



THE SYSTEMIC FUNCTIONAL LINGUISTICS: THE APPROPRIATE AND INAPPROPRIATE USE OF COHESIVE DEVICES IN STUDENTS' ACADEMIC TEXT

LINGUISTIK SISTEMIK FUNGSIONAL: PENGGUNAAN PIRANTI KOHESIF YANG TEPAT DAN TIDAK TEPAT PADA TEKS AKADEMIS MAHASISWA

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Abstract

This qualitative research was conducted to describe the types of grammatical cohesive devices and to compare the frequency of using the appropriate and inappropriate of those devices used by students in composing analytical exposition text. The subjects of this research were chosen conveniently by selecting only 34 students of grade two of SMAN 7 Padang. The data was collected from the analytical exposition texts written by them. The result of this research shows that the students are able to use the grammatical cohesive devices in variant ways. Those four types found are reference, conjunction, ellipsis, and substitution. Reference and conjunction were found most frequent in students' texts with the percentage of occurring those types were 62.77% and 31.88%. In addition, ellipsis and substitution, each of them gives contributes to students texts just 4.8% and 0.55%. Students tend to use the inappropriate pronoun reference when they try to refer between the subject and object in their sentences. Of 1104 times of using the devices, the most inappropriate use was located in using reference. The frequency of using these inappropriate references was 88 times.

Key words/phrases: *Grammatical Cohesive Devices, Analytical Exposition Text*

Abstrak

Penelitian kualitatif ini dilakukan untuk menggambarkan tipe-tipe piranti kohesi gramatiskal dan untuk membandingkan frekuensi penggunaan yang tepat dan tidak tepat dari tipe-tipe piranti tersebut yang digunakan oleh siswa dalam menulis teks eksposisi analitik. Subjek penelitian ini dipilih nyaman dengan memilih hanya 34 siswa kelas dua SMAN 7 Padang. Data dikumpulkan dari teks-teks eksposisi analitik yang ditulis oleh mereka. Hasil penelitian ini menunjukkan bahwa siswa menggunakan piranti

kohesi gramatikal dalam banyak variasi. Empat tipe tersebut adalah referensi, konjungsi, elipsis, dan substitusi. Referensi dan konjungsi ditemukan paling sering dalam teks-teks siswa dengan persentase tipe tersebut adalah 62.77% dan 31.88%. Selain itu, elipsis dan substitusi, masing-masing memberikan kontribusi terhadap teks siswa hanya 4.8% dan 0.55%. Siswa cenderung menggunakan kata ganti referensi secara tidak tepat ketika mereka mencoba untuk merujuk antara subjek dan objek dalam kalimat mereka. Dari 1104 kali penggunaan piranti tersebut, penggunaan piranti yang paling sering terjadi kesalahan adalah dalam menggunakan referensi. Frekuensi menggunakan piranti referensi secara tidak tepat adalah sebanyak 88 kali.

Kata Kunci: *Piranti Kohesi Gramatikal, Teks Eksposisi Analitik*

A. INTRODUCTION

The Hallidays' theory of cohesion becomes one of the aspects of any types of writing. Rosa (2013) also claimed that cohesion as the main requirement in producing well-organized text. When students present their ideas in writing genre of texts, they are encouraged to ensure a text flow through a sequence of sentences because sentences need to be connected each other. If their sentences are not related each other, it will be difficult for the reader to understand about their texts. Writing is not just the activity of expressing the ideas in good language of a piece of paper. Writing will not be easy to be understood if the relation among parts of the text is not clear.

Writing is not only an activity in using good language, but also the ability to create unity of the text. Based on the aspects of writing in organization, the message that wants to deliver from the students cannot be caught by the reader if there is no cohesion between sentences to the other sentences. Baker (1992: 180) states that "cohesion as a network of lexical, grammatical and other relations which provides links between various parts of text." Similar with Gerrot and Wignell (1995: 170), cohesion is the resources within language that provide continuity in a text, over and above that provided by clause structure and clause complexes. Furthermore, cohesive relations are non-structural relations which work to help a text hang together. Based on Knapp and Watkins (2005: 47), cohesion refers to the devices available to help link information in writing and help the text flow and hold together. The devices signal the relationship between ideas in such a way that writer's intentions are made clear. They make obvious the developing thread of meaning which the writer is trying to communicate and often help us to anticipate what is coming next. From these statements, we can conclude that cohesion helps us to create a text and it is the textforming component of linguistic system; its resources for text construction, the range of meanings that are specifically associated with relating what is being spoken or written to its semantic environment. So, cohesion expresses the relation and the continuity that exist between sentences that appear in a text. Besides that, it is how sentences relate each other in a text and how the text presents the logical meaning. Students have to choose the cohesion devices properly in their texts to make theirs cohesive.

Producing the sentences in a text and connecting them in order to make the reader understand about the text, students should apply the cohesion devices into their texts properly. According to Halliday and Hassan (1976: 4), to enhance the connectedness of sentences in a text, students as writers may use “cohesion devices” to join ideas between sentences to create texture. Hatch (1992: 223) argued that cohesive devices are also used to tie pieces of text together in specific ways. It means that cohesive devices in cohesion refer to presence of explicit cues in the text that allow reader or writer to make connection between the ideas in the text. Students who use the cohesive devices in the text can also help reader to create their background knowledge about the text written by senior high school students. Students must be able to guide readers to understand the content of the text and the purpose of their texts. By using cohesive devices properly or appropriately in their writing, they can guide reader to catch the message of their texts.

On preliminary observation at SMA 7 Padang, students are able to write sentences and develop them into paragraph. However, the grammatical cohesive devices used by the students in their texts become a problem in composition of students’ texts. According to Halliday and Hassan (1976: 6), grammatical cohesion deals with some forms which realized through grammar. It is the type of cohesion that consists of reference, substitution, ellipsis, and conjunction. In grammatical cohesion, people deal with the changes that occur in the context. The problem is noticed that the texts still makes the reader confused because of the unclear of logical organization of the texts. One of the problems that make the organization of their texts unclear is the use of grammatical cohesion devices. They tend to use inappropriate reference and conjunction so that they do not express their ideas or their arguments into their texts correctly. Almost all of them have the problem in combining the two clauses into compound and complex sentences such as the two sentences that they should combine into one sentence, they put them separately. Most of students always use the conjunction “although” in preceding clause and continue to use conjunction “but” in the next clause in one sentence. This kind of mistakes find mostly in the students’ texts. Their effort in making logicality on their texts can be unclear in logical organization so that the cohesion of theirs cannot be caught by the reader who wants to read it.

Reminding about the use of grammatical cohesive devices, students have learnt about those devices such as, using references to replace the subject or the object in their sentences. The use of conjunctions in combining their sentences in order to create the logical meaning has also been done by students and also the use of ellipsis and substitution which both of them are used when they are doing conversation. So, all of grammatical devices is not unfamiliar by the students anymore because the use of those devices have been learnt by the students since they were in junior high school.

Regarding the grammatical cohesive devices used by the students, and some inappropriate use of those devices, the use of grammatical cohesive devices which are found in students’ texts were going to be analyzed. The written text analyzed in this

research is analytical exposition text because this type of text demands students to express their ideas and their arguments about their topics. Analytical exposition is often found not only in EFL classroom but also in daily life. In EFL classroom, students are asked to write an essay especially analytical exposition text. In daily life the analytical exposition text can be found by students in newspaper, magazine, etc. This research would prefer to analyze analytical exposition text in EFL classroom rather than choose exposition genre in daily life.

From the background above, the research concerns in describing the grammatical cohesion of analytical exposition text written by senior high school students in grade two. The purpose for doing this research are (i) To identify the types of grammatical devices used in analytical exposition texts written by senior high school students at SMA 7 Padang and (ii) To identify the types of grammatical devices occurred inappropriately in students' analytical exposition texts.

B. METHODS

The type of this research is qualitative research since it tries to describe and report the type of grammatical cohesion occur in analytical exposition texts written by senior high school students systematically, factually and accurately based on the data of the research. The data of this research were the analytical exposition texts written by the second year of senior high school students at SMAN 7 Padang. The science classes were chosen because the students are more competence than social classes based on the preliminary observation. Besides that, the students were easier to be managed during the research took place. The second year of senior high school was chosen because they had already studied analytical exposition. So, they had known about this genre of text and they were able to write analytical exposition texts.

C. RESULT AND DISCUSSION

1. Result

The researcher took 1104 data of grammatical cohesion found in students' analytical exposition texts. It consisted of 693 of reference, 352 of conjunction, 53 of ellipsis, and 6 of substitution found in students' texts. However, from all of cohesive devices used by the students, it was found that inappropriate use of grammatical cohesive devices also appear in their analytical exposition texts. Students' inappropriate in using grammatical cohesive devices such as, the use of inappropriate reference occurred in 88 times, conjunction in 57 times, ellipsis in 17 times, and substitution in 2 times. In order to know the clearly explanation, the occurrence of forms and types of euphemism performed into this following table.

1. Types of Grammatical Cohesive Devices in Students' Analytical Exposition Texts

From the data analysis, it was found that students used the four types of grammatical cohesive devices. The occurrences of grammatical cohesive devices show that students have understood about the use of grammatical cohesive devices in

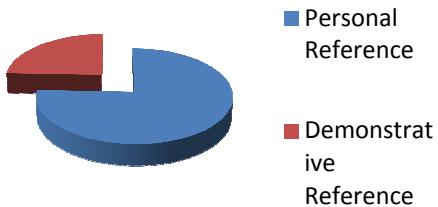
their texts. The types of grammatical cohesive devices found in their analytical exposition texts can be seen in the following table.

Table 1.
The Use of Grammatical Cohesive Devices in the Second Year of Senior High School Students at SMAN 7 Padang.

Types of Grammatical Devices	Step 1	
	Students' use of grammatical cohesive devices	
	N	%
Reference	693	62.77 %
Conjunction	352	31.88 %
Ellipsis	53	4.8 %
Substitution	6	0.55 %
Total	1104	100%

From the table above, it was found that the frequency of using reference is 693 times (62.77%), conjunction is 352 times (31.88%), ellipsis is 53 times (4.8%), and substitution is 6 times (0.54%). According to the results which are shown in the tables above, it is noticed that in every type of grammatical cohesive devices used, there is a predominance of a specific device at different times. We can see that reference is the predominant grammatical cohesive devices used by the students in their analytical exposition texts. The use of reference as type of grammatical cohesive devices that is mostly used by the students' analytical exposition texts is similar with the researchers done by Azzous (2009) and Hidayati (2013). In fact, we can see the use of ellipsis and substitution is very few concerning the other grammatical devices. It can be assumed that students are not familiar with the use of substitution (0.54%) and ellipsis (4.8%) because it can be seen by the small percentage of both grammatical devices. The explanation of types of grammatical cohesive devices can be seen in the following figures.

1. Types of Reference



2. Types of Conjunction

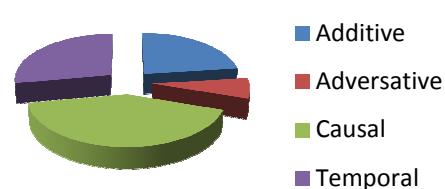
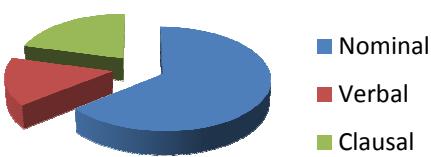


Figure 1. The Use of Each Grammatical Cohesive Devices in the Second Year of Senior High School Students at SMAN 7 Padang.

3. Types of Ellipsis



4. Types of Substitution

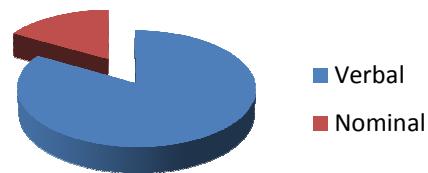


Figure 2. The Use of Each Grammatical Cohesive Devices in the Second Year of Senior High School Students at SMAN 7 Padang.

This occurrence of personal and demonstrative references can refer to the students' mastery of such grammatical cohesive devices and their knowledge about what they can serve as. It is noticed that the students' used of the other personal and demonstrative devices are few because of reminding the high frequency found in both "You" and "the". Students might not use some personal references at all such as mine, yours, ...etc. It means that some little use of grammatical cohesive devices and the absence of others such as: mine, yours, theirs, and other possessive pronouns are due to the students' little experience in using them before.

After analyzing types of conjunction found in students' texts. Types of conjunction used by the students in their analytical exposition texts are additive, adversative, causal and temporal conjunction. It is clear that the students might not master in using adversative devices concerning the use of additive, causal and temporal conjunctions because the number of adversative used by them is only occurred in percentage 7%. It also seems that students are good at using causal devices (42%) rather than other conjunctions used.

In analyzing ellipsis, the types of ellipsis found in students' analytical exposition texts are nominal, verbal, and clausal ellipsis. The results reveal that the use of nominal ellipsis exceeds the use of clausal one. These differences in use may refer to the students' knowledge about the type is more rather than the other types. From the diagram above, it can be seen that the use of nominal ellipsis exceeds the other sub classification of ellipsis.

In students' analytical exposition texts, there are only nominal and verbal substitution found there. From the two types of the substitution above, the results show that students have a high percentage of using verbal substitution (83%) concerning nominal substitution (17%). So, it is noticed that the use of verbal substitution accedes to the use of nominal one.

2. Types of Grammatical Cohesive Devices Occurred Inappropriately in Students' Analytical Exposition Texts

According to the data analysis, it was found that inappropriate of students' use of grammatical cohesive devices are also occurred in their analytical exposition texts. It can be noticed that students still have a little bit confusion about the use of

grammatical cohesive devices. The comparison between the use of grammatical cohesive devices appropriately and inappropriately can be seen in the following table.

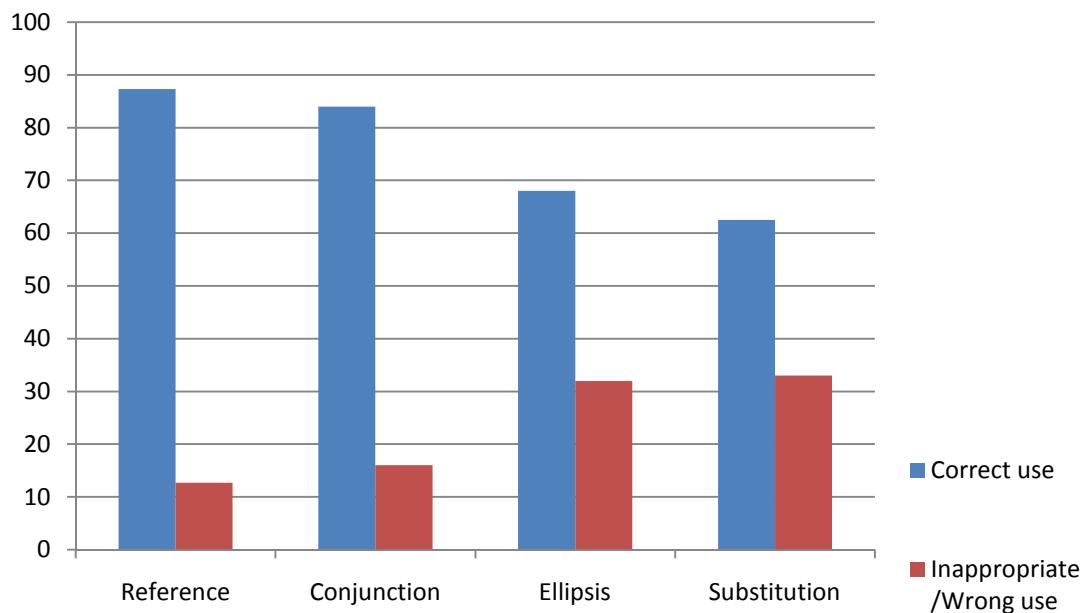


Figure 3. The Frequency of Using the Grammatical Cohesive Devices appropriately and inappropriately in the Second Year of Senior High School Students at SMAN 7 Padang

From all of cohesive devices used by the students, it was found that inappropriate use of grammatical cohesive devices also appear in their analytical exposition texts. Students' inappropriate in using grammatical cohesive devices such as, the use of inappropriate reference occurred in 88 times, conjunction in 57 times, ellipsis in 17 times, and substitution in 2 times.

After looking at the finding, the most common type of cohesive devices used by the students in their analytical exposition texts is located in using reference concerning the other cohesive devices. Students used reference in their analytical exposition is 693 times and the percentage of using reference is 62. 65%. Comparing between the appropriate use and inappropriate use of reference, the appropriateness in using reference is higher than the inappropriateness one because the use of appropriate reference is located in percentage 87. 30%. It means that students have knowledge about the rules in using reference. The factors which made students use reference inappropriately are caused by carelessness and doubtful in choosing the correct one when they refer subject or object. According to James in Hidayati (2013: 64), mistakes related to the performance factors.

According to the research which is conducted by Hidayati (2013), the result of her research also show that the mistakes in using reference become the major mistakes concerning the other cohesive devices. It is similar with the result of the research where the highest percentage of cohesive devices used inappropriately is located in using reference. Referring to the researcher, it can be concluded that the Students still unable to create a connected idea between the entities and they still have problem to distinguish the plurality and singularity of the objects.

However, Comparing with the other researcher, Azzouz (2003), the highest percentage in using appropriate and inappropriate cohesive devices is different from the two researchers above. The result of his research shows that the highest use of appropriate and inappropriate cohesive devices is located in using conjunctions. Although the result of Azzouz's research is different, there is a similarity between Hidayati, Azzouz, and the researcher. The similarity is the use of appropriate reference is higher than inappropriate one. So, it can be concluded that students at SMA 7 Padang know how to use the reference in their writing analytical exposition texts although there are some mistakes in using this type.

The second major of appropriate and inappropriate use of cohesive devices is located in using conjunction. Students have knowledge about the rule of using conjunction, but they still make mistakes in using this type. The factor which makes students still difficult in using conjunction is the confusion to use appropriate conjunction in their texts. They also still use the unnecessary conjunction for one clause. Besides that, the effect of mother language makes students think that the use of conjunctions in Indonesian as same as the use of conjunctions in English. The other factor is the effect of conversation happened in their daily life by using Indonesian also causes mistakes in using this type of cohesive devices in their English writing. Carelessness is also become the factor why the mistakes arise. According to James in Hidayati (2013: 65), students' carelessness influenced them in applying the correct rules. Referring the previous study, the research also noted that there is similarity result. Hidayati (2013) and Sadigi in Hidayati (2003) showed that the conjunction is the second inappropriate major in students' texts.

However, comparing with Azzouz's finding, the result shows that the second major of inappropriate in using grammatical devices is in using references. In short, the second major of inappropriate in using grammatical devices between Azzouzs and the researchers is different. It means that, In Algeria, students understand about using reference. They are able to distinguish between the plurality and singularity of the objects. Besides that, they are able to use the reference as devices to refer the objects that they want to refer. The factor that make the Algerian students understand about the use of reference is they usually make practice in English like doing conversation. So, it can make them more understand about the use of reference than Indonesian students. That is why the use of inappropriate reference as one of grammatical cohesive devices is on the second major.

In contrary, Algerian have problem in using conjunction. The problem can be caused because the ways in which students as writers apply the coordinator conjunctions in English. According to Kim in Hinkle (2001: 115), in Japanese, Korean, Algeria, and Indonesia, coordination of parallel constructions (phrases and sentences) may be indistinguishable from subordination because both types of structures employ particles and conjunctions to connect sentences.

The smallest unit of substitution used by the students in their analytical exposition can be indicated that students might not use this type as a way to achieve the cohesion of their texts and commonly, students use this type in daily activities such as in conversation. According to Supong Tangkiengsirisin (2010: 208), the lack of cohesive ties might be due to the fact that ESL students are not used to substitution as a way of achieving cohesion in writing and that substitution is more commonly found in dialogue. Similar with Halliday (1994: 337), The typical sequence is based on pairs, or triads, or longer structures, that are related not so much by ideational as by interpersonal meaning". Chanawangsa in Tangkiengsirisin (1986: 76-77) who have done in his research about cohesive ties in Thai, also said that nominal and

verbal substitutes do not exist in Thai and there is only a small set of clausal substitutes used in Thai. So, from the three researchers, it can be concluded that the smallest used of substitution in students' writing caused by the way students' use the type. Furthermore, the use of substitution commonly used and occur when the dialogue or conversation happen.

F. CONCLUSION

From the findings above, it can be concluded that reference is the type of cohesive devices which is mostly used appropriately by the students in their analytical exposition texts. This grammatical device is also mostly occurred inappropriately on their texts. It seems that the inappropriate use of grammatical cohesive devices is concerned with some of them as references which are most commonly used. This problem is happen because of the overuse of some types of references. The overuse of some grammatical cohesive devices embed the use of devices and make some of them inappropriate too. Besides that, conjunction is the second type of grammatical devices which is used appropriately and inappropriately and is followed by ellipsis and substitution. The lowest use of substitution as type of grammatical devices is caused by the lack of experiences of the students and little understanding about the type. They do not know how, when and where to use the substitution in their writing.

In conclusion, it can be assumed that students are more familiar with the use of references although they are able to use the other type of grammatical cohesive devices well. Moreover, concerning to the inappropriate use of grammatical devices, students at SMAN 7 Padang master the use of grammatical devices and they are able to integrate the English grammatical cohesive devices into their analytical exposition texts. It can be seen between the percentages of appropriate uses compared to the inappropriate ones.

Based on the research findings, discussions, and limitation of the research, the researcher gives suggestions. For the next researchers, it is expected to have more analyzing about cohesive devices because as we have seen in the theoretical part, a cohesive of a text can not be conducted by using only grammatical cohesive devices but only using lexical cohesive devices. Because, it is clear that using lexical cohesion has a great role ineffective writing.

For the teacher, it is suggested to give more explanation to the students about the importance of using cohesive devices in writing a text. Because by knowing the cohesive devices, understanding the functions of each type of cohesive devices, and also knowing how to use those devices, students can produce texts cohesively.

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