THE USE OF COHESIVE DEVICES IN STUDENTS' ARGUMENTATIVE ESSAYS

Zelvia Liska Afriani

(zelviaafriani20@gmail.com)

Institut Agama Islam Negeri (IAIN) Bengkulu

Abstract: This research aims at describing the use of cohesive devices in argumentative essay made by college students. The objectives of this research were to identify the most cohesion type the students used and to find out the percentage of all types and accuracy of cohesive devices. The design of this research was a descriptive quantitative research. The subject of this research was 36 students of the fifth semester; they were taken 50% for each class by using random sampling. The instrument of this research was writing test. The data were collected by using documentation method and were analyzed by using Halliday and Hasan theory for cohesion. The results of the study show that the most cohesion type that is frequently used is reference (44.3%), followed by lexical cohesion (39.6%), conjunction (14.8%), substitution (0.8%), and ellipsis (0.5%). In addition, the accuracy of the students in their essay can be seen from the percentages that ellipsis has the highest percentage (26.5%) followed by substitution (22.9%), reference (17.5%), lexical cohesion (17.1%), and conjunction (16%).

Key words: Cohesive Devices, Argumentative Essay

INTRODUCTION

Writing is one of the four language skills that must be learned by the students. It is an indispensable part especially for the college students. In the university, it has been one of the high priorities that the students should master either in academic or in non-academic. Those who have a good writing skill can easily do their writing assignments, such as articles, proposal, thesis, essay tests, letters and so on.

There are several characteristics that should be considered to make a good writing. They are unity, cohesion, and coherence (Hermer cited in Arslan, 2013, p. 3). Unity is about how the writer forms his writing connected and related to the topic. Cohesion relates to the meaning that exists within a text (Halliday and Hasan, 1976, p. 23). Coherence is about considering the sequences of sentences or utterances to hang together in a text (Nunan, 1993, p. 152). From these 3 aspects, cohesion is a way to make the writing become unite and coherence as in cohesion there are cohesive devices which have the function to make writing

connected and related between the clauses and sentences of a text. Moreover, a system of cohesive devices can also embodied coherence.

Recognizing the use of cohesive devices can be really useful for the students. There are two main advantages that the students can get if they understand how to write cohesive devices appropriately. First, understanding the use of cohesive device can construct the students' writing better in the organization of the text because it has the function to join ideas between sentences to build a texture. As supported by Murcia and Olhstain (2005, p.125) who argue that cohesion can be one of the features of well-written text that should be considered in writing a text. Second, the readers will be easily to understand the writer's ideas in his or her work smoothly if they use cohesive devices accurately (Moreno, 2003, p. 111). The following paragraph is the example of the use of cohesion in a text:

> *"Last few months, Rani desired a new bag and it had to be a pink one. This morning, her mother bought a purple bag for her and it was so beautiful. She liked that bag very much although it has different color from what she wants at first.*

From the example above, it is clear that the words 'she' and 'her' refer to 'Rani'. Then, the words 'one' and 'it' refer to the same thing 'bag'. Moreover, there is conjunction 'and' and 'although' use in the text above in order to combine things. 'And' is used to join two things and 'although' is used to contrast two things. In the example above, it shows that cohesion creates unity, hence it is easy to understand.

How well the students understand the use of cohesive devices can be seen from the types and frequency of cohesive devices they use in their writing. Certainly, when they write some types of cohesive devices, they have to write it accurately. Accurate means that the students use cohesive devices appropriately and correctly as the function. Then, the frequency number of cohesive devices they use can determine the quality of the writing. That means, if the students can use some cohesive devices accurately in their writing, the product of their writing is obviously good.

In this research, argumentative essay was chosen to be a medium of analyzing the cohesive devices in students' work because this kind of text has already been learned since they were in Senior High School. According to Chowhurst (1990, p. 349), argumentative is considered important to learn for academic success and for general life. It is about how the students give arguments and thoughts, use the proper vocabulary, and explore ideas they have in writing. From their writing, it will show the way they use cohesive devices for connecting the sentences.

Based on the explanation above, the researcher wanted to carry out this research which not only concerned about the types of cohesive devices, frequency of the cohesive devices but also about how accurate the students used the cohesive devices according to Halliday and Hasan theoretical framework. As a result, the researcher conducted this research entitled *"The Use of Cohesive Devices in Argumentative Essay".*

LITERATURE REVIEW
Cohesion

Cohesion is one of the keys to make a good arrangement and coherent passage in writing. According to Halliday and Hasan (1976, p. 298), "The general meaning of cohesion is embodied in the concept of text. By its role in providing 'texture', cohesion helps to create text". Cohesion also links to the meaning which exists within a text; otherwise, it can be identified as linguistic devices which have the function to relate one part of a text to another (McCarthy, 1990, p. 25; Dastjerdi et.al, 2011, p. 65).

Cohesion is divided into two parts. It is stated partly through the grammar and partly through the vocabulary. It is named, grammatical cohesion and lexical cohesion. Grammatical cohesion is explained as the surface marking of the semantic links between clauses and sentences in a written discourse, and between utterances and tunes in speech. This includes reference, substitution, ellipsis, and conjunction (Halliday and Hasan, 1997, p. 6). Meanwhile, lexical cohesion is signaled when two words in a discourse are semantically linked in some way. It consists of reiteration and collocation.

There is a difference between grammatical cohesion and lexical cohesion. According to Carter cited in Silveira (1997, p. 422), "Lexical words carry a higher information content, and … are syntactically structured by the grammatical words such as nouns, verbs, adverbs, and adjectives. Examples of grammatical or functional words are pronouns, auxiliary verbs, presuppositions, and conjunctions."

Types of Cohesive Devices

Cohesive devices are signs used by speakers and hearers to discover the meanings that bring about surface utterances (Scrhriffin as cited in Rini, 2009, p. 9). Halliday and Hasan (1976, p. 8) note that cohesive devices involve two interconnected elements of one sentence boundary minimally. While one element is presupposing, the other is presupposed. Halliday and Hasan (1976, p. 6) mention 5 types of cohesive devices namely reference, substitution, ellipsis, conjunction, and lexical cohesion.

Reference

The term reference is usually used in semantics for the relationships that regards between words and factual things. As Halliday and Matthiessen (2004, p. 536) point out "Reference is a link between things, or fact (phenomenon, or metaphenomena)". There is a referential meaning in the case of reference. It is about identifying certain thing or class of things that is being linked to; and the cohesion is placed to the continuity of reference, whereby the same thing put into the discourse a second time.

Reference is divided into three types. They are personal reference, demonstrative reference, and comparative reference.

Substitution

Substitution is the second type of cohesive device. Halliday and Hasan (1976, p. 88) define substitution as the act of replacing an equivalent item by another. The difference between reference and substitution (including ellipsis) is that reference has a relation with meanings whereas substitution has a relation with linguistics item. In English, the substitution may have purpose as a noun, a verb, or as a clause. Substitution is divided into three kinds. They are nominal substitution, verbal substitution, and clausal substitution.

Ellipsis

Ellipsis and substitution has a similarity between one to another. In simple explanation, ellipsis is 'substitution by zero'. Therefore, McCarthy (1990, p. 43) asserts that ellipsis is the act of omitting the item normally required by the grammar where the speaker or writer assumption understand from the context and consequently need not to be produced. In addition, Halliday and Matthiessen (2004, p. 563) point out that ellipsis in clause has a relation to mood, the system of indicative type and interrogative type. Particularly, it links to the question – answer process in dialogue. There are two forms used in ellipsis: yes or no ellipsis and WH – ellipsis. Each of these also allows for substitution, though not in all contexts. Ellipsis consists of three parts namely nominal ellipsis, verbal ellipsis and clausal ellipsis.

Conjunction

The place of conjunction is usually said between grammatical cohesion and lexical cohesion. It is said as the item which expresses specific meanings which presuppose the occurrence of other elements in the discourse (Halliday and Hasan, 1976, p. 226). Then McCarthy (1990: 46) adds that a conjunction does presuppose a textual sequence, and indicate a link between segments of the discourse. Conjunction has been divided into categories namely additive, adversative, causal, and temporal.

Lexical Cohesion

According to Taboada (2004, p. 183) lexical cohesion refers to relationships between and among words in a text by selecting the vocabulary. It involves the repetition of a noun phrase, or the use of another noun phrase which bears a relation to the antecedent noun phrase. Halliday (2000, p. 310) divide lexical cohesion into two main categories: reiteration and collocation.

Argumentative Essay

An essay is a short piece of writing that discusses, describes or analyses a topic There are four types of essay that the students have to learn. Baker et. al (2011) divide them into expository essay, narrative essay, argumentative essay, and persuasive essay. Argumentative essay is one of the essays which persuades the reader to the writer's point of view. The writer can either be serious or funny, but always tries to convince the reader of the validity of his or her opinion. As Johnston (2000) declares that Argumentation is a key requirement of the essay, which is the most common genre that students have to write. Wu cited in Wingate (2012) argues that argumentative essay is the most common genre that college students have to write.

Argumentative essay consists of three parts. They are introductory paragraph, body paragraph, and concluding paragraph. In introductory paragraph, there is a state of argument from the writer. Then, in body paragraph, it may have 3 body paragraphs which consist of recognizing the opposition, building up the case, and stating most powerful argument by the writer using some facts. The last is concluding paragraph which contains about summarizing and restating the arguments from the writer's point of view.

The challenging tasks of English lecturers face nowadays is making their students write different genre of essays with a good quality of writing. In making a good essay, the students have to take note of what makes their writing become good to be read. Understanding the use of cohesive devices can be very useful for them.

From the explanation above, it can be seen that argumentative essay has to be learned by the students. In addition, this kind of essay has been introduced since they are in Senior High School. So, they have already recognized to write several topics of argumentative essay because they have learned it before.

METHODOLOGY

The design of this research was a descriptive quantitative research, because in the research process, the researcher focused with form of numbers and described them after getting the result. The researcher collected the writing test from students and calculated the numbers of cohesive devices they used in the test. Then, the researcher described each type of cohesive devices the students used in their test.

The population of this research was the fifth semester students of English Education Study Program at Universitas Bengkulu. There are two classes (A class and B class) in semester 5. The research took the sample of 50% from the students for each class by using random sampling. The students who had odd numbers in absent were chosen. In fact, the total sample of this research was 36 students.

The instrument that was used to analyze the data in this research was writing test. This test was done by the students for assessing their ability in writing an argumentative essay. The students wrote argumentative essay with certain topics chosen by the researcher.

The researcher chose central issues in Indonesia. The topics were about the increasing of fuel price and the application of curriculum 13 in Indonesia.

The researcher used documentation method in collecting the data. It is chosen because the researcher collected the argumentative essays that were made by the fifth semester students at Universitas Bengkulu. As Sugiyono (2013) states that written form is a part of documentation.

After collecting the argumentative essays made by the students, the researcher analyzed them by using cohesion taxonomy initiated by Halliday and Hasan (1976). In analyzing the data, there were several steps that the researcher did. First, each essay was divided into clauses or sentences. Second, it was numbered in order to find out the types of cohesive devices in each sentence. Third, all types of the cohesive devices were classified based on the cohesion taxonomy by Halliday and Hasan (1976). Fourth, the number of cohesive devices was counted in the form of percentage. The formula was as follows:

$$P = \frac{f}{N} \text{ x } 100 \text{ \%}$$

N= the total number of cohesive devices in students' essay
f= number of each type of cohesive devices in the students' essay
P= the percentage of types of cohesive devices in students' essay
(Sudijono, 2012)

Fifth, after getting the results of all percentages in each essay of the students, the next part was analyzing the accurate cohesive devices that were made by the students. The researcher rechecked types of cohesive devices that are used by the students in their essay one by one the. In rechecking the accuracy of cohesive devices, the researcher was helped by the expert who has more knowledge about cohesion than the researcher. She is one of the English lecturers at Universitas Bengkulu.

RESULT AND DISCUSSION
Result
The result is discussed in order to answer the research questions of this research. It had been stated that the data of this research were essays written by 36 students. The data have been analyzed by reading all the essays and the researcher have found 5 types of cohesive devices in students' work. They are reference, substitution, ellipsis, conjunction and lexical cohesion. Then, after getting all the percentages of cohesive devices, the results are displayed in tables and in charts which show the frequency and the percentage of cohesive devices that the students used. They are explained by the following table.

Table 1. Types and Frequency of Cohesive Devices in Students' Argumentative Essay

No.	Cohesive Devices	Frequency
1.	Reference	1223
2.	Substitution	22
3.	Ellipsis	14
4.	Conjunction	407
5.	Lexical Cohesion	1093
Total		**2759**

According to the result shows in the Table 1, the most cohesion type that is frequently used is reference. The table implies that the students had knowledge of cohesive devices and used a variety of them. From the frequency and the percentage of each subcategory, it could be concluded that the students knew how to utilize various cohesive devices in their writing, and they preferred using specific categories of devices. For example, the students used reference devices most frequently than other devices since the percentage of reference was the highest (44.3%), second is lexical cohesion (39.6%), third is conjunction (14.8%), fourth is substitution (0.8%), and the last is ellipsis (0.5%).

Table 2. The percentage of the Accurate Cohesive Devices in Students' Argumentative Essay

No.	Cohesive Devices	Frequency
1.	Reference	803
2.	Substitution	19
3.	Ellipsis	14
4.	Conjunction	246
5.	Lexical Cohesion	703
Total		**1785**

From table 2, it can be seen that ellipsis is the most accurate cohesive devices that the students' used. It is followed by substitution, reference, lexical cohesion, and conjunction. The researcher compared the number of the accurate cohesive devices and the number of all cohesive devices.

Table 3. The Comparative Frequency between All Cohesive Devices and Accurate Cohesive Devices

No.	Cohesive Devices	Frequency of All CDs	Frequency of Accurate CDs
1.	Reference	1223	803
2.	Substitution	22	19
3.	Ellipsis	14	14
4.	Conjunction	407	246
5.	Lexical Cohesion	1093	703
Total		**2759**	**1785**

Table 3 shows about the comparative result of students' essay in using cohesive devices between the frequency of all cohesive devices and the accurate of cohesive devices.

A. Reference

Reference has the highest percentage (44.3%) of all types. The result showed that some students can use it properly, but some of them cannot. There are several examples below taken from students' essay.

a. **"Many teachers** stated that they are confused and did not understand yet how to implement K-13. **They** claimed to use the curriculum "KTSP" before." (Extracted from essay 17)

b. "Today, **one of hot news** in Indonesia is about the increasing of fuel price. Actually, before **the news** appear and realize, the government was socialized about it...." (Extracted from essay 2)

c. **"Curriculum 13** was supposed to be an effective curriculum and was supposed to be a **better** curriculum **than** KTSP, but the fact is it causes negative effects." (Extracted from essay 34)

From the examples above, it can be seen that the personal reference "they" refers to "many teachers" (a), demonstrative reference "the news" refers to one of "hot news" (b), and comparative reference "better than" refers to "curriculum 13".

Besides, there are also some examples of inaccurate or inappropriate use of reference, they are:

d. "Most of people in Indonesia are in poor condition. **Their** have to struggle for achieve the profitable things for their daily life…" (Extracted from essay 7)

In example (d), the researcher identified that the use of possessive modifier "their" which is used by the student above refers to "most of people who are in poor condition". It is inappropriate because the word "their" is used as a possessive modifier whereas in this sentence, it should be a pronoun. To make it cohesive, the possessive modifier "their" should be replaced by pronoun "they". To sum up, the correct composition of the sentence above should be:

"Most of Indonesian people are in poor condition. **They** have to struggle for achieving the profitable things for their daily life…" (Extracted from essay 7)

e. "Curriculum 13 (K-31) which has been applied about since a year ago causes controversy whether it is good to be applied for **the** students or not." (Extracted from essay no. 34)

In example (e), the inappropriate device that the student used is definite article "the". When the student of that paragraph puts "the" in front of an item "students", it leads readers to think that the item is has already mentioned before. In this example, the item is not mentioned in preceding sentences and the readers do not know the existence of who "the students" refer to. Therefore, there is no need to put "the" in this sentence. To sum up, the correct composition of the sentence above should be:

"Curriculum 13 (K-31) which has been applied for a year ago causes controversy whether it is good to be applied for students or not." (Extracted from essay no. 34)

f. "But another side said the increase of BBM will be **society more poor** because all of primer material such as (food, vegetables, meat) will increase." (Extracted from essay 24)

In example (f), the researcher found inappropriate use of comparative reference "more poor". If the student who wrote this essay wanted to make a comparison degree, she/he must pay attention to the adjective "poor". It has one syllable. Therefore, the comparison "more poor" must be changed into "poorer". To sum up, the correct composition of the

sentence above should be:

> "The increasing of fuel price will make the **society poorer than before** because all primary needs such as food, vegetables, meat will increase too." (Extracted from essay 24)

B. Substitution

Substitution has lower percentages (0.8%) than other types except ellipsis in this finding. The discussions of several examples below are taken from students' essay.

g. "Writer's reaction when heard this info about curriculum 13 is confused. There is no score in number, but the alphabets such as A, B, C, D, E that replaces it. Sure, it will be confusing teacher and parents of students who not understand the new **one."** (Extracted from essay 11)

h. "I agree because before the president increase the prices, he has told the reason to the public why he must **do that."** (Extracted from essay 2)

i. "Many students do demonstrate about this policy, they think that the president does not care with them, the president do not care with poor people. Why people **think about that?"** (Extracted from essay 3)

From the examples above, it can be seen that in example (g) the nominal substitution "one" substitutes "curriculum 13", in example (h) the verbal substitution "do that" substitutes "increase the prices", and in example (i) The example above "why do people think about that?" is clausal substitution which substitutes the preceding sentence "why do people think the president does not care with them?". Besides, there are also some examples of inaccurate or inappropriate use of substitution, they are:

j. "As we know that, our president, Jokowi has prepared his three magic cards to approximately is million poor and near poor society. They are prosperous family card (PSC), Indonesia Smart Card (ISC) and Indonesia Healthy Card (IHC). But those who the increase in fuel prices argue that the price of basic commodities will automatically raise, even today some food commodity prices begin to climb. The government is fooling the society by preparing a state budget based on the assumption of oil price of 105 dollar. Whereas the current world fall to 80 US dollars. Based on that argue, increasing of fuel process is a good **one** to help our country." (Extracted from essay 22)

In example (j), the word "one" has no presupposition to what it is presupposed to be. The student who wrote this essay should explain what 'one' substitutes to. Is it a policy or a solution? If it is one of them, it should be:

> "As we know that, our president, Jokowi has prepared his three magic cards

either to near poor or poor people. They are prosperous family card (PSC), Indonesia Smart Card (ISC) and Indonesia Healthy Card (IHC). Those people who disagree with the increasing of fuel price argue that the prices of basic commodities such as food will automatically rise too. The government is fooling the society by preparing a state budget based on the assumption of oil price from 105 dollar, whereas the current world decreased to 80 US dollars. Based on this argument, this policy is a good **one** to help our country." (Extracted from essay 22)

k. "I am as one of the people who disagree with the government's policy agree with what the many people **doing."** (Extracted from essay 1)

In example (k), there is inappropriate use of verbal substitution "doing" because it will be confusing for the readers to understand the meaning of what the student wrote. To make it clear, this sentence should be:
"Many people disagree with the government's policy and so do I." (Extracted from essay 1)

l. "Actually, the increasing of fuel price is will just influence the people who in low level of economy. So, do the increasing of fuel price will help the people? or just one side of the people in Indonesia? May we think again about it. And also the government must **think about it."** (Extracted from essay 20)

In example (l), the researcher found a repetition of the writer in using substitution. The student who wrote this essay wanted to deliver a message about "Indonesian people and government think about the policy that the government made. It is about the increasing of fuel price". To make the sentences correctly, they should be:
"The increasing of fuel prices will just influence low level people. So, will this policy help all people or just one side of the people in Indonesia? Let the government and all of us think about it." (Extracted from essay 20)

C. Ellipsis
Ellipsis has the lowest percentage (0.5%) of all. The discussions of several examples below are taken from students' essay.
m. "The increasing of fuel prices is being a hot issues or news in our country where all of the people talk about that and some of them don't agree ⟁." (Extracted from essay 22)

"The increasing of fuel prices is being a hot issue or news in our country where

all people talk about that and some of them don't agree (with the increasing of fuel prices)."

n.   "Talking about that, the teacher should make the planning for the learning in K-13. It does not need for the teacher ◌." (Extracted from essay 30)

"Talking about that, the teacher should make a lesson plan for the learning process in K-13. It does not need for the teacher (to make the lesson plan)."

In example (m) and (n), the students who wrote these essays omit the next sentence that should be "with the increasing of fuel prices" in (m) and "to make a lesson plan" in (n). This omitting can reduce the repetition in writing and make the readers not bored in reading the essay.

D.   Conjunction

Conjunction has been in the third position that the students used (14.8%). Mostly they used only several kinds of conjunction, such as but, because, however, then, or, and, so in their essay. Besides, some of them used those kinds not properly as the function. The accurate examples are explained examples below:

o.   "Sure, it will be confusing teachers **and** parents of students who not understand the new one." (Extracted from essay 11)

p.   "Some people have questions why the government made the decision to rise the fuel price when global oil prices are in a decline, **but** some understand the reason behind it." (Extracted from essay 12)

q.   "There are two basics reason of refusing the increasing price of BBM. **First,** it will cause the increasing price of other basic needs such as food… **Second,** it will affect the stability of many industries." (Extracted from essay 1)

In example (o), the student used additive conjunction to link the two same things or nouns ("teachers" and "parents"); in example (p), "but" is adversative conjunction which has the function to contrast two things. In this case, the student wrote two different statements. First statement is some people decline or disagree with the government and second statement is other people understand or agree with the government; in example (q), the students use temporal conjunction "first" and "second". Besides, there are also some examples of inaccurate or inappropriate use of conjunction, they are:

r.   "**In contradict** with the increasing fuel prices, **because** most of people in Indonesia are in poor condition. Their have to struggle for achieve the profitable things for their daily life **but** is hard for them **because** just little bit the

employment who work in company **but** most of them is unemployment. **On additionally** the money of Indonesia "Rupiah (IDR)" is weak to "Dollar America" **so** it make the price of rupiah also is high. Absolutely it will hurt the people, also the price of goods is increase **because** all of it allowing to the fuel of prices." (Extracted from essay 7)

In example (r), there are 8 examples of conjunction. They are included into additive (on additionally), adversative (but, in contradict) and causal (because, so). There are several errors about conjunction that the researcher found in this paragraph. First, the students overused the number of unnecessary conjunctions in this paragraph. Second, the student made two mistakes in using adversative "on additionally" and additive "in contradict" conjunction. They should be "in addition" and "on the contrary". Third, the students did not use it properly as the functions of each type. (1) The function of adversative ("on the contrary" and "but") is used to contrast two things or contrast two clauses while the examples above do not, for example: the first clause is "Their have to struggle for achieve the profitable things for their daily life; the second clause is "is hard for them. This example does not have subject in order to make the conjunction "but" clearly. When, the writer needs to connect the conjunction in two clauses which have different subject as the head, the must put the subject after the conjunction to make the readers understand easily about the text. (2) The function of additive (in addition) is used to add or to link two or more things. In the example, the device "in addition" doesn't link to a statement before. Between first and second sentences have two main topics. First, it is about the increasing of fuel prices suffered the people. Second, it is about the reason of increasing fuel prices. (3) The function of causal ("because" and "so") is to indicate the cause or reason of what is being stated in the first of the two sentences. In the example, the student had a cause and a result in his sentence. The reason is all of it allowing to the fuel of prices (The increasing of fuel prices make the price of other needs also increased) and the result is absolutely it will hurt the people, also price of goods is increase (the increasing of fuel prices is suffered the people). To sum up, the correct composition of the paragraph above should be:

"The increasing of fuel prices has influenced the condition of poor people. They have to struggle in order to fulfill primary needs in their daily life. It is hard **because** most of them are unemployment. There are only a few of them working in a company. This policy also will cause some problems in society **because** the price of other needs that use fuel will increase too." (Extracted from essay 7)

E. Lexical Cohesion

Lexical cohesion consists of reiteration and collocation. In this finding, it is in the second type of cohesive devices the students used (39.6%). The researcher also found that the students sometimes used the words repeatedly in every sentence or paragraph in their

essay. If they use too much repetition, it can make the readers bored to read and cause the text becomes dull and monotonous. There are several examples of accurate lexical cohesion below which are taken by the students' essay.

    s. "Oil in Indonesia cannot be refined until it is ready for being used for **machine** and **vehicle**… As the impact, people must spend extra money for buying the energy resource such as, **petrol,** fuels**,** and **gasses**… The increasing of fuel prices also have impact to **public transportation** users because they must pay extra money to take **a bus** or other **public transportation.**" (Extracted from essay 7)

In example (s), *vehicle* and *transportation* is included into reiteration (synonym). Both of them are any device that is used to move an item from one location to another such as cars, motorcycles, planes, ships, and so on. Transportation, vehicle – bus are the example of hyponymy because bus is a kind of transportation, fuel – petrol – gasses are the example of hyponymy because petrol and gasses are kind of fuel, transportation – public transportation is repetition, vehicle – machine is meronymy because machine is part of vehicle.

    t. "Many students do demonstrate about this policy, they think that **the president does not care with them**, **the president do not care with poor people.**" (Extracted from essay 3)

    u. "The hottest issue in Indonesia **is increasing of fuel prices**. In the early November, the government had **a policy to increase fuel prices.** There are pro – contras that spread in society. Many people disagree about this policy. They **disagree** if the government increase **premium** from 6.500 rupiah to 8.500 rupiah." (Extracted from essay 16)

In example (t) and (u) the students use the same words, phrases, or clause repeatedly. As in (t), there is no need to repeat the clause. It would be better if the student wrote:

    "Many students held a demonstration about this policy because they think that the president does not care with the citizen." (Extracted from essay 3)

As in (u), the student can reduce the repetition by substituting or omitting words, phrases, or clauses. The co-occurrence of "increase" and "premium" in the sentence above are inappropriate. They are not collocation. The word "increase" means become greater or bigger in amount and 'premium' means payment or reward. In this context, premium doesn't refer to the examples of fuel as it should be. Therefore, the word 'premium' should be replaced by 'gasoline'. Probably the students made a mistake of this word because of the influence of Indonesian term in daily life. To be more detail, the composition of the

paragraph above should be:

> "In early November, the government announced a policy about the increasing of fuel prices. It causes pros and contras in society. Many people disagree if the government increased gasoline from 6.500 rupiah to 8.500 rupiah." (Extracted from essay 16)

Discussion

The analysis of the result above has shown that type of cohesive devices that is most frequently used by the students in their argumentative essay is reference (44.3%) followed by lexical cohesion (39.6%), conjunction (14.8%), substitution (0.8%), and ellipsis (0.5%). Besides, the accuracy of the students in their essay can be seen from the percentages that ellipsis has the highest (26.5%) followed by substitution (22.9%), reference (17.5%), lexical cohesion (17.1%), and conjunction (16%).

From the result above, it can be seen that reference is the most dominant type of cohesive devices. The possible factor why it has the highest percentage of all types is because in writing the argumentative essay, the students need to elaborate their opinions or arguments about a person, a thing or an event. Therefore, after mentioning the person (either himself or someone), thing or event in the text, it is often replaced by personal, demonstrative or comparative reference. Thus, it is possible to say that reference has the highest use in this type.

Lexical cohesion has the second position of the high percentage of all cohesive devices and also in the second position of inaccurate cohesive devices. The students like to use lexical cohesion in their writing since in argumentative essay, they need to elaborate their ideas and opinions. As a matter of fact, the majority of students' compositions reflect the overuse of repetition in giving argument or statement, compared with synonym. The students kept repeating the same word when they wanted to emphasize idea in their text. It can be said that most students did not make efforts in picking up words. To avoid the words or sentences repeatedly, it is better for them to find the synonym of the words or to use other types of cohesive devices in their writing such as using ellipsis or substitution to omit the repetitive words.

Conjunction has the lowest accuracy percentage. It is it in third most cohesive devices the students used. In writing an argumentative essay, the students can use many kinds of conjunction in their writing since this kind of text allow them to use some transition signals in order to connect or to oppose between one argument and others to convince the readers about the writer's point of view. In fact, the types of conjunction that are mostly used by the students are only additive and adversative. The researcher found that it can be happened because the students just like to add arguments and to be against the arguments in their

writings. As a result, they misplace the other types of conjunction such as causal and temporal.

Ellipsis and substitution is rarely found in the students' essays. This was also attributed to the fact that students overused repetition of lexical items. Actually, if the students did not want to make their writing become bored or monotonous, they can use the strategy of using these tools. The other reason why ellipsis and substitution are rarely found in written text is because they are more frequently found in dialogues, mainly in spoken language.

At the end, the researcher has already found all types of cohesive devices in students writing. Even though, they have already learned about cohesive devices before in semester 4, there are still many students made these tools in their essay inappropriately such as overusing or misusing of certain cohesive devices. It can cause redundancy in their writing and can render their written texts difficult to be understood. Meanwhile, in the last semester they must write a research report which allows them to use their writing skill. If they still make errors in using cohesive devices which are actually part of making a good writing, they will be difficult to write it. Therefore, the students should learn more about the use of cohesive devices as the function and should be encouraged by their teachers or lecturers of writing and discourse to use as many cohesive devices as possible to make their writing cohesively better.

CONCLUSION AND SUGGESTIONS

In conclusion, the researcher wants to restate that cohesion is regarded as an essential part in writing which is not only to create organized texts but also to render the content comprehensible to the reader. Lecturers especially lecturers of writing should motivate the students in the class who still have make errors or mistakes in using cohesive devices. One of the ways to motivate them is giving more practices and more exercises to write as many as possible as regularly. Moreover, the research also suggests the students to be aware in writing and have to be less carelessness in using cohesive devices since it is important for them who are involved in academic area. Practice to write can be one of the ways to sharp their writing skill because practice makes perfect.

REFERENCES

Arslan, R. S. (2013). An integrated approach to enhancing prospective English language teachers' writing skills. *Journal of Language and Studies,* 9(2). 1-17.

Baker et. al. (2011). *Essay Write – Overview.* Retrieved from https://owl.english.purdue.edu/owl/resource/685/01/

Dastjerdi, H., & Sarnian, S. (2011). Quality of Iranian EFL learners' argumentative essays: Cohesive devices in focus. *Mediterranean Journal of Social Sciences, 2*(2). 65-75.

Halliday, M. A. K., & Hasan, R. (1976). *Cohesion in English.* London: Longman.

Halliday, M. A. K. (2000). *An introduction to functional grammar* (2ⁿᵈ ed.). Beijing: Foreign Language Teaching and Reseach Press.

Halliday, M. A. K., & Matthiessen, C. (2004). *An introduction to functional* grammar (3ʳᵈ ed.)*.* London: Oxford University Press Inc.

Johnston, I. (2000). *Essays and arguments: A handbook for writing argumentative and interpretative essays.* Retrieved from http://records.viu.ca/~johnstoi/arguments/argument1.htm

McCarthy, M. (1990). *Discourse analysis for language teachers.* Cambridge: Cambridge University Press.

Moreno, A. I. (2003). The role of cohesive devices as textual constraints on relevance: A discourse-as-process view. *International Journals of English Studies, 3*(1), 111-165.

Murcia, M., & Olshtain, H. (2000). *Discourse and context in language teaching.* Cambridge: Cambridge University Press.

Nunan, D. (1993). *Introducing discourse analysis.* Victoria: Penguin English.

Rini, S. (2009). *Textual meaning of the conversational texts in English textbooks for the third year students of SMA.* Salatiga: STAIN Salatiga Press.

Schroeder, T. (2014). *Guide to Different Kinds of Essay.* Retrieved from https://www.gallaudet.edu/tip/english_center/writing/essays/different_kinds_of_essays.html

Silveira, R. (1997). *Cohesive devices and translation: An analysis.* Retrieved from http://dialnet.unirioja.es/descarga/4925573/

Sudijono, Anas. (2012). *Pengantar statistik pendidikan.* Jakarta: PT. Raja Grafindo Persada.

Sugiyono. (2013). *Metode penelitian kuantitatif, kualitatif dan R&D.* Bandung: Alfabeta.

Taboada, M. T. (2004). *Building coherence and cohesion.* Amsterdam: John Benjamins Publishing Company.

Wingate, U. (2012). Argument! Helping students understand what essay writing is about. *Journals of English for Academic Purposes, 11*(12), 145-154.