

Students' Cohesion Used by Eleventh Graders in Writing Report Text

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Abstrak

Salah satu keterampilan paling sulit dalam bahasa Inggris adalah menulis. Siswa perlu waktu untuk bisa menulis dengan baik. Karena menulis adalah sebuah komposisi dengan banyak prinsip di dalamnya. Ada beberapa komponen dalam menulis agar tersusun komposisi tulisan yang baik. Salah satu komponennya adalah kohesi dan diperlukan unsur-unsur kohesi. Unsur-unsur kohesi memiliki empat komponen, yaitu konjungsi, artikel definit, kata ganti orang, dan kata ganti demonstratif. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana siswa kelas sebelas menggunakan unsur-unsur kohesi dalam penulisan teks laporan mereka. Penelitian ini menggunakan metode penelitian deskriptif kualitatif. Penelitian ini dilaksanakan di SMAN 1 Kediri dan siswa kelas XI sebagai subjek penelitian. Peneliti melakukan analisis dokumen dengan menganalisis tulisan siswa dengan melihat unsur-unsur kohesi yang digunakan. Data dianalisis dengan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil dari penelitian ini menunjukkan bahwa siswa kelas sebelas menggunakan unsur-unsur kohesi dalam penulisan teks laporan mereka dengan cukup baik. Sebagian besar dari mereka menggunakan semua unsur-unsur kohesi untuk membuat tulisan mereka terlihat bagus. Meskipun, salah satu komponen dari unsur-unsur kohesi sedikit dan jarang digunakan oleh siswa, tulisan mereka masih terdiri dari satu atau dua unsur kohesi. Terakhir, para siswa menggunakan unsur-unsur kohesi dalam penulisan teks laporan mereka meskipun guru tidak menjelaskan tentang hal itu.

Kata kunci: kohesi, Unsur-unsur kohesi, teks laporan, siswa kelas sebelas.

Abstract

One of the hardest skills in English is writing. Students need time for being able to write well. Because writing is a composition with many principles in it. There are some components in writing in order to make a well composition. One of the components is cohesion and it needs cohesive devices to fulfil. Cohesive devices have four components, they are conjunctions, definite article, personal pronouns, and demonstrative pronouns. The aim of this research is to know how the students of eleventh grade use cohesive devices in their writing report text. This research uses qualitative as the research design and explains descriptively. The research takes place in SMAN 1 Kediri and the students of eleventh grade as the subject of the study. The researcher does document analysis by analysing students' writing by looking at the cohesive devices that are used. The data are analysed by reducing data, displaying data, and making conclusion. The result is the students of eleventh grade used cohesive devices in their writing report text quite well. Most of them used all cohesive devices to make their writing looks good. Although, one component of cohesive devices was used a little by the students, their writing still consists one or two of it. Finally, the students use cohesive devices in their writing report text although the teacher did not explain about it.

Key words: cohesion, cohesive devices, report text, eleventh graders.

INTRODUCTION

Basically, English has four skills to be developed. They are listening, speaking, reading, and writing. These four skills are grouped in two skills; productive skills which are speaking and writing, and receptive skills which are listening and reading (Scrivener, 2005). Among those skills, most of the students said that the hardest skill in English is writing because there are several things that have to be obeyed in writing. For instance, argument and discussion, cause and effect, cohesion, comparisons, definitions, examples, generalizations, numbers, problems and solutions, style, visual information, and working in groups (Bailey, 2003). Furthermore, students do not only pay attention to the structure, but also to the diction, punctuation, and cohesion.

According to Bailey (2003), there are lots of elements in writing. One of them is cohesion. The text which consists of some paragraphs and sentences has to have cohesion. Cohesion has really close relation with development of the main idea, supporting sentences, and the right selection of conjunction.

The text is cohesive when it is readable and has clear explanation in considering reference words (e.g. he, theirs, the former) and conjunction (e.g. but, then, and) (Bailey, 2003). Then, cohesion is the relationship between the sentences in a paragraph that stick together by connectives (Jordan, 2003). Cohesion also means when all supporting sentences support the topic sentence. There are the devices to connect all the supporting sentences to the topic sentence, it is called cohesive devices. Cohesive devices have four components, such as connectors, definite articles, personal pronouns, and demonstrative pronouns (Boardman, 2008). From all the statements above, it is clearly stated that there are some points that have to be concerned in writing cohesively.

Among those experts, the researcher decides to use cohesive devices as the tool to analyze the students' composition. It will make the researcher able to check the

students' composition dealing with cohesion. She will look carefully at the cohesive devices in students' composition to find whether their compositions are cohesive or not.

However, teacher in senior high rarely considers about students' cohesion in writing. Usually, he or she only looks at the grammar and punctuation. It happened because almost all teachers think that if the students write in grammatically correct, it means that they know how to write and the goal of the lesson is achieved. While the content of writing also takes the important part in writing. If the content is well developed and has correlation with the topic sentence, it will produce good composition. The cohesion among the content can be inferred from the use of outline before writing.

Based on the background of the study, the researcher formulates four research questions as follows:

1. How do the eleventh graders of SMAN 1 Kediri develop connectors to achieve cohesion in their report writing text?
2. How do the eleventh graders of SMAN 1 Kediri develop definite articles to achieve cohesion in their report writing text?
3. How do the eleventh graders of SMAN 1 Kediri develop personal pronouns to achieve cohesion in their report writing text?
4. How do the eleventh graders of SMAN 1 Kediri develop demonstrative pronouns to achieve cohesion in their report writing text?

RESEARCH METHOD

In this research, the researcher will look at how good students use cohesive devices, such as the use of connectors, definite articles, personal pronouns and demonstrative pronouns, in composing their writing. To conduct this research, the researcher will use qualitative research.

This study will be taken in one of the senior high schools in Kediri, East Java. To be precise, the researcher will gain the data at

SMAN 1 Kediri, East Java. The researcher will gain the students' writing from eleventh graders.

The researcher will gain the data in the form of words, phrases and sentences that are written by students. The researcher uses document analysis to collect the data.

In this study the researcher uses writing task as the technique of collecting the data. Regarding to the research questions, documenting the student's writing task is the suitable technique to apply in this research. Through students' writing task, the researcher can analyse, conclude, describe, and interpret the understanding of the students in using cohesive devices. The analysis will focus on the students' composition. The researcher will check whether the students already use cohesive devices or not.

The data will be analyzed by according to Miles and Huberman (1984), there are three stages in analyzing the data, data reduction, data display and conclusion drawing/verification. The steps are described as follow:

a) Data Reduction

After collecting some data, the researcher sorts the unimportant data by taking look at cohesive devices, such as connectors, definite articles, personal pronouns, and demonstrative pronouns. Here, the researcher will take a look in the use of cohesive devices by reading the students' writing result. After that, sorting section will be conducted since researcher only needs ten compositions among all.

b) Data Display

After doing data reduction, the researcher will analyze the students' composition. The analysis uses the table of cohesive devices that is made based on the theory which is validated by the expert. The researcher will check whether the students' writing result consist of cohesive devices or not.

c) Conclusion Drawing/Verification

The next step is making the conclusion about the result of the data analysis. The researcher will know how the students

compose the sentences in their report text. Then, the researcher will make a table of students' result of eleventh grade cohesion in writing a report text. The researcher classifies the students' work based on the completeness of cohesive devices that are being used in their composition. By doing this way, the researcher will know which students who have better understanding about cohesion in writing.

FINDINGS AND DISCUSSION

The result of Cohesive Devices in Students' Writing.

Here, the researcher will present the results of the observation in four points. First is about connectors. Second is about definite article. Third is about personal pronouns. Fourth is about demonstrative pronouns. All the data were taken from a class of English in Lintas Minat program. The data were gained from the students' composition. There are five samples that will be presented in this section. That decision was made because the researcher thought five samples are enough to represent the whole class. The class consisted of selected students with the same average level in English.

The researcher decided to sort of five samples of writing based on the kind of text of report text. First, the researcher will look at the purpose of report text itself by looking at the title of the story. Second, the researcher will take a look into generic structure of the text. Report text has two generic structure they are general classification and description. Thus, the researcher will take five writings with those factors.

Table 1: Composition 1

N o.	Sentenc es	Conn ectors	Defi nite arti cle	Pers onal pron ouns	Demon strative pronou ns
1.	Koala are rare animal well- known in the	✓	✓	-	-

	world.				
2.	They live in that island country, such as in Australia country.	✓	-	✓	-
3.	Koala is one of marsupial special from Australia.	-	-	-	-
4.	Koala is one of family phascolarctidae.	-	-	-	-
5.	Koala live with their friends or called shoal.	-	-	-	-
6.	The size of Koala ranges from 80 gr to 10 kg.	-	✓	-	-
7.	Their finger and toes are similar to other primates.	✓	-	-	-
8.	Koala are more	-	-	-	-

	social than other animals.				
9.	When Koala want to drink, Koala get down from their home.	✓	-	-	-
10.	Koala just live on the wood leaf of Ekaliptus.	-	✓	-	-
11.	Their activities just spend with sleeping, therefore they are called lazy animal.	-	-	-	-

The composition above contains some connectors, such as coordinating conjunction, subordinating conjunction, and preposition. The student wrote coordinating conjunction to connect two independent clauses became one sentence, such as “and”. Then, subordinating conjunction to make chronological event is “when” and “such as”. The last is preposition to make the composition look connected such as “in”.

Then for definite article, the student used it in the first, sixth and tenth sentence. The student used the definite article “the” in the first sentence to label our world that already exist. In the sixth sentence is to label

Koala and in the tenth sentence is to label the wood named Ekaliptus.

The writer only uses one personal pronoun which is in the second sentence. The writer used "they" as the replacement of Koalas. In the other hand, demonstrative pronoun is nothing to be found from the writing.

The text still needs better correction. As it can be seen from the text, there are too many Koala words in almost every sentence. So, it will be much better if the student use personal pronouns "it" of singular and "they" for plurals to change the word "koala".

Table 2: Composition 2

N o.	Senten ces	Conn ectors	Defi nite arti cle	Pers onal pron ouns	Demon strative pronou ns
1.	Lombo k is one of the enchan ting tourist destina tion.	✓	-	-	-
2.	It is a naturall y pure island.		✓	✓	-
3.	Lombo k locatio n is near from Bali, one of the most famous tourist destina tion in the world.	✓	✓	-	-
4.	Many	✓	-	-	-

	people are going to Bali also spend a few days in Lombo k.				
5.	It affects Lombo k econo mically .		-	✓	-
6.	Lombo k is cultural ly and naturall y similar to Bali.	✓	-	-	-
7.	Howev er, its purity is still well kept becaus e less of tourist go to Lombo k than Bali.		-	-	-
8.	In Lombo k, people can enjoy beautif ul beache s,	✓	-	-	-

enchanting waterfalls and volcanoes of Mount Rinjani.					
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The composition above used coordinating conjunction, prepositions, and transitions as the connectors. Almost all of sentences contain connectors except two sentences. There are many coordinating conjunctions that are used to link between two independent clauses in the composition is “and”. Then, there are prepositions that are used in the composition, it is “of”. Transitions that are used are “also”.

The composition above uses definite article only in the second and third sentence from all the sentences there. The purpose of using the definite article in the second sentence is to label the situation in Lombok. Then, in the third sentence the student wrote “the” for making sure that it is our existed world.

Personal pronoun that appears in the composition above is “it” in the second and fifth sentence. In the second sentence “it” replaces the word Lombok and in the fifth sentence “it” replaces the visiting of people there. The composition above has no demonstrative pronoun. The table is showed the writer did not use any demonstrative pronouns in the composition.

From the text above, there are some correction. It will be better if the student changes the word “Lombok” into personal pronoun “it”. Also, for the connector in sentence four, “also” it will be better to change into “for” then follow with the word “spending”.

Table 3: Composition 3

N o.	Sentences	Connectors	Definite article	Personal pronouns	Demonstrative pronouns
1.	River	✓	✓	-	-

	is a natural flowing watercourse, usually fresh water, flowing towards the ocean, sea, lake, or another river.				
2.	In some cases, a river flows into the ground and becomes dry at the end of its course without reaching another body of water.	✓	-	-	-
3.	River is part of the hydrological cycle.	✓	✓	-	-
4.	The useful	✓	✓	-	-

	ness of the river is for agricul ture irrigati on, the raw materi al of drinki ng water and even for recreat ion.				
5.	Rivers often be manag ed and control led, so it will be more helpful or mitigat e the negati ve impact s on human activiti es.	✓	-	-	-
6.	Such as dike, canal, naviga tion, and so on.	✓	-	-	-

The composition above contains coordinating conjunctions, prepositions, and transition. There are several coordinating conjunctions that were used more than one time such as “and”. Also, there are lots of prepositions to make clear explanation about the river such as “at”, “in the end of”, “into”, “for” and “on”. Then, for the transition there is only one transition that appears. It is “such as”. All of the sentences in the compositions contain connectors.

The composition above uses definite articles three times in three different sentences. The first definite article, “a”, is in the first sentence of the paragraph. The aim of the student wrote “a” in the beginning of the sentence is to introduce the topic and label the river. Then, the student put “the” to label a process. The last, the student put “the” to refer to the same river as it is stated in the first sentence.

The student did not use any personal pronoun in the composition. The table shows there is no personal pronoun that appears in the composition. From the table above it is clear that there is no demonstrative pronoun that appeared in the composition. The writer did not write any demonstrative pronoun there.

Some correction from the text are the word “River” can be change into personal pronoun “it”. So, it will be more readable and cohesive. Next, for the connector in sentence five, “on” it will be better if the student uses “for” in order to link to the next words.

Table 4: Composition 4

N o.	Senten ces	Conn ectors	Defi nite arti cle	Pers onal pron ouns	Demons trative pronou ns
1.	Whale s are mamm als who live in the ocean.	✓	-	-	-
2.	Whale	-	-	-	-

	s are not belong to fish family.				
3.	Whales have characteristic like big body, breathe with lungs and mammal.	✓	-	-	-
4.	There are two famous types of whales now.	✓	-	-	-
5.	The first is whales who have teeth or Odontoceti and the second is without teeth or Mysticeti.	✓	-	-	-
6.	Odontoceti usually eat small fish,	✓	-	-	-

	octopuses and other living creature.				
7.	It has one hole and breathe with lungs.	✓	-	✓	-
8.	Mysticeti are bigger than Odontoceti and have structure called balin.	✓	-	-	-
9.	The shape of balin is like brush.	✓	-	-	-
10.	This structure is used to filter plankton.	-	-	-	-
11.	Mysticeti have two holes to breathe.	-	-	-	-

The composition above used coordinating conjunctions and prepositions as the connectors. The coordinating conjunctions which are mostly used are “and”. Next, the

prepositions which are used are “in”, “of”, and “like”. The composition above does not use any definite article. The student did not write single definite article to make the composition looks well.

The student only used personal pronoun once in the seventh sentence. Personal pronoun that was used is “it” which is referring to the Odontoceti or whale who has teeth. There is no demonstrative pronoun that appears in this composition. As it is shown in the table, the writer did not use any demonstrative pronoun in the composition.

From the text above the corrections are the subject “Whales” can be changed into personal pronoun “They” to make the composition looks neat.

Table 5: Composition 5

N o.	Sente nces	Conne ctors	Defi nite arti cle	Pers onal pron ouns	Demons trative pronou ns
1.	Moun tain is the highest part of the earth surface.	✓	✓	-	-
2.	Usual ly mount ain is higher and steeper than hill or mount ain range.	✓	-	-	-
3.	A mount ain can be forme d	✓	-	-	-

	from tecton ic force or volca nism.				
4.	These forces can locall y raise the surfac e of the earth.	✓	✓	-	✓
5.	Moun tains are very helpfu l for huma ns.	✓	-	-	-
6.	Such as , for agricu lture, resour ce extrac tion and recrea tion.	✓	-	-	-
7.	Many peopl e visit mount ains for climbi ng.	-	-	-	-
8.	Some mount ains are	✓	-	-	-

	also dangerous, especially when it erupts.				
9.	When a mountain erupts, it will release lava and many rocks.	✓	-	✓	-
10.	The highest mountain on earth is Mount Everest in Himalaya.	✓	-	-	-

The composition above used many connectors except for one sentence. It uses coordinating conjunctions, subordinating conjunction, transition and prepositions. Coordinating conjunctions that are used in the composition are “and”, and “or”. Then, the subordinating conjunction that is used is only “when”. Next, the transition that appears is only “such as”. The last is the prepositions that are used are “of” and “in”.

The composition above uses definite article for first and fourth sentences. The first is “the” in the first paragraph to make the reader aware of the earth where we are living. The writer ensures the reader to understand by putting the same “the” in the fourth sentence.

The composition only has one personal pronoun that is “it” which appears in

the ninth sentence. The personal pronoun “it” there refers to a mountain.

The composition above has demonstrative pronoun. The demonstrative pronoun that appears in the fourth sentence is “these”. The demonstrative pronouns “these” was used to refer to tectonic or volcanic forces which had stated in the third sentence.

The composition above needs some correction in the subject “mountain” can be replaced with personal pronoun “it”. So, the writing will be neater without lessen the meaning of the text.

There are four parts in this section. The first is the use of connectors by the students. Based on the students’ compositions that have been analyzed, the students used many connectors in their compositions. All of the students’ compositions consist of connectors. According to Boardman and Frydenberg (2008), there are four kinds of connectors, coordinating conjunctions, subordinating conjunctions, prepositions and transitions.

Based on the analysis, prepositions were used in almost all of compositions, such as “of”, “in”, and “on”. Then, coordinating conjunctions were also used lots in the compositions. The coordinating conjunctions “and” and “or” were used mostly. These because the coordinating conjunctions “and” and “or” are the most common in students’ mind. They are very simple to apply in almost all of the sentences. While actually not all of the sentences suit with that conjunctions. Next is the use of transitions were quite small. The students often used transitions because they still did not know much about transitions. The students tried to use common transitions like “as” and “such as”. Therefore, only few students who used transitions in their compositions. It means that not all of the students in the class know about transitions or the functions of transitions in the sentences. The last is about subordinating conjunctions. The students rarely used coordinating conjunctions probably because they did not have any idea about what subordinating conjunction is, or what kinds of subordinating conjunctions that are suitable to form

sentences and vice versa. It is shown that the students still lack of subordinating conjunction

The second is about definite article which was used in the compositions. The students already know about the definite article and the function of it. It can be seen that the students already write "a" before "the" in their compositions to label the same and certain things. The definite article is used to make the readers do not get confused in reading. The presence of definite article makes the readers do not get confused with the writing because it represents the exact same meaning with the word before. This is in line with Boardman and Frydenberg (2008) who stated that definite article is a way to connect sentences and usually shows in the second sentence.

The third is that the students rarely used personal pronoun for their compositions. As Boardman and Frydenberg (2008) said that personal pronouns are the pronouns that refer back to the previous noun, or it is called antecedent. The students rarely used personal pronouns in the compositions. Meanwhile, there are lots of nouns in the compositions that can be transform into personal pronouns. Compositions 2, 3, 4, 7, and 10 have lots of things or nouns that can be transformed into personal pronouns. These indicate that the students did not know or understand about the use of personal pronouns. The students tended to reuse the exact noun or thing in the sentence before. On the other hand, it makes the readers read the same thing again and again and it takes time. Also, it makes the readers confused with that thing whether it is the same thing or different thing. Because of that, Boardman and Frydenberg suggested that the writers should use personal pronouns because personal pronouns were used for referring things or person that had been mentioned before, also made their writings look simpler and easy to read.

The last discussion is about demonstrative pronoun used by the students. Demonstrative pronoun is pronoun that identifies things or persons. It can be in

singular or plural, near or far. There are only four demonstrative pronouns, which are "this", "that", "these", and "those". From the compositions, almost all students did not use demonstrative pronouns in their compositions. There are only four compositions that have demonstrative pronoun and only one or two within the paragraph. Boardman and Frydenberg (2008), stated that demonstrative pronouns also need antecedents to connect all of the sentences before. So, before the demonstrative pronouns appear, it must be a noun or nouns. At the end, the students did not need to write the same thing twice and the readers can read the writing without rereading the same thing.

CONCLUSION

The results of this study show that the students in eleventh grade of SMA N 1 Kediri used cohesive devices which stated by Boardman and Frydenberg in their writing report text. Those are conjunctions, definite article, personal pronoun and demonstrative pronoun.

All of the students used connectors in their compositions. The students used all types of connectors which are stated by Boardman and Frydenberg. Those are coordinating conjunctions, subordinating conjunctions, prepositions, and transitions. The students used connectors on every sentence in their compositions. The students used prepositions most in their compositions, then coordinating conjunctions, transitions, and the fewest used is subordinating conjunctions.

All of the students used definite article in their compositions. The students used definite article for labelling the same thing with the previous. The students used "a" before "the". It means the students already knew about the use of definite article. However, not all the sentences contain of definite article.

Almost all the students used personal pronoun in their compositions. However, not all the sentences in the compositions contain of personal pronoun. There are only one until

four personal pronouns on every composition. Most all of the students still used the original thing instead of the pronoun for the next sentences.

The last is only a few students used demonstrative pronoun in their compositions. Few compositions only contain one until two demonstrative pronouns within a composition. The rest do not used demonstrative pronoun at all.

SUGGESTION

Based on the research that has done the researcher got the result that the students applied cohesive devices in their writing report text. It is suggested for the next researcher to focus not only in cohesive devices by Boardman and Frydenberg but also from grammatical and lexical cohesion in writing. The researcher hopes that this research can help the students who want to do the same kind of research.

It is suggested for the teachers that although there is no specific material in the book about cohesion, still it is important for the students in writing. So, the teachers have to explain to them or at least make them know about cohesion in writing or cohesive devices form the very beginning. Because it is very useful for them in the future when they are in university level.

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