An Analysis the Use of Cohesive Devices In Recount Text by Eighth Grade Junior High School Students'

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ABSTRACT

The goal of this study is to find out the cohesive devices used in the recount texts by eighth grade junior high school students and to investigate the use of cohesive devices in their recount texts. This study used Qualitative Content Analysis (QCA) as the method. And as many as 50 texts were studied using Halliday and Hasan's (1976) cohesion framework. This study was conducted at one of Indonesia's public junior high schools located in Subang. This study reveals that references (52.19%) are the most commonly used cohesive devices in students' texts, followed by conjunction (27.70%), lexical cohesion (19.5%), ellipsis (0.4%), and substitution (0.3%). Furthermore, incorrect use of cohesive devices was discovered, with omission accounting for the majority of errors (50.7%), followed by redundant repetition (26.7%), misuse (12%), and unnecessary addition (10.7%). These errors showed that most conjunctions and references were omitted, and repetition was redundantly utilized. These indicate that, while the students are skilled at creating cohesive recount texts, they still lack interlingual and intralingual skill, exposure to the English language, and experience confusion when using cohesive devices. Teachers must provide adequate knowledge about text cohesiveness as well as more practice and feedback to train students' language transfer skills.

Keywords: Cohesive Devices, Recount Text, Cohesion, Text Cohesiveness

INTRODUCTION

Writing in a secondary language can be tough since some EFL students struggle with it. Creating understandable writing is a tremendous challenge, especially in a second language. Many ESL or EFL students encounter difficulties in both expressing and uniting their ideas and translating their ideas into a meaningful text (Sidabutar, 2021:62). According to Ahmed (2010:211), writing is seen as a complex activity, a social act that reflects the writer's communicative skills, which are difficult to develop and learn, especially in an EFL context. From an education perspective, writing has become fundamentally important in education because it allows students to experience presenting information, expressing themselves, and exchanging ideas in written form, which prepares them to create academic and professional prose at the postsecondary and higher levels of education (Badi, 2015:65).

When it comes to education in Indonesia, the 2013 Indonesian curriculum states that English is one of the mandatory subjects for high school students (Kementerian Pendidikan dan

Kebudayaan, 2022). This curriculum includes various English competencies, one of which is the ability to compose written text. Nevertheless, many Indonesian high school students see writing as one of the most difficult disciplines, especially when expected to write an text as a mandatory requirement to pass their second year (Afrianto, 2017:97). According to Emilia et al. (2018:515), this is due to the difficulty of texts, which demands students to not only focus on grammar but also think creatively and critically, as well as to design their texts as logically cohesive and coherent as feasible. Other aspects, such as the dissimilar structure and nature of students' first language and the English language (target language), contribute to students' writing abilities (Othman, 2019:1). For that reason, students are required to accurately understand how logical reasoning is formed and to also master the appropriate way of using the cohesive devices.

According to Halliday and Hasan cited in Liani (2021:10), cohesive devices, both grammatical and lexical, play an important part in written text because they are the tools that unite the texts. They are the properties that allow text organization in students' texts to flow naturally. Acknowledging this, Emilia et al. (2018:515), stated that misuses of cohesive devices may lead to different understandings of how they should construct an effective text in English. Along with that, Halliday and Hasan cited in liani (2021:11) stated that cohesive devices are the crucial factor that determines the quality of readability of text. Similar points of view are also stated by Bahaziq (2016:112), Zarepour (2016:408), and Meihua Liu (2005:623) indicating that cohesive devices are vital in creating texture to sentences that are coherent and so reveal the construction of semantic relations in the text. As a result, by understanding the proper ways to use cohesive devices, students will be able to construct coherent meaning through their text and improve the readability of the text.

In spite of the realization that both grammatical and lexical cohesive devices are crucially important in the construction of text, studies on this issue, particularly in the Indonesian context, are still limited and frequently exclude the analysis of incorrect utilisation of cohesive devices. As a result, students' fundamental concerns with using those devices go undiagnosed, and there is no better instructional technique to assist them overcome it. Such studies carried out by Alfitri and Yuliasari (2021:425), for instance, analyze the use of cohesive devices and the chain interaction of cohesive devices to achieve coherence in argumentative essays by Universitas Negeri Semarang graduate students.

Alfitri and Yuliasari (2021:425) stated that the students overuse certain types of cohesive devices such as repetition in creating the chains of coherence, which is in contrast to other studies conducted also in Indonesia. Such a study is reported by Khairi and Wahyuni (2020:25),

The findings of this study revealed that the students in Padang used all of the grammatical coherent devices, including reference, substitution, ellipsis, and conjunction, when composing a text. Saputra and Hakim (2020:42) investigated the types of cohesive devices frequently used in the writing of argumentative essays by high-achieving college students in Indonesia. From outside Indonesia, Zarepour (2016:408) examined Iranian students' texts and revealed that, in fact, the utilization of grammatical cohesive devices weighed more than the employment of lexical cohesive devices. Though the differential results are understandable due to the study participants' different cultural backgrounds, other issues such as the absence of analysis of inappropriate use of cohesive devices may also be to blame.

When it comes to studies on the inappropriate use of cohesive devices, Afrianto et al. (2017:127) narrow the focus only to describing the types of grammatical cohesive devices and the inappropriate use of those devices by students' texts. The study showed that students tend to use the inappropriate pronoun reference when they try to refer between subject and object sentences. On a global scale, Nasser (2017:172) investigated the discourse errors in the use of grammatical cohesive devices in argumentative texts written by Yemeni EFL learners. The study showed that the category of errors in the usage of reference ties was the most problematic, with learners making the most common errors, while the category of errors in substitution and ellipsis was the least frequent.

Regardless of the fact those studies do focus on students' incorrect use of cohesive devices, it is important to note that those researches focused solely on grammatical cohesion, leaving lexical coherence undiscovered. Aware of this, the researcher of the current study examines the gap and decides to conduct additional research with the goal of determining not only how cohesive devices are used in students' texts but also what kinds of errors or inaccurate uses of cohesive devices the students make in the fields of grammatical and lexical cohesion, as well as the causes of the inaccuracies in the students' recount texts.

THEORETICAL FRAMEWORK

Halliday and Hasan's Cohesion Framework

The term cohesion is familiar with the study of language. It is a component of a language's system. It is described as the tools within language that provide textual continuity in addition to clause structure and clause complexes. Halliday and Hasan in Mashitoh et al. (2017:77) stated that cohesion refers to the meaning relations that exist in the text. Furthermore, Halliday and Hasan cited in Hasanah (2017:11) stated that cohesion is a semantic relationship between an element in the text and some other elements that are critical to its interpretation.

Halliday and Hasan cited in Uru et al. (2021:141) also stated cohesion occurs when one element's interpretation is dependent on the interpretation of another. It is also stated by Brown and Yule cited in Hasanah (2017:11) that cohesion is the relationship among propositions that is stated explicitly by the semantic elements inside the utterances, which form a discourse. Cohesive relationships are established within a text when the interpretation of one element in the discourse is dependent on that of another. In line with that, Artawa (2004:18) also stated that cohesion is a semantic relationship between sentence elements that is implied by another sentence element. As a result, it is difficult to interpret a sentence when it is removed from its context. In other words, Cohesion binds any passage or speech together so that it can function as a text form in a semantic relation.

Semantic relations in cohesion, according to Halliday and Hasan cited in Bahaziq (2016:112), can be expressed through the structural organization of language and are also realized through the lexicogrammatic system. Because of that, Halliday and Hasan cited in Kurnia (2021:23) divided cohesion into two types: grammatical cohesive devices and lexical cohesive devices. Grammatical cohesive devices include reference, ellipsis conjunction, and substitution. Lexical cohesive devices include repetition, synonymy, hyponymy, metonymy, and antonymy.

According with the statement, there are two kinds of cohesion: grammatical cohesion (based on structural content) and lexical cohesion (based on lexical content and background knowledge). To summarize, the researcher concludes that cohesion is a semantic relation characterized by a series of processes that link clauses that provide a complete meaning in a clear and organized manner. It refers to the use of language strategies to link sentences together. Furthermore, it is the glue that holds a text together and differentiates between unrelated sets of sentences and sets of sentences that form a cohesive whole.

The concept of cohesion by Haliday and Hasan (1976) that realized by using cohesive devices can be seen as follows:

Picture 1. The concept of cohesion by Haliday and Hasan (1976)

Aspect	Type	Category	Sub-type
Cohesion	Grammatical	References	Personal Pronoun
			Demonstrative
			Comparative
		Substitution	Nominal
			Verbal
			Clausal
		Ellipsis	Nominal
			Verbal
			Clausal
		Conjunction	Additive
			Adversative
			Causal
			Temporal
	Lexical	Reiteration	
		Collocation	

Cohesive Devices

According to Halliday and Hasan cited in Uru et al. (2021:141) systematized the concept of cohesion into some of cohesive devices. Which it divided again into two "big" types of distinct categories—grammatical cohesion and lexical cohesion. Based on the statement, grammatical cohesion is based on structural content, and lexical cohesion is based on lexical content and background knowledge. Halliday & Hasan cited in Liani (2021:10) also explain that grammatical cohesion is a semantic relation that is expressed through the grammatical system, while lexical cohesion is a semantic relation that is expressed through the lexical system. In other words, grammatical cohesion is a semantic relation among elements marked by grammatical devices (a language used in relation to grammar).

Grammatical cohesion is divided into four devices: reference, substitution, ellipsis, and conjunction. While lexical cohesion is a lexical relation among parts of discourse to get harmony structure in a cohesive manner. Lexical cohesion is divided into two devices: reiteration and collocation. Through these categories, the concept of cohesion by Halliday and Hasan emerging as the most comprehensive explanation about the analysis of relationships among sentences within a text. The types of relations under grammatical cohesion are all of the aspects found within the grammar of the language.

Halliday & Hasan cited in Emilia et al. (2018:516) provide the grammatical cohesion of basic categories are pointing into four; reference, substitution, ellipsis, and conjunction. Lexical cohesion does not deal with grammatical and semantic connections but with connections based on the word used. Lexical cohesion divided into two types: reiteration and collocation.

METHOD

This study used Qualitative Content Analysis (QCA) method. The factors are that Qualitative Content Analysis (QCA) is the most prevalent tactic for qualitative document analysis and is notable for assisting linguists in addressing research questions relating to organizational processes in texts while also potentially assisting in data interpretation (Mayring, 2021:76). According to Babbie (2013:125), Qualitative Content Analysis (QCA) is an effective method for text analysis. It is useful for gathering, analyzing, and interpreting data on linguistic properties and textual schematic structure. In this study, it is seen that qualitative content analysis is appropriate to utilize since it assists the researcher in collecting, analyzing, and interpreting data linked to the use of cohesive devices in analytical recount text.

The intent of Qualitative Content Analysis (QCA), which is to thoroughly analyze specific contents (texts), could be accomplished through the operation of coding. This coding operation entails the process of searching for underlying themes, patterns, units, or categories that are not

only to be measured and counted but also to be presented in detail (Mayring, 2021:87). It is also associated with the concept of text highlighting, that is, emphasizing patterns or codes to be studied further. For these reasons, Qualitative Content Analysis (QCA) is employed specifically in this study to explore students' use of cohesive devices in recount text using text highlighting processes.

Qualitative Content Analysis (QCA) participates as a coding operation in the form of highlighting processes in order to answer the research questions of this study, which are to discover the cohesive devices employed in students' recount texts and to investigate the use of cohesive devices in their recount texts. As a result, Halliday and Hasan's coherence framework serves as the coding process, with students' writings serving as the content being evaluated. Text highlighting is also utilized to identify cohesive devices in students' texts based on that framework.

RESULT AND DISCUSSION

After the discovery of cohesive devices used in the students' recount texts, next the identification of error is done to know how did the students used the cohesive devices in their text. The error was classified into sub- categories, according to Halliday and Hasan, as cited in Ong (2011:49). The classification of errors was based on Halliday and Hasan's (1976) taxonomy of cohesion. The next step involved classifying the errors into types. What was found in the data is most suitably classified into (1) misuse, (2) unnecessary addition, (3) omission, and (4) redundant repetition of cohesive devices.

Below here is the table that will show cohesive devices that are incorrectly and correctly used and found in the data, as follows:

Table 1. The cohesive devices that are incorrectly used in students' recount texts

Cohesive Devices		Identification of Error				Sub total	%
		Misuse	Unnecessary Addition	Omission	Redundant Repetition		
Reference	Personal	7	3	4	2	20	26.7%
	Demonstrative	1	1	2			
	Comparative						
Conjunction	Additive	1	3	2		37	49.3%
	Adversative			1			
	Clausal			8			
	Temporal		1	21			
Ellipsis	Nominal					0	0%
	Verbal						

	Clausal						
Subtituti on	Nominal					0	0%
	Verbal						
	Clausal						
Lexical Cohesio n	Reiteration				18	18	24%
	Collocation						
Subtotal		**9**	**8**	**38**	**20**		
total		**75**					

In percentage	**12%**	**10.7%**	**50.%**	**26.7%**	

These results show that the most error occured is omission (50.7%), next is redundant repetition (26.7%), contunuing by misuse (12%) and last is unnecessary addition (10.7%). And the most cohesive devices errors done by the students are conjunction (49.3%), next is refrence (26.7%) and lexical cohesion (24%).

Table 2. The cohesive devices that are correctly used in students' recount texts

The Correct Use of Cohesive Devices	Cohesive Devices						Sub total
	Grammatical Cohesion				Lexical Cohesion		
	Reference	Substitutio n	Ellipsis	Conjunctio n	Reiteration	Collocation	
Subtotal	**1062**	**6**	**7**	**539**	**386**		
total	**2000**						

In percentage	**53.1%**	**0.3%**	**0.35%**	**27%**	**19.3%**	

Table 3. The cohesive devices in students' recount texts

Text Number	Cohesive Devices						Sub total
	Grammatical Cohesion				Lexical Cohesion		
	Reference	Subtitution	Ellipsis	Conjuction	Reiteration	Collocation	
In percentage	**52.19%**	**0.3%**	**0.4%**	**27.7%**	**19.5%**		

As shown in Table 3 the students used cohesive devices in their recount texts. the result showed that the use of reference as much as (52.19%) was highest than other devices of cohesion, then followed by conjunction (27.70%), reiteration (8.13%), collocation (1.36%) ellipsis (0.004%) and substitution (0.003%). Based on the above data analysis and interpretation of cohesion, it could be claimed that students can build all of cohesion devices on their recount texts. However, not all types of cohesion devices exist in each text.

This is significant because students' ability to build cohesion through the use of cohesive devices influences their writing quality. Because the elements within the text are linked when students write a text cohesively, the text is easy to read and understand. A cohesive text, according to Halliday and Hasan's theory, is one in which an element in the text and another element are linked in such a way that they create a meaningful and readable text. It corresponds to the reality revealed in eighth-grade high school students' recount texts. Cohesion thus provides compelling evidence that it contributes to readable writing. But, the fact in this study that even with the existence of cohesive devices in the students' text there are showed that some errors in using cohesive devices have occurred. The results in this study show that the most error occurred is omission (50.7%), next is redundant repetition (26.7%), continuing by misuse (12%) and last is unnecessary addition (10.7%). And the most cohesive devices errors done by the students are conjunction (49.3%) , next is reference (26.7%) and lexical cohesion (24%).

These errors occurred in both grammatical and lexical cohesion and included misuse, redundant repetition, omission, and unnecessary addition, indicating that students' interlingual and intralingual ability to compose written texts is still lacking. This reflects the students' lack of exposure to the target language (English), as well as their lack of practice organizing and creating a sense of text cohesiveness, as well as their confusion in using cohesive devices.

CONCLUSION

In their recount texts, eighth-grade high school students demonstrated extensive use of both grammatical and lexical cohesion. Reference is the most commonly used cohesive device, followed by lexical cohesion and conjunction in second and third place, respectively. As the least used cohesive devices, they dwarf substitution and ellipsis. As in writing recount texts, students are expected to tell the reader about one specific story, action, or activity, so an abundance of references followed by lexical cohesion and conjunctions is expected. In line with its purpose that recount text is either to entertain or to inform the reader about past events. They also use references and conjunctions to connect their texts chronologically and cohesively, with proper past event sequencing. Also, the presence of a large number of the use of cohesive devices in the students' texts does necessarily imply that the texts are cohesive. This is due to the fact

that many of the cohesive devices discovered are being used correctly in this regard, the most significant contributors to these correct uses are reference, followed by conjunction and lexical cohesion, which is consist of collocation and reiteration. But for the inaccurate use of cohesive devices, both grammatical and lexical, that include misuse, redundant repetition, omission, and unnecessary addition, signal that students still have issues with their interlingual and intralingual ability to construct written texts. This reflects the students' lack of exposure to the target language (English), as well as their lack of practice organizing and creating a sense of text cohesiveness, as well as their confusion in using cohesive devices. As a result, it is critical for English educators in Indonesia to better equip students with adequate text cohesiveness knowledge, a proper teaching strategy, and adequate constructive feedback on how to create meaningful texts using cohesive devices.

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