, and divided into types of grammatical cohesive devices. After that, the investigation took into account the appropriateness of cohesive devices used by students.

METHOD

The research took case study as the form of research. It was used because it can give clearer analysis that cannot be given by other approaches. Moreover, case studies can separate significant few from insignificant; and therefore it focuses more on the quality than quantity that gives researchers the real dynamics of situations and people view (Cohen, et.al, 2005: 185). Case study is one approach that gives deeper supports and more detailed investigation of the type that is normally necessary to answer how and why questions. Case study can not only be either qualitative or quantitative, but also be both of them.

In addition, although it is argued that case study is only appropriate for exploratory phase, Yin (2003: 30) counters it by proving that case study can, not limited to, be used to answer ‘how’ and ‘why’ question as well as exploratory ‘what’ question. Moreover, another thing that distinguish case study from other methods/strategies is that it can be used to the case in which researchers do not have control over behavioral events. This benefit of case study makes it similar to history, because it is almost impossible to access or to control the behavioral events that happened in the past. What make case study stronger are its strength to deal with a full variety of evidence — documents, artifacts, interviews, and observations — needed of which history cannot have. For these reasons, writer favors to use case study as the research method.

The writer intended to take theses of persons who have finished their studies. He used the case of last five years thesis writing. As this was a small scale research, writer did cluster selection. From all the topics being written, writer limited only to the theses which were related to language teaching and learning, and then he picked ten random thesis writing. The writer used instruments to take into account the data of grammatical cohesive devices used from each thesis. He used instruments in form of tally to count each type of grammatical cohesion.

As the writer was interested by students’ thesis writing as the object of research, the documentary data to use in this research was the research background part of each chosen theses. Nevertheless, to make this research orderly meaningful, some steps were needed. Hence, writer collected and did initial analysis to the data according to steps: (1) choosing the data, writer randomly chose ten theses writing from the last five year – 2009 until 2013; (2) counting the use of grammatical devices, writer counted every grammatical device in each research background, and inputted each of them according to its classification in each table of grammatical cohesive devices; (3) categorizing the grammatical devices, writer displayed the numeric form of the devices with the formula in figure 1; and (4) assessing the appropriateness, writer divided the table into the correct and wrong use of each of them. In addition, writer also showed some examples of the T-units errors in students’ writing. T-unit was also used by Tsareva (2010) and Thompson (2004).

$$P = \frac{N}{T} \times 100\%$$

P = Percentage
N = Types or sub-types of grammatical cohesive devices
T = Total Grammatical cohesive devices produced by students

Figure 1 Percentage Formula

Qualitative content analysis approach was applied to handle the information after assessing the appropriateness. Kohlbacher (2006: as cited in Hasanah, 2013, 52) noted that qualitative content analysis benefit in form of its ability to systematically control the data and its interpretation through systemic step. He offered two basic procedures to be used: (1) Summary, and (2) Structuring.

For the first procedure, he suggested to sum up the data in order to reduce number of information and highlight only the essential parts in it. Similarly, this research reduced number of data by distinguishing important points from each

research background. Additionally, the initial steps before analysis also helped researcher to reduce number of data to analyze.

For the structuring step, researcher divided the unit of analysis from objects of research according to the grammatical cohesion theory. From this point on, writer structured the discussion to show the texture of objects of research to find out whether cohesive devices used are inappropriate or not. Therefore, the discussion is put accordingly based on the theories of classification about reference, substitution, ellipsis, and conjunction. One thing to be noted from the data analysis was that the other factors such as the grammar (such as tenses, and collocation), mechanics, coherence and lexical cohesion of the writing were neglected. Writer hopes such factors regarding thesis writing will be researched in the future by other researchers.

FINDINGS AND DISCUSSION

This section is used to answer the research problems stated. As a result, this section is mainly divided into two sub-points. The first sub-points –to answer the first problem–mainly discussed about the grammatical cohesive devices used by students. Each device is categorized into its own division and is also shown in percentages according to its division as well. To answer the second problem, the second section divides the result of the first sub-points into the correct and wrong usage. Similar as the first sub-point, this part displays the percentages of the correct and the wrong devices. If the devices were used correctly, it means that students were able to integrate the English grammatical cohesive devices well.

1. Students' Use of Grammatical Cohesive Devices

This part mostly explains students' production of grammatical devices. Some explanations are given in order to show why some devices are widely used while some of them are not. In order to do so, here are the following results:

Table 2 Students's Use of Grammatical Cohesive Devices

Type of Grammatical Cohesive Devices	Students' Grammatical Cohesive Devices Use	
	N	%
Reference	1047	82.25%
Substitution	3	0.24%
Ellipsis	5	0.39%
Conjunction	218	17.12%
Total	1273	100%

Above table indicates numeric result of students' grammatical cohesive devices. There are two kind of numerical forms used. It is the real number, and their percentage in comparison with other types. From the table above, we can see that reference is the predominant grammatical cohesive devices used by students.

On the other hand, we can barely see the use of substitution and ellipsis due to the very few use of them. Another point that can be assumed from the table 2 above is that students are not familiar with the use of substitution (0.24 %) and ellipsis (0.39 %). 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. Moreover, Azzouz (2009:51) argued that students' awareness regarding items to be substituted or omitted may affect the use of it.

Furthermore, reference turns out to be the mostly used grammatical devices by students. There are 1047 (82.25%; see table 2) references being used in students' thesis writing. This result is similar with the researches done by Azzouz (2009) with 41.50 %, Rohim (2009) with 46.65 %, and Fadjriri (2011) with 56.64%. In addition, there are also similar results from this research with Azzouz's (2009:43). In his research, Azzouz found out that "they" became the highest personal reference used by students; whereas "he", "she", "his", and "her" are used lowly.

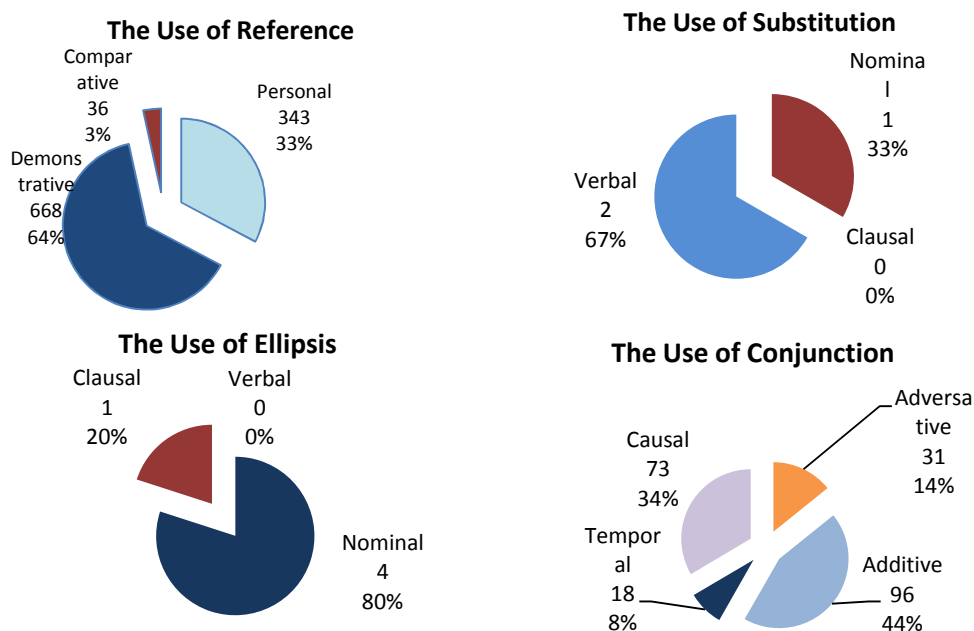


Figure 3 Students' Use of Each Grammatical Cohesive Devices

Pie charts above depict the comparison of each grammatical cohesive devices type used by students. There are four charts representing each type; the use of reference, the use of substitution, the use of ellipsis, and the use of conjunction. Basically, each chart represents each sub-type, yet due to some unused devices, such as verbal ellipsis and clausal substitution, not all of them are displayed in pies.

According to the results shown above (reference, substitution, ellipsis, and conjunction), there are certain devices which occur dominantly than others. The grammatical cohesive devices with the highest frequency of each type are

demonstrative reference, verbal substitution, nominal ellipsis, and additive conjunction with percentages 64%, 67%, 80%, and 44%, respectively. 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 absence of other devices such as clausal substitution and verbal ellipsis are due to their little experience in using them before.

Of four grammatical cohesion types, reference – especially demonstrative reference – stands out to be the highest frequency device. “The” from the demonstrative devices is used more often than any others. It occurs even for more than half the references devices that occur. The high percentage of reference's occurrence in this research is dominated by the use of demonstrative reference “the” (584). Such phenomenon happened mainly because the exophoric demonstrative use of ‘the’ is excessively used in students' writing. Tsareva (2010:14) stated that “demonstratives and definite article often refer exophorically to something within the context of situation.

An example of exophoric “the” can be found below:

Language learning is one of **the** most important needs and it has become an essential component in people's lives. For English language learning, *the* learners should have their certain strategies to enhance **the** English mastery.

(retrieved from YD, 2009; par.1)

From those **bold** “the”, it is clear that that device refers to nothing in the paragraph; nevertheless we have things in mind that the first “the” means needs and second “the” means the mastery itself. The comparison is the *italic* “the” which refers to English language. From such point, it is clear that the demonstratives as well as definite articles “the” are exophoric reference and ‘cannot specify anything on their own’ (Tsareva, 2010: 14).

Exophoric reference requires the reader to retrieve the information outside of the writing being read (Halliday & Hasan, 1976: 33). Halliday & Hasan (1976: 34) define the term “language-in-action” to show the condition in which excessive exophoric reference occurs. They argue that when language-in-action occurs, it does not necessarily mean the discourse being produced is ungrammatical, simplified, or incomplete. They add that language-in-action is usually a context-dependent form. In addition, many students probably do not realize the function of “the”. They know it serves as an article; nonetheless, students are not aware of its other function as a cohesive device. In addition, as it is noted by Azzouz (2009: 51), students are not aware the nature of “the” as an article as well as a cohesive device.

Despite the small number of substitution and ellipsis used, it can be seen that nominal are used in both substitution and ellipsis Students do not use any verbal ellipsis and clausal substitution; whereas two verbal substitutions – so and do so – are used.

Conjunction is the second mostly occurred grammatical cohesion after reference (see table 2). Yet, the percentage of inappropriate conjunctions (11.93%) exceeds the percentage of inappropriate references (4.49%). The discussion of the inappropriate conjunctions is carried out according to their sub-

types. What can be the reason of this is because students are unable to distinguish the relation and then make it explicit by using appropriate conjunction (Martin, 1981: 1). For the conjunctions, it is clear that students' previous knowledge help them to use various kinds of conjunctive devices. They use each of conjunctions fairly equal; except for "but", "and", and "because". This can be due to those three devices are the simplest and most common.

"Because", "and", and "but" are the three devices with the highest occurrences. The gap among these devices with the similar sub-types is pretty huge. One most possible reason is because students have more prior knowledge and experiences to use such devices. In addition, Azzouz (2009:45) noted that the high probability for "but" to occur more than others is because it is easy to write and more familiar for students.

2. The Inappropriate and Appropriate Use of Students' Used Devices

As previously mentioned, writer tried to summarize the appropriateness of those devices after the whole grammatical cohesive devices are counted. In addition to the table of inappropriate use, writer also showed some examples of inappropriate t-units. Similar to Salam (2008), in order to preserve the data authenticity, writer displayed inappropriate t-unit as it was written without any changes. From this part, writer explained students' mistakes in form of t-units analysis. T-unit analysis is "an independent clause together with all the clauses that are dependent on it" (Thompson 2004:156). Writer put up the paragraph or t-units which contained mistakes, and he highlighted those mistakes. By using this method, it was easier to highlight the inappropriate grammatical cohesive devices in order to see students' performance to create cohesive text. To make it easier during the discussion part, the t-units are displayed in italic form, while the independent information is underlined and the mistakes are bolded.

Summary of the devices' appropriateness can be seen below:

Table 3 Grammatical Cohesive Devices Appropriate and Inappropriate Use

Type of Grammatical Cohesive Devices	Appropriate Use		Inappropriate Use	
	N	%	N	%
Reference	1000	95.51%	47	4.49%
Substitution	3	100%	0	0%
Ellipsis	4	80%	1	20%
Conjunction	192	88.07%	26	11.93%
Total	1199	94,19%	74	5,81%

The table indicates number of appropriate and inappropriate grammatical cohesive devices used by students, as well as their percentages. Each type of grammatical cohesive devices is summed up at the end.

From tables above, it can be seen that most students used the grammatical cohesive devices appropriately. However, students' inappropriate uses of conjunctions (11.93%) exceed the ones of references (4.49%). Furthermore,

inappropriate use of ellipsis (20%) exceeds the inappropriate use of substitution (0%) as well.

Table above reveals that most students used grammatical cohesive devices appropriately. It can be seen that more than 90% grammatical devices are used correctly. Students' appropriate uses of reference extremely exceed the inappropriate ones. Reference turns out to be the mostly used grammatical devices by students. There are 1047 (82.25%; see chart 1) references being used in students' thesis writing. This result is similar with the researches done by Azzouz (2009) with 41.50 %, Rohim (2009) with 46.65 %, and Fadjrin (2011) with 56.64%.

Regardless the small number of substitution, it can be seen that students have mastered the uses of substitutions due to the absence of the inappropriate uses. Furthermore, despite the absence of clausal substitution, it is clear that students use other types of substitution perfectly. In addition, Even though, there is a mistake in the whole use of ellipsis, it can be seen that students are able to use ellipsis pretty well. Furthermore, even though conjunctions have smaller occurrences if compared to reference, the percentage of inappropriate conjunctions used is bigger. Some students tend to use a wrong conjunction to connect their writing. Adversative and additive conjunctions are the two with the most inappropriate uses. The discussion regarding students' mistakes while using grammatical cohesive devices is discussed below.

a. Reference

To sum up all inappropriate uses of references, some problems that occur to link the entities being used while using personal, demonstrative, and comparative reference are because students: (a) are unable to create a connected idea between the entities, (b) have problem to distinguish the plurality and singularity of the objects, (c) make vague reference, (d) commit unnecessary repetitive reference, (e) are unable to make a parallel form of the whole paragraph, and (f) excessively use "the" which then makes them unable to decide whether "the" is needed or not.

Below are examples of the inappropriate and the discussion of such points:

- a) *Therefore, language learning strategies play an important role in English language learning as **it** is a foreign language for Indonesian learners.*

(Retrieved from YD, 2009; p.1 par.1)

From the t-unit number 1 above, the use of "it" is correct because it refers to the "English language learning"; nonetheless, it is inappropriate because of the next clause "a foreign language". The word "it" is inappropriate and cannot be used as English language learning cannot be classified as foreign language. Therefore, "it" shall be substituted by "English".

- b) *The student would be guided by the use of 5W (What, when, where, why, who) + 1H (How) to arrange **their** topic*

(Retrieved from DN, 2011; p.5 par.10)

The second t-unit has inconsistency to use singular or plural pronoun of singular or plural noun. The reason for this to happen is probably because of the habits in spoken conversation. Sometimes, to avoid the sexist term, we prefer to

use they for the singular noun. Nevertheless, as it is theoretically wrong, it was considered as an appropriate device. To make that t-unit cohesive, it is better for student to make “the student” plural or change “their” into “his/her”.

- The students would be guided by the use of 5W (What, when, where, why, who) + 1H (How) to arrange **their** topic; or
- The student would be guided by the use of 5W (What, when, where, why, who) + 1H (How) to arrange his/her topic.

c) *The knowledge of the real world is related to students' ability to comprehend material with their knowledge of context, knowledge of world or knowledge of the text the listeners are going to hear. **These** all knowledge of the real world that is called prior knowledge.*

(Retrieved from RM, 2011; p.2 par.4)

The t-unit c is pretty similar with the inability to distinguish the plurality or singularity of the objects in personal references; student is unable to use appropriate subject and verb agreement. This student is using the plural near proximity “these”; nonetheless, the noun and verb which follow do not meet the requirement. Furthermore, “or” of additive conjunction is used in previous information. Even though “or” is an additive, it is not used to state that things being mentioned are plural. Additive “Or” is used to mention that only one of things mentioned shall be included. The reason of such problem occurs is mainly due to students L1 interference (Saville-Troike, 2006: 45). In Indonesia, using either “and” or “or” does not necessarily affect the forms of near proximity; in Indonesia “this” and “these” mean “ini”.

d) *The researcher chooses the anecdotes in her research because anecdotes can give them an amusement, entertainment, and enjoying motivating **them** to be more interested in reading.*

(Retrieved from S, 2010; p.5 par.10)

From t-unit d, student commits unnecessary repetitive reference. The second “them” shall be omitted as it is useless. T-unit above does not have any relations to either the structure in English or Indonesia. Yule (2010: 191) argued that this problem may be caused by interlanguage, “the some-in-between system used in the L2 acquisition process that certainly contains aspects of the L1 and L2, but which is an inherently variable system with rules of its own.”

e) *In many cases, students always do verbal interruption in the classroom, for example students like to talk to their friends in the classroom while teacher is explaining the lesson (in English subject), singing loudly to take off their stress in learning (English), students do physical movement that can disrupt the classroom management, divert student's attention to the lesson given. In addition, students with disruptive behaviors disrespect their teachers, it can disrupt the lesson, and is psychologically unsafe for teacher and students.*

(Retrieved from NH, 2009; p.1 par.2)

The clause “in addition” is used to add information from the sentence “students do physical movement that can disrupt the classroom management, divert students’ attention to the lesson given.” Therefore, the use of “it” from paragraph above is inappropriate because it distracts the parallel form of the whole paragraph. “it” shall be substituted by “that” or “which” to make the paragraph in a parallel form. Below is the newly changed paragraph:

In many cases, students always do verbal interruption in the classroom, for example students like to talk to their friends in the classroom while teacher is explaining the lesson (in English subject), singing loudly to take off their stress in learning (English), students do physical movement that can disrupt the classroom management, divert student’s attention to the lesson given. In addition, students with disruptive behaviors disrespect their teachers **which** can disrupt the lesson, and is psychologically unsafe for teacher and students.

f) *In terms of communication, speaking is a productive language skill that should be developed and integrated together with other three **the** language skills and **the** grammatical element.*

(Retrieved from NN, 2009; p.1 par.2)

From t-unit above, the first demonstrative “the” is inappropriate and shall be omitted. Nonetheless, the second “the” shall be substituted by “their” because it is supposedly referring as pronoun of the noun clause “other three language skills”. Therefore, the t-unit shall be:

In terms of communication, speaking is a productive language skill that should be developed and integrated together with other three language skills and **their** grammatical elements.

Problem occurs in personal reference –students’ inability to distinguish the singular reference to the plural one– reoccurs in the demonstrative reference. From such point, we can make conclusion that students somehow have less awareness to distinguish the singular and plural reference in their writing. In addition, excessive use of demonstrative “the” results in many inappropriate uses of “the” compared to other demonstrative reference devices. One reason of why students tend to carelessly use “the” is probably because they often think of it as a determiner. Therefore, it is okay to use it over time. Nonetheless, they forget that the natural function of “the” is not only as determiner, but also as reference that makes it requires the thing being referred to in order to work naturally.

Moreover, unlike the other references, writer does not find any inappropriate use of comparative reference from students’ research background. Therefore, it can be concluded that students are able to integrate the sentences using comparative references within their thesis writing well. Another assumption that can be taken from the disappearance of inappropriate use is that students tend to write safely when using comparative reference. It can be seen from the enormous gap among the total use of comparative reference compared with the other two

(see chart 2). One example of appropriate comparative reference can be seen below:

The students may practice the language communicatively and the teachers give the opportunity and encourage them. However, teachers have spent much of their time giving the students information but they may not be aware that the forms of language often make the students feel difficult and there is no chance for the students to express the language. **Other** presumed effect of different in function in teacher's talk is that the students are thereby engaged in learning the task in **different** ways. That is, if the teachers devote large amount of time to give explanations, like always writing the meaning of the words on the board, or ask the students to find the meaning from their dictionary, or always asking questions to the students that can make the students will have less opportunity to produce language and if the teachers spent much time in drill-like mentioning the meaning several time, students may less chance to produce creative language and share their ideas.

(Retrieved from JK, 2009; p.1 par.2)

Despite the errors of parallel form, the use of comparative referential devices of the paragraph above is cohesive. "Other" and "different" help improving the texture of clauses of their each t-unit. Halliday & Hasan (1976: 79) note that comparative must have referential property. It must not be able to be compared without any reference. Similarly, the word "other" from the paragraph above refers to the different point from previous sentences "teachers have spent much of their time giving the students information but they may not be aware that the forms of language often make the students feel difficult and there is no chance for the students to express the language". Hence, the use of "other" is grammatically cohesive.

b. Substitution

There are only three substitutions occur in students' research background. This can be caused by number of objects which are limited and the objects of the research which are only the written pieces of discourse. Each of them represents each sub-type of substitutions. Due to the fewest occurrences, substitution also becomes the least problematic area of all types of grammatical reference. The substitutions used by students are discussed below:

In many cases, if students have no idea what to say, they may lose confidence, feel uncomfortable and make mistakes. That are the reasons, the students tend to be passive rather than active **ones** in speaking class session.

(Retrieved from NN, 2009; p.2 par.5)

Text above is an example of nominal substitution. Student use "ones" to substitute "the students" of the earlier sentence. It is appropriate because "ones" is used to substitute the plural objects.

The writer categorized them as beginner, as the writer see from their age, and their mastery in English vocabulary still in beginner level. The writer proved that these students were able to learn vocabulary through anything in their surroundings, without feeling stress and being afraid of making mistakes that they **did**.

(Retrieved from JK, 2009; p.5 par.10)

Richard Bamberger (1975:13) states that reading is a complex process which comprises various developmental stages. It is, first of all a perceptual process during which symbols are recognized. In teaching reading the students have to develop the ability to read by themselves. An independent reader must be able to equip the students to **do so**. From this explanation, the teachers' role is not to remain the students about reading but to make the students has improved their own ability to read, especially to understand the text well.

(Retrieved from S, 2010; p.1 par.2)

The word “did” is the past form of “do” which is the characteristic of the verbal substitution. By using “do”, the student simplifies the verbal of “made mistakes”. Such a use is cohesive and hence makes the flow of ideas integrated well. For the second t-unit, the verbal substitution “do so” substitutes the verb “to read by themselves”. It is interesting because in this example, “do” and “so” cannot be separated. “Do” functions as the obligatory point of information. “so” is to show anaphoric element to show explicitness of the previous information. The complete explanation regarding “do so” by Halliday & Hasan (1976: 116) is below:

In many instances either *do* or *do so* can occur, with only a slight difference in meaning: the form with *so* combines anaphora with prominence, so that it has the effect of explicitness, of specifying that it is precisely verbal element mentioned earlier that is the point of information here, but for this very reason there are certain instances where *so* is obligatory. They are those where *do* is required to be the point of information because there is no element of contrast present. Elsewhere *so* is optional.

There are only small numbers of substitution used by students. One reason that affects this phenomenon is probably due to the excessive use of references. Nominal substitution is basically has the same function as in personal reference; therefore, due to the less familiarity of using nominal substitution, students tend to use personal reference. In addition, in spite the absence of the clausal substitution; students adequately master the use of nominal substitution and verbal substitution.

c. Ellipsis

There is only one inappropriate use of Ellipsis of five. One possible reason for this to happen is because of the genre of the texts. It makes student unable to use ellipsis widely in the text. Tsareva (2010: 55) argued that it would be relevant

to find more use of both substitution and ellipsis by comparing the differences of students' writing and speaking or using other genre. In addition, Thompson (2004: 184) noted "ellipsis is typically more fully exploited in speech than in writing." Below are examples of some correct uses of ellipsis:

Actually, they wanted to take a part in discussion or telling something in front of their friends but they do not know how to state their idea in English, how deliver the opinions. They feel that they were so afraid of making mistake especially in structure and pronunciation and they are not ready to be laughed **at if** they say something wrong.

(Retrieved from WS, 2010; p.3 par.5)

The example above is the appropriate use of the clausal omission. There should be the clause "by their friends" between words "at" and "if". Nevertheless, that clause is not obligatory and can be omitted, yet the text is still cohesive.

d. Conjunction

From the table 3, it can be concluded that students have adequate ability to produce integrative text. They are able to create cohesive texture of the produced text while using referential devices. Nevertheless, there are still some errors due to: (a) Confusion to use appropriate conjunction, (b) the unnecessary use conjunction for one clause, and (c) failure to maintain the theme-rheme relationship between sentences.

From all inappropriate uses of conjunction, it can be said that most of those errors are unable to stamp explicitly the relation between sentences appropriately; there are some additives which are signaled by adversative conjunction or vice versa, as in the sentence:

- a) *"In describing someone's physical appearance, the students should master the specific vocabulary that related to the topic, for example adjectives (short, long, medium, curly, straight, wavy, etc.), nouns (hair, eyes, nose, face, etc.). **On the other hand**, the students should master the grammar that used in describing someone's physical appearance, for example the form of simple presents tense, the specific adjective phrase (short curly hair, pointed nose, dark skin, etc.)."*

(Retrieved from NN, 2009; p.3 par.9)

On the paragraph above, it is clear that the first and second sentences are related as additive points; nonetheless, "on the other hand" which functions to show dissimilarity is used. Therefore, it is inappropriate. By using "on the other hand", the flow of information is disturbed and the textual relations of the sentences are not contributed correctly. It is similar to Flowerdew and Mahlberg (2009: 106) argument that flow of information is stamped by the choice of grammatical conjunction or vocabulary words which then contributes to textual relations, or else, the texture of the texts will be disturbed.

Additionally, student also mistakenly uses adversative conjunctions which are unnecessary as in t-unit b, c, d and e below:

- b) *Actually, recent research have been conducted in teaching vocabulary, for instance, Dewi (2003) has emphasized on teaching vocabulary through Total Physical Respond. **Although** the research had been conducted and resulted good achievement, **but** it still has some limitation mainly concerning the treatment to the students.*

(Retrieved from JK, 2009; p.4 par.6)

From the t-unit b above, student seems to be unaware to the “although” she is using; hence, she repetitively uses another adversative “but”. To make it appropriate, one of the two devices shall be deleted. The **bolded** adversative “but” from the second t-unit above is incorrect. Main reason is because “but” is used to show the contrast information between the texts, yet there is not any contrast between “it provides focused practice with the grammar structures” and “in a written context”. The appropriate uses of each paragraph shall be:

Actually, recent research have been conducted in teaching vocabulary, for instance, Dewi (2003) has emphasized on teaching vocabulary through Total Physical Respond. **Although** the research had been conducted and resulted good achievement, it still has some limitation mainly concerning the treatment to the students.

Furthermore, when using temporal conjunctive devices, there is a mistake regarding the chronological which makes the temporal relation less integrated, below is the example:

- c) *Some researchers have conducted research about K-W-L. **First**, research on teaching reading comprehension has been done by Ripo Putra (2009) whose research is entitled “Improving Students’ Reading Comprehension of News Item Text by using K-W-L (Know, Want, Lerner) to the tenth grade students of SMA Negeri 8 in academic year 2009/2010.” The result of his research was that teaching reading comprehension improved students’ achievement on reading news items text. **Second**, other research was done by Dwi Sugiyarti (2008) entitled “Improving Students Speaking Skill Using Know, What to Know, Learned (KWL) Strategy and language Games at the Seventh Year of SMPN 2 Banyudono in 2007/2008 Academic Year.”*

(Retrieved from RM, 2011; p.4 par.10)

From paragraph above, there are two wrong temporal conjunctions. Halliday & Hasan (1976: 263) stated that temporal conjunction occurs in a correlative form. So, the cataphoric time expressions shall be related to the anaphoric one. Therefore, the temporal devices student used are supposed to show the relationship between two or more entities in the chronological order. Student uses “first” to show the research that is done in 2009 and the “second” to show the research done in 2008; therefore, they are inappropriate. It will be appropriate if

the positions of those two are exchanged. Hence, the paragraph can be seen below:

Some researchers have conducted research about K-W-L. **First**, other research was done by Dwi Sugiyarti (2008) entitled “Improving Students Speaking Skill Using Know, What to Know, Learned (KWL) Strategy and language Games at the Seventh Year of SMPN 2 Banyudono in 2007/2008 Academic Year.” **Second**, research on teaching reading comprehension has been done by Ripo Putra (2009) whose research is entitled “Improving Students’ Reading Comprehension of News Item Text by using K-W-L (Know, Want, Lerner) to the tenth grade students of SMA Negeri 8 in academic year 2009/2010.” The result of his research was that teaching reading comprehension improved students’ achievement on reading news items text.

- d) *However, in spite of all these efforts there has been a growing concern that learners have not progressed as much as it was anticipated. **Because** there are considerable individual differences in language learning such as gender, age, social status, motivation, attitude, aptitude, culture, etc.; what works for one learner might not work for another. Therefore, none of the methods and techniques has proved that they can work all the time, in all classes, with all students.*

(Retrieved from YD, 2009; p.1 par.2)

“Because” from t-unit above shall be omitted. The cataphoric information does not need any conjunction; the semicolon already replaces the function of conjunction and is enough to join ‘relating independent clauses of equal emphasis’ (Kosur: 2012). So the text will be:

However, in spite of all these efforts there has been a growing concern that learners have not progressed as much as it was anticipated. **There are considerable individual differences in language learning such as gender, age, social status, motivation, attitude, aptitude, culture, etc.; what works for one learner might not work for another.** Therefore, none of the methods and techniques has proved that they can work all the time, in all classes, with all students.

Finally, the last problem that can be found in the conjunction is related to the theme-rheme relationship. Theme is the topic being talked and rheme is the information being talked about the topic (Borshev and Partee, 2002: 9). The case is below:

- e) *Teachers have some creative techniques to improve the students' ability in speaking to active in the class. **Therefore** in this research, the writer is going to investigate the use of fables as the teaching media. As teaching media, fables are helpful for the teacher and the students to achieve the teaching objectives.*

(Retrieved from WS, 2010; p.4 par.11)

Because the theme-rheme of t-unit above is damaged, “therefore” cannot form a cohesive chain between those two sentences. It will be better to omit “therefore”, thus:

Teachers have some creative techniques to improve the students' ability in speaking to active in the class. In this research, the writer is going to investigate the use of fables as the teaching media. As teaching media, fables are helpful for the teacher and the students to achieve the teaching objectives.

CONCLUSION AND SUGGESTION

Conclusion

From all the findings and discussions above, it can be concluded that reference stands on top with an enormous amount of occurrences compared with others. Conjunction stays on the second position, and is followed by ellipsis and substitution. Despite the missing of clausal substitution and verbal 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 reference although they are able to use other type of grammatical cohesive devices as well. Moreover, regardless of some inappropriate uses, students of English education department of Tanjungpura master the use of and are able integrating English grammatical cohesive devices into their writing. It can be seen by the huge gap between percentages of appropriate uses compared to the inappropriate ones.

Suggestion

After the whole research process of collecting the data and analyzing the results, the writer proposes suggestions regarding the findings as follows: (1) to conduct other research regarding aspects of writing such as tenses, mechanics, sentence structures; (2) to know more the use of substitution and ellipsis, spoken discourse analysis research can be further research topic; and (3) to establish a place in which students can seek assistance for their thesis.

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