

AN ANALYSIS OF COHESIVE DEVICES IN ANALYTICAL EXPOSITION TEXT WRITTEN BY THE ELEVENTH GRADERS OF SMA N 1 MAGELANG IN THE SCHOOL YEAR 2016/2017

Nilam Sari, Dwi Winarsih, Sri Sarwanti
English Department, Faculty of Education and Teachers Training
Tidar University
diajengnilam@gmail.com

Abstract

This study investigates cohesive devices in analytical exposition text written by the eleventh graders of SMA N 1 Magelang in the school year 2016/2017. The objectives of this research are to know cohesive devices used and to know the type of cohesive devices mostly used in analytical exposition texts written by eleventh graders of SMA N 1 Magelang in the school year 2016/2017. This study applies descriptive qualitative research which consists of a detail linguistic description and explanation of cohesive devices in students' writing. The data were collected by note taking in the form of sentences. From the findings, it can be concluded that the analytical exposition texts analyzed in this research contain more grammatical cohesion rather than lexical cohesion. It is noticed that reference is mostly used in the texts and although the texts are somewhat cohesive, some parts still need improvement.

Keywords – cohesive devices, analytical exposition

Introduction

English is a compulsory subject which has to be mastered by the students in junior high school and senior high school. Nowadays, students learn English from elementary school up to senior high school because it has important role at school. It is not only for communication, but also for education.

Based on the Senior High School Curriculum (Curriculum 2013), the purpose of teaching English is to develop the students' ability to communicate using the target language both oral and written forms. Therefore, students need to be sufficiently equipped with English communication skills. There are four major skills in English language teaching and learning. These skills are: listening, speaking, reading, and writing. They are divided into receptive skills (listening and reading) and productive skills (writing and speaking).

One of the language learning objectives which has to be mastered by the students is writing. Writing is the most challenging skill among students and teachers. It assists them in producing both academic and non-academic writing such as paragraph, essay, paper, proposal, articles, etc. Writing is not only expressing ideas in good language on a piece of paper but it also has to fulfill some requirements to create a high quality text. It needs to master grammar and its organization. Moreover, a high quality text should have sequence of sentences so the readers can understand the message or intended meaning of the text. In relation to this, the use of cohesion is needed to make the text sequence so that the reader can comprehend the meaning of the text easily.

They also lack of vocabulary so their word choice is not always good and they have difficulty in developing sentences since they have limited vocabulary. Eventhough, the students do not write new vocabulary to make a good memory of the vocabulary so they lose their new vocabulary easily.

Another problem faced by the students in composing an analytical exposition text relates to coherent form. It means that the students should understand and apply the cohesive devices in grouping the ideas between one sentence and another or between one paragraph and another one. Besides, the teacher also uses uninteresting method in teaching learning processes. In addition, the students are often passive in the class. If they do not understand, they prefer silence to ask for question to the teacher.

The objectives of this research are: to know cohesive devices used in analytical exposition texts written by eleventh graders of SMA N 1 Magelang in the school year 2016/2017 and to know the type of cohesive devices mostly used in analytical exposition texts written by eleventh graders of SMA N 1 Magelang in the school year 2016/2017 is.

Writing is a combination of process and product (Sokolik in Linse, 2005:98). The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.

According to Nunan's idea (2003:88), writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

Writing process can be said as a learning how to write by writing. Oshima and Hogue (2007:15) say that writing is never a one-step action; it is an ongoing creative act. According to their opinion, the process of writing has roughly 4 steps. In the first step, you create ideas. In the second step, you organize the ideas. The next step, you write a rough draft, and the last step is polishing your rough draft by editing it and making revisions. Oshima and Hogue (2007:16-18) write the process of writing as follows.

1) Prewriting

The first step is called prewriting. Prewriting is a way to get ideas. In this step, you choose a topic and collect ideas to explain topic. There are many techniques that can be used to get ideas. One of them is listing. Listing is a prewriting technique in which you write the topic at the top of a piece of paper and then quickly make a list of the words or phrases that come into your mind.

2) Organizing

The next step in the writing process is to organize the ideas into a simple outline.

3) Writing

The next step is to write a rough draft, using your outline as a guide. Write your rough draft as quickly as you can without stopping to think about grammar, spelling, or punctuation. Just get your ideas down on paper. You will probably see many errors in your rough draft. This is perfectly usual and acceptable-after all, this is just a rough draft. You will fix the errors later. Notice that the writer adds some ideas that are not in his outline and a concluding sentence at the end.

4) Polishing: Revising and Editing

In this step, you polish what you have written. This is also called revising and editing. Polishing is most successful if you do it in two steps. First, attack the big issues of content and organization (revising). Then work on the smaller issues of grammar, punctuation, and mechanics (editing).

3. Analytical Exposition Text

Gerot and Wignell(1994:197) define that analytical exposition is a text that is used to make the reader or listener believe that something is the case.

Gerot and Wignell (1994:197) state that the social function of an analytical exposition text is to persuade the reader or listener that something is the case. Furthermore, Sudarwati and Grace (2007:116) define that the analytical exposition text has two social functions, they are:

- 1) to persuade the reader or listener by preceding arguments;
- 2) to analyze or explain “how” and “why”.

Gerot and Wignell (1994:197-198) define that the generic (schematic) structures of analytical exposition text are as follow.

1) Thesis

Thesis has always been in the first paragraph of analytical exposition. It consists of position and preview part.

a) Position

The writer introduces the topic of the text and indicates the writer’s position.

b) Preview

In this part, the writer outlines the main arguments to be presented.

2) Arguments

In this part, the writer gives the opinion about the problem or topic will be discussed. There are two parts in this stage, they are:

a) Point

The writer restates main argument outlined in preview part.

b) Elaboration

In this part, the writer develops and supports each point/argument.

3) Reiteration

This is the last part of analytical exposition text. In this part, the writer restates writer's position.

According to Gerot and Wignell's (1994:198) ideas, the lexicogrammatical features of analytical exposition text are as follow.

1) Focus on generic human and non-human participants

A participant constructed by the grammar as referring to all members of class. It can be a person, people, male, female, animal, etc.

2) Use of simple present tense

The simple present shows that the thing is a general truth or something happens all the time.

3) Use of relational processes

Relational process is a process oriented to the type of relationship between participants. These can be divided into BEING and HAVING processes. They are classified based on their functions whether they are being used to identify something or assign a quality to something. For example: to be, consist of, function as, to be classified into, etc.

4) Use of internal conjunction to stage argument

Internal conjunction is to connect two words, phrases, or clauses together. It consists of addition (in addition, furthermore, moreover), comparison (in contrast, on the other hand), consequence (therefore, thus, hence), and time (finally, first, etc.).

5) Reasoning through causal conjunction or nominalisation

Causal conjunction is used to link or join cause relationship between clauses. For example: because, because of, since, for, and as.

4) Cohesion

The concept of "cohesion" was introduced by Halliday and Hasan (1976), whose major concern is to investigate how sentences are linked in a text. For them, the various parts of a paragraph are connected together by cohesive ties.

Halliday and Hasan (1976:4) state that the concept of cohesion is a semantic one; it refers to relations of meaning that exist within the text, and that define it as a text. A text is cohesive when the elements are tied together and considered meaningful to the reader.

Cohesion occurs where the interpretation of some element in the discourse is dependent on that of another. The one presupposes the other, in the sense that it cannot be effectively

decoded except by recourse to it. When this happens, a relation of cohesion is set up, and the two elements, the presupposing and the presupposed, are thereby at least potentially integrated into a text.

Based on the above explanations, the writer points out that cohesion is a relationship between lexical items and structures which are put together to construct a unified text to comprehend the existed meaning within that text.

Based on Halliday and Hasan's (1976) ideas, cohesive devices are divided into grammatical and lexical cohesion. The grammatical cohesion includes reference, substitution, ellipsis, and conjunction. Meanwhile, lexical cohesion includes reiteration and collocation. It is for both of them are established by two different elements. They are grammar and words.

Methodology

This study applies descriptive qualitative research which consists of a detail linguistic description and explanation of cohesive devices in students' writing. The data were collected by note taking in the form of sentences. The data were analyzed using the categorization of cohesion, namely grammatical and lexical cohesion proposed by Halliday and Hasan.

The subjects of this research were the students from XI MIA 6 class of SMA N 1 Magelang in the school year 2016/2017. They consisted of 21 students with different writing ability. These subjects were chosen since based on the writer's observation, they had different writing ability.

The writer took the analytical exposition texts in English class section of the eleventh grade, that was XI MIA 6 class. The allocation time of the teaching and learning process was 90 minutes.

The unit of analysis in this research is the elements of cohesive devices (reference, substitution, ellipsis, conjunction, and lexical cohesion) on the sentence level in the analytical exposition text written by eleventh graders of SMA N 1 Magelang in the school year 2016/2017.

Collecting data is the most essential step in conducting a research. Therefore, the writer used an appropriate technique to collect the data. There are several techniques to collect the data

such as observation, interview, questionnaire, and documentation study. In this case, the writer used observation and documentation study to collect the data.

In this research the writer analyzed the data by justifying the result of the data analysis to the theory of cohesive devices. The procedures of the data analysis were:

1. Identifying cohesive devices which were used by the students based on Halliday and Hasan (1976:340)
2. Classifying the use of cohesive devices into its type of reference, substitution, ellipsis, conjunction, and lexical cohesion based on Halliday and Hasan (1976);
3. Calculating the percentage of the use of cohesive devices in the analytical exposition text written by the eleventh graders of SMA N 1 Magelang. In calculating the data, the writer used

$$X = \frac{\sum E}{\sum T} \times 100\%$$

the percentage descriptive analysis as follows:

X : The percentage of acquisition

Σ : The sum of

E : Various kinds of responses

T : The total items

(Hadi, 1968:157)

Finding(s) and Discussion

Grammatical cohesion is a type of cohesion that deals with grammar to establish the semantic relation within and between sentences. It consists of reference, substitution, ellipsis and conjunction. Among all types of subcategories of grammatical cohesion, reference is in the first position then it is followed by conjunction, ellipsis, and substitution. It appears 588 times or 62,55% of total occurrences. They include reference, substitution, ellipsis, and conjunction.

As previously stated, lexical cohesion is a type of cohesion that establishes the semantic link through the choice of vocabulary. It consists of reiteration and collocation. Based on the found data, it can be identified that there are 352 items (37.45% of the occurrence of all cohesion used) of lexical ties which were used by students to write analytical exposition texts. Those ties include reiteration (265 items or 28.19% of total occurrences of cohesion) and collocation

(87 items or 9.26% of total occurrences of cohesion). Those ties are less than the numbers of grammatical cohesion which were used by the students.

Based on the above descriptions, it can be seen that there are 940 ties of cohesive devices used by the students in writing analytical exposition text. The following tables show the number of occurrence and percentage of types of cohesive devices. It includes grammatical cohesion and lexical cohesion. 12

Table 1. Percentage of Cohesive Devices Used

Ties	Ref	Con	Sub	Ell	Reit	Coll	Total
Frequency	354	188	3	43	265	87	940
Percentage based on total	37.66%	20%	0.32%	4.57%	28.19%	9.26%	100.00%

There are 940 cohesive ties in 21 analytical exposition texts consist of the grammatical and lexical cohesion. They include 4 subcategories of grammatical cohesion such as reference, substitution, ellipsis, and conjunction, and 2 subcategories of lexical cohesion such as reiteration and collocation.

Reference is the most frequent type among all types of grammatical and lexical cohesion which appears 354 times or 37.66%. The second rank is reiteration, that is 265 times or 28.19%. The third position is conjunction which occurs 188 times or 20%. Meanwhile, collocation appears 87 times or 9.26% which is followed by ellipsis (43 times or 4.57%), and the last one is substitution (3 times or 0.32%). The discussion below is presented based on the descriptions before.

More description of cohesive devices used is displayed in table below.

Table 2. Types of Cohesive Devices Used

	Text			Type of Cohesive Devices		
	Grammatical Cohesion			Lexical Cohesion		
	Ref	Con	Sub	Ell	Reit	Coll
1	22	6	0	0	6	6
2	13	9	0	4	14	1
3	10	2	0	2	2	4
4	27	5	0	6	9	1
5	12	9	0	3	27	2
6	20	12	0	0	10	13
7	33	8	2	1	10	9
8	8	8	0	0	11	11
9	7	10	0	2	9	0
10	11	7	0	0	22	6
11	13	10	0	0	14	4
12	13	5	0	3	14	10
13	18	7	0	2	8	1
14	18	7	0	1	10	8
15	15	14	0	4	2	0
16	11	15	0	1	16	2
17	16	12	0	3	16	0
18	19	6	0	2	15	0
19	19	11	0	3	19	3
20	36	19	0	3	22	5
21	13	6	1	3	9	1
Total	354	188	3	43	265	87

Notes:

1. Ref : Reference
2. Con : Conjunction
3. Sub : Substitution
4. Ell : Ellipsis
5. Reit : Reiteration
6. Coll : Collocation

Conclusion(s)

Based on the descriptions and discussions in the previous chapter, the writer draws conclusions as follows.

First, the types of cohesive devices which were used in the analytical exposition text written by the students are reference, conjunction, substitution, ellipsis, reiteration, and collocation with different frequency of each text. There are 940 cohesive ties in 21 analytical exposition texts. They are 588 ties (62.55%) of grammatical cohesion and 352 ties (37.45%) of lexical cohesion. Reference is the most frequent type among all types of grammatical and lexical cohesion which appears 354 times or 37.66%. The second rank is reiteration, that is 265 times or 28.19%. The third position is conjunction which occurs 188 times or 20%. Meanwhile, collocation appears 87 times or 9.26% which is followed by ellipsis (43 times or 4.57%), and the last one is substitution (3 times or 0.32%).

Second, 21 analytical exposition texts analyzed in this research are achieved through all cohesive devices. References are linking devices which concern with meaning of the element while conjunctions are linking devices between sentences or clauses in a text. Unlike the other grammatical devices, conjunctions express the „logical-semantic“ relation between sentences rather than between words and structures. Meanwhile, substitution and ellipsis are linking devices which concern with wording. On the other hand, lexical cohesion builds cohesion through the choice of vocabulary. It is concerned with the relationship that exists between lexical items in a text such as words and phrases.

References

- Creswell, John W. (2009). *Research Design Qualitative, Quantitative, and Mix Methods Approaches Third Edition*. United States: Sage Publications, Inc.
- Gerot, Linda and Wignell, Peter. (1994). *Making Sense of Functional Grammar*. New South Wales: Gerd Stebler.
- Goner, Mike. (2009). *Type of Text for Senior High School*.
<http://typeoftext.blogspot.com/2009/01/analyticalexposition.html>
- Hadi, Sutrisno. (1968). *Methodology Research III*. Yogyakarta: Andi Offset
- Halliday, M. A. K., & Hasan, R. (1976). *Cohesion in English*. London: Longman.

- Halliday, M.A.K & Hasan, R. (1989). *Language, Context, and Text: Aspect of Language in Social Semiotic Perspective*. Victoria: Deakin University.
- Linse, Caroline T. (2005). *Practical English Teaching: Young Learners*. New York: McGraw-Hill.
- Nowacek, Rebecca. (2011). *Writing Across the Curriculum*. www.marquette.edu (July 7th, 2011)
- Nunan, David. (2003). *Practical English Language Teaching. First Edition*. New York: McGraw Hill.
- Oshima, Alice & Hogue, Ann. (2007). *Introduction to Academic Writing. Third Edition*. United States: Pearson Education, Inc.
- Sudarwati, T. M. & Grace, Eudia. (2007). *Look A Head An English Course for Senior High School Student Year XI*. Jakarta: Erlangga.
- Sugiyono. (2006). *Metode Penelitian Pendidikan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.