

**COHESIVE DEVICES (CDS) IN EXPOSITORY ESSAY WRITTEN BY INDONESIAN
STUDENTS OF ENGLISH AS A FOREIGN LANGUAGE (EFL)**

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Abstract:

The study aims at describing the types of cohesive devices used by the third semester students of English Department of Tarbiyah Faculty of State Institute for Islamic Studies (IAIN) of Palangka Raya who took Essay Writing Course. The subjects of the study were thirteen (13) of the third semester students' of English department of Tarbiyah Faculty of State Institute for Islamic Studies (IAIN) of Palangka Rayawho took Essay Writing Course. In order to get the data, the students were asked to write expository essays by choosing the following topics which include; (1) why the teachers should be professional, (2) the use of digital technology in learning and (3) how to prevent forest from a fire. The data were analysed based on Halliday and Hasan's (1976) framework on cohesive devices covering reference, substitution, ellipsis, conjunction and lexical cohesion. The study shows that (1) the types of cohesive devices to be found in in the students' essays are conjunction (43.25%), reference (33.73%) and lexical cohesion (23.01%). Although there are a few cohesive devices to be used, the majority of the students' opinion essaya fail to achieve cohesion.

Key words: cohesion, cohesive devices, expository essay

INTRODUCTION

When students are asked to write an essay, they are not only required to produce a collection of sentences, but also they are required to keep the connectivity of ideas across sentences, clauses and paragraphs. If the connectivity of ideas across sentences and paragraphs can be kept, their essay will make sense. Otherwise, if the connectivity of ideas across sentences and paragraphs cannot be kept, their essays will be difficult to understand. The connectivity of ideas across sentences, clauses and paragraphs cannot be kept through cohesive devices (CD's).

The connectivity of ideas is called cohesion. Cohesion is a factor that indicates whether a paragraph or an essay is well connected or merely a group of unrelated sentences. Hinkel (2004) defines cohesion as the connectivity of ideas in discourse and sentences to one another in text, therefore creating the flow of information in a unified way. Connor (1996) defines cohesive devices (ties) as words or

phrases which are used as indicators to the readers to connect with what had already been stated or soon will be stated.

In essay writing, the students should be given with the knowledge of cohesion and the skill of using cohesive devices. Brown (2007) points out that using cohesive devices is one of micro skills for writing. Therefore, using cohesive devices should be taken into account.

In order to achieve cohesion, Halliday and Hasan (1976) introduce five major divisions of cohesive devices in English. These are reference, substitution, ellipsis, conjunction and lexical cohesion. Reference, substitution, ellipsis and conjunction are classified under grammatical cohesion; while reiteration and collocation are classified under lexical cohesion.

There are a number of researchers who conducted studies on the uses cohesive devices. Some researchers have focused on the variety and the frequency of cohesive devices; some have focused on the errors of the uses of cohesive devices.

Nurhayati (2012) carried out a study on the error analysis on the use of cohesive device in English writing essay among the seventh semester students of English department of STAIN Salatiga in the academic year of 2011/2012. The results showed that a total of 817 errors are identified in those essays including errors on the use of reference, conjunction and lexical cohesion. Errors on the use of substitution and ellipsis are not found. The percentage of errors on the use of reference is 79.07 %, conjunction 17.26%, and lexical cohesion 3.67%. From percentage of each of types of errors on the use of cohesive devices, reference becomes the first dominant error, conjunction as the second dominant error, and lexical cohesion as the last dominant error.

Pandiya (2012) carried out a study on the coherence and cohesion in the written English news text in programma II RRI Semarang, Central Java, Indonesia. The result of this study showed that the topics of English news text in Pogramma II RRI Semarang are various. The topics of texts are then mostly dominated by social affairs while the topic of religion and politics are least dominant. The coherence in the written English news text of Programma II RRI Semarang is not fully significant either. This was indicated by the fact that only 13.33% of the texts can fulfil the cohesive devices. The item topic of “*economy*” has more features of coherence and cohesion than others, as it presents more detailed information, complete schematic structure of news item, logical order, good paragraph, and good appropriate choice of word or diction.

Ayub, Seken, and Suarnajaya (2013) conducted a study on the cohesion and coherence of students' English writings at the Second Grade of SMAN 1 Labuapi West Lombok. They found that the

students used the five types of cohesive devices to serve the coherence of their writings of which reference 40.84% with personal reference as the dominant use. Lexical cohesion was used 37.99% dominated with repetition. Then, it was followed by conjunction 19.60%, ellipsis 1.35%, and substitution 0.29%; (2) the topical progression used was parallel progression with the percentage 56.84%, sequential progression 24.19%, and extended parallel progression used was parallel progression with the percentage 56.84%, sequential progression 24.19%, and extended parallel progression 18.25%; (3) some problems in coherence of students' writings were reference, conjunction, lexical cohesion, tenses, auxiliary 'to be', passive voice, infinitive, gerund, subject-verb agreement, noun, preposition, and text structure. The result of the study indicates that cohesion and coherence have to be the emphasis in teaching writing and the English teachers have to be competent in evaluating the coherence of students' writings by applying TSA.

Mawardi (2014) conducted a study on the cohesion and coherence of students' narrative writings in the English language education department of Nahdlatul Wathan Mataram University. The results of the study indicated that *reference* was used predominantly (50, 22%), followed by *lexical cohesion* (30, 02%), *conjunction* (16, 93%), *ellipsis* (2, 73%), *substitution* (0, 10%). *Substitution* and *ellipsis* were not used much in the essays because of the fact that the students overused the repetition of lexical items, or they were confused. There were four types of cohesive device which were often used inappropriately. Conjunction device was the most inappropriately used in the students' story writing (50% out of the other types of cohesive devices), then followed by lexical cohesion (33,33%), reference (16,67%), and ellipsis (1,51%). The types of topical progression used by the students to build coherence in their essays were parallel progression (53,2%), sequential progression (27,9%), and extended parallel progression (18,8%).

METHOD

The subjects of the study were thirteen (13) of the third semester students' of English department of Tarbiyah Faculty of State Institute for Islamic Studies (IAIN) of Palangka Rayawho took Essay Writing Course. In order to get the data, the students were asked to write expository essays by choosing the following topics which include; (1) why the teachers should be profesional, (2) the use of digital technology in learning and (3) how to prevent forest from a fire. The data were analysed based on Halliday and Hasan's (1976) framework on cohesive devices covering reference, substitution, ellipsis, conjunction and lexical cohesion.

FINDINGS AND DISCUSSION

Research findings are obtained from cohesive and coherent devices in essays produced by the third semester students of English Department of Tarbiyah Faculty of State Institute for Islamic Studies (IAIN) of Palangka Raya. Research findings contain the types, the frequency, the distribution, the proportion and the fulfilments of the requirements of good essays consisting of general statement, thesis statement, topic sentences, and concluding sentence.

The Types of Cohesive Devices in the Essays

In order to describe the types of cohesive devices to be used in students' essay, there are two steps to be taken. First, the distributions of each of elements of cohesive devices are shown in several tables. They are presented in the following ways.

Table 1. The Distribution of the Use of Reference

No	Types of Reference	Frequency (F)	Percentage (%)
1.	Personal reference	72	90.58 %
2.	Demonstrative reference	13	11.92%
Total		85	100 %

As seen in the table above, there were 85 (eighty- five) items of reference found in students' essay. From those 85 (eighty- five) items, 72 personal reference and demonstrative reference are found. Personal reference covers 90.58% of the total number of items of reference and demonstrative reference covers 11.92% of the total number of items of reference.

Table 2. The Distribution of the Use of Conjunctions

No	Types of Conjunctions	Frequency (F)	Percentage (%)
1.	Additive (and, or, nor)	77	70.64 %
2.	Causal (so, because, for)	26	23.85 %
3.	Adversative (but, yet)	6	5.50%
Total		109	100 %

In terms of conjunction, additive conjunction exhibits the largest proportion (70.64%), and then it is followed by causal conjunction (23.85%). While adversative conjunction occupies small portion.

Table 3. The Distribution of the Use of Lexical Device

No	Types of Lexical Device	Frequency (F)	Percentage (%)
1.	Repetition	58	100%
Total		58	100 %

In terms of lexical devices, only repetition is found out, while the other types (synonyms, collocation and so forth) are not found in students' essays.

The results of the calculation of the frequency related to general descriptions of the distribution of the uses of cohesive devices can be seen in the following table.

Table 4. The Distribution of the General Use of Lexical Devices

No	Types of Cohesive Devices	Frequency (F)	Percentage (%)
1.	Reference	85	33.73 %
2.	Conjunction	109	43.25 %
3.	Lexical Cohesion	58	23.01%
Total		252	100 %

Furthermore, the distribution of the general use of lexical devices by each of the third semester students of English Department of Tarbiyah Faculty of State Institute for Islamic Studies (IAIN) of Palangka Raya Can be seen in the following table.

Table 5. The Distribution of the General Use of Lexical Devices by Each of the Students

Name	Reference		Conjunction		Lexical Cohesion		Total
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	
RA	6	7.05%	11	10.09%	5	8,62%	22
KA	4	4.70%	4	3.66%	5	8.62%	13
RDM	9	10.58%	14	37.61%	4	6.89%	27
AM	15	17.64%	4	3.66%	4	6.89%	23
OD	14	16.47%	13	11.92%	7	12.06%	34
LU	15	17.64%	4	3.66%	3	5.17%	22
IS	4	4.70%	10	9.17%	6	10,34%	20
FFA	3	3.52%	6	5.50%	3	5.17%	12
RHA	2	2.35%	8	7.33%	3	5.17%	13
SH	1	1.17%	6	5.50%	7	12.06%	14
NH	5	5.88%	12	10.09%	4	6.89%	21
WS	2	2.35%	10	10.09%	4	6.89%	16
SG	5	5.88%	7	10.09%	3	5.17%	15
Total	85	33.73%	109	43.25 %	58	23.01%	252

As shown in table 4.5, the data display that there are 3 (three) types of cohesive devices employed by the students in their essays based on theory of Halliday and Hassan (1976). The types of cohesive devices are reference (R), conjunction (C) and lexical cohesion (LC). Some types are discovered in very large number, some are in small numbers, and some are in very small numbers.

The summary of the use of cohesive devices in expository essay written by the third semester students of English Department of Tarbiyah of Faculty of State Institute for Islamic Studies (IAIN) of Palangka Raya can be seen in the following figure.

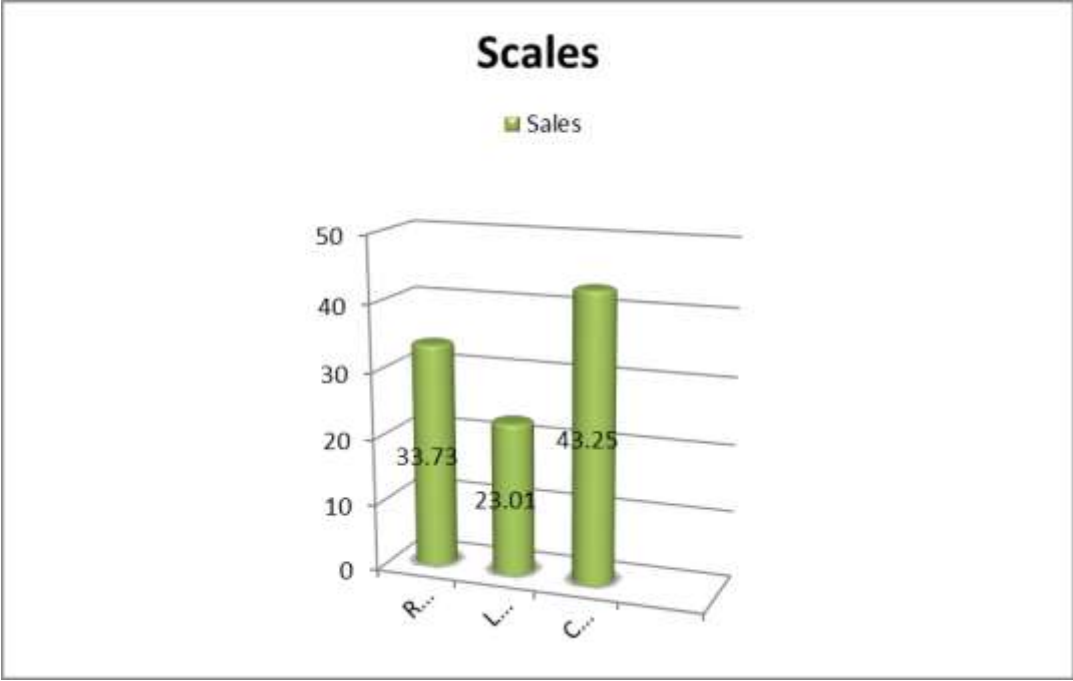


Figure 1. The use of cohesive devices in expository essay written by Indonesian students of English as a Foreign Language (EFL)

Based on the findings, conjunction exhibits the largest proportion. This result is in line with the previous studies as conducted by previous researchers. First, Abdelreheim (2014) analysed grammatical cohesive devices used in expository essays written by Emirati EFL learners at Al Ghazali School, Abu Dhabi. He found that among the four grammatical cohesion types employed by the learners in their essays, conjunction covered more than half the frequencies (57%), Second, Bahaziq (2016) conducted study on a student' essay writing, English Language Institute, King Abdul Aziz University, Jeddah, Saudi Arabia. He found that the most grammatical devices used are reference and conjunction. On the contrary, there is little evidence of using lexical devices. Although the essay is somewhat cohesive,

some areas still need improvement. Third, Ali (2016) investigated the use and misuse of cohesive devices by 4th year students at Neelain University. The primary aim was to investigate the teacher's role in encouraging the students to write well-timed writing using cohesive devices in classes naturally when they perform their lectures. The findings of the study revealed that the lecturers use only some devices, for example reference and conjunction but they ignore using ellipsis and substitution, except native speakers who used all types of cohesion relations. A number of pedagogical recommendations and suggestions were included. Daniel and Kwabena (2016) analysed teacher trainees' argument essay of a private college of education in Ghana. They found that teacher trainees frequently use reference and conjunctions to achieve coherence in their argumentative essay.

Conjunction seems to be the most frequently one and occupy the first position. Carter et al. (2005) defines conjunction as "joining". This means that all the aspects of cohesion are about joining or linking items together. However, conjunction in this context, refers to specifically to words and phrases which express how items should be linked. According to Klammer et al. (2007), conjunction is a structure class word that connects two or more words. While according to and Halliday and Hassan (1976), conjunction is different from other types of cohesive relation as it is not simply an anaphoric relation like what reference, ellipsis, and substitution perform. According to Mc Carty (1997) conjunction does not set off a search backward or forward for its reference but it does pre-suppose a textual sequence and signals a relationship between segments of the discourse.

The second position is reference. According to Halliday and Hassan (1976) reference is the specific nature of the information that is signalled for retrieval. Reference is quite common for students because they are quite familiarised. Therefore, in writing an expository essay, they used reference.

The third position is repetition. The students use repetition the students would like to focus on specific issues. Actually, there are other elements of lexical cohesion; reiteration and collocation which can be used.

Furthermore, Connor's (1994) in Levine (2016) L2 writer do not favour use synonym in their essay because of their limited lexical knowledge. Moreover, their findings showed that Arab students did not have sufficient mastery of collocation. The similar case happens to the third semester students of English department of IAIN Palangka Raya in which they use repetitions in their essay. This means that the students also have limited lexical knowledge.

In this study, substitution and ellipsis is not found. Meanwhile, substitution and ellipsis are more characteristically found in spoken discourse dialogue (Halliday and Hasan, 1976).

The Uses of a Variety of Cohesive Devices

The following are the uses of conjunctions (*and*, *nor*, *so*, *because* and *but*) by the students (FFA, KA, OD, RD, and SG).

DATA 1: the Use of Conjunction “and” in FFA’s Essay

Forest fires must be prevented from happening annually. How to prevent and control must be done properly so that the forest is maintained and the environment will be far from pollution and other disaster.

The first use conjunction of “and” is to connect the ideas conveyed in the word “prevent” and the word “control”. Both words “prevent” and “control” still belong to the same categories (not contrast ideas).

The second use of conjunction of “and” is used to connect the two dependent clauses “the forest is maintained” and “the environment will be far from pollution “. These clauses are dependent upon the first independent clause,” How to prevent and control must be done properly.” also, the independent clauses which are joined by conjunction “and” are parallel.

The third use of conjunction of “and” is to connect the ideas conveyed in the word “pollution” and “other disaster.” Both words “pollution” and “other disaster,” still belong to the same categories (not contrast ideas).

Data 2: the Use of Conjunction “or” in KA’s Essay

Forest fire is one of natural disasters that can occur whether naturally or by humans. Sometimes the little things that are considered trivial the cause of the forest fire that cost a fortune and cause damage to ecosystems.

Conjunction “or” is used to join sentences that give alternatives or choices. In the paragraph above, the use of conjunction “or” is to describe the possible cause of forest fire, it can be because of natural disaster (natural phenomenon) or man-made disaster.

Data 3: the Use of Conjunction “nor” in OD’s Essay

A good teacher can be defined as someone who always pushes students to want to do their best while at the same time trying to make learning interesting as well as creative. A positive or negative influence from a teacher early on in life can have a great effect on the life of a child. Teachers, especially at the elementary school, must be very creative with their teaching styles. Because, not all children learn in the same ways, nor are they interested in the same things. It is difficult to keep the attention of 15-20 children under the age of ten. Classroom setup and design is a good way to get and keep the attention of students. Workstations are a good way to encourage different types of learning. By allowing children a chance to choose which activities they want to participate in, children are taking control of their own education.

The conjunction “nor” is used for two non-contrastive grammatically negative items (not +not). When the student makes the sentence ”not every child learn in the same ways, nor are they interested in the same things,” the use of ”nor” indicates that the children in in the same ways and they are not interested in the same things.

Data 4: the Use of Conjunction “so” in RDM’s Essay

Last, develop concepts relevant learning about the character and competencies needed for future students.

So we can be a teacher professional we have to wait and sincere always understand lifestyle and the behaviour of the students, have excited to give inspiration to record work, fellow educator and students’ need and puffly the concept of learning.

Conjunction “so” joins sentences when the second sentence expresses the result of something described in the first sentences. In the paragraph above, conjunction “so” is not used appropriately because it is put in the beginning of the paragraph and it does not express the result of something described in the first sentences. Consequently, conjunction “so” does not give any effect toward the meaning of the next sentence.

Data 5: the Use of Conjunction “because” in OD’s Essay

A good teacher can be defined as someone who always pushes students to want to do their best while at the same time trying to make learning interesting as well as creative. A positive or negative influence from a teacher early on in life can have a great effect on the life of a child. Teachers,

especially at the elementary school, must be very creative with their teaching styles. Because, not every child learns the same way, nor are they interested in the some things. It is difficult to keep the attention of 15-20 children under the age of ten. Classroom setup and design is a good way to get and keep the attention of students. Workstations are a good way to encourage different types of learning. By allowing children a chance to choose which activities they want to participate in, children are taking control of their own education.

Conjunction “because” is used to introduce clauses of cause and reason. In the paragraph Conjunction “because” is used in the beginning of sentence in the third sentence. It seems clear that conjunction “because” is not used appropriately because it does not introduce clauses of cause and reason. Consequently, conjunction “because” does not have a clear function.

Data 6: the Use of Conjunction “but” in SG’s Essay

Professional teacher should have four competencies that are pedagogical, personal, professional and social. Therefore, in addition to skilled teaching, a teacher also has a vast knowledge, wisdom, and can socialite well. We also certainly want to be a professional teacher, but many of the criteria that must be met to become professional teacher.

Generally, conjunction “but” is used to join sentences that are opposite or show contrast. When looking deeply the sentence “We also certainly want to be a professional teacher, but many of the criteria that must be met to become professional teacher”, there is no opposite idea to be found out. Therefore, the use of conjunction “but”, in this context, is not needed.

DATA 6: The Use of Personal Reference in SG’s Essay

Why the Teacher should be Professional

A professional teaching qualification does not make you a professional, in the true sense of the word. Belonging to a particular profession does not automatically guarantee that the service you provide is a professional one. Hence, as a professional understanding of its own and there are things to do to become a professional.

Teachers are one important component in the learning process. A teacher participates in forming human resources potential in the field of development. Understanding of professional teachers,

according to me is that everyone who has the authority and the responsibility for the education of their student, individually of classical, in school or outside of school.

Professional teacher should have four competencies that are pedagogical, personal, professional and social. Therefore, in addition to skilled teaching, a teacher also has a vast knowledge, wisdom, and can socialize well. We also certainly want to be a professional teacher, but many of the criteria that must be met to become professional teacher, as these criteria are:

- a. Having a good character
- b. Having an ability to educate
- c. Dominate a material
- d. Having an academic qualification
- e. Master a variety of educational administration
- f. Have the passion and motivation
- g. Never stop to develop skill
- h. Follow training to increase knowledge
- i. Active, creative, and innovative ways to develop learning.

So₂ a professional teacher is a teacher who is able to do things to build learners. Teacher must also have the new criteria and the ability to teach. Because a teacher is the component of the builders in shaping the capabilities and talents of a learner.

The personal pronoun “you” in the beginning of sentence is addressed to the readers. The student uses the second-person plural personal pronoun to communicate with the readers. The personal pronoun “it” in the sentence “Hence, as a professional understanding of its own and there are things to do to become a professional,” indicates that the student wants to refer back to words, phrases ideas mentioned previously. However, those are not clearly stated in the essay. The personal p pronoun “me” refer to student as writer of the essay in the sentence, “According to me is that everyone who has the authority and the responsibility for the education of their student, either individually of classical, in school or outside of school. Through this essay, the student expresses her opinion toward the reasons of being professional teacher. Whereas, the personal pronoun “their” refers to teacher. The personal pronoun “we” in the sentence “We also certainly want to be a professional teacher, but many of the criteria that must be met to become professional teacher,” indicates that the student tries to build the emotional relationship with the readers by inviting them to stand on her position. Again, there are only few cohesive devices of reference to be used in this essay.

DATA 8: Lexical Cohesion in SH’s Essay

How to Prevention from a Forest Fire

Forest fire is a dangerous thing because it will effect the balance of the ecosystem. Generally, forest fires during the dry season. Forest fire have an impact on the surrounding environment. Forest fire often occurs due to the combustion intentionally by humans. Forest fire are a frequent disasters in Indonesia. Disaster like this should not continue to happen. There should be reduction and prevention so that our environment is not polluted.

How to prevent and combat forest fires. First, continued the residents around the forest not to burn grass. Second, conduct a more intensive forest protection especially when the dry season. Third, do not smoke while performing work performs jungle. Fourth, citizens and officers to work together, to replant trees (reforestation) of forest burnt, and make sure the fire is dead after arson.

Forest fire is one of natural disaster that can occur whether naturally or by humans. Sometimes the little things that are considered trivial the cause of the forest fire that cost a fortune and cause damage to ecosystems.

In the essay above, forest fire is repeated 7 (seven) times. This indicates forest fire is the important issue for the students. This means that student relies very much on the use of the same items in creating cohesion. This makes make sense because forest fire is one of the topics that were offered to the students. However, in another context, repetition should be avoided. If they still use repetition, it indicates that they have bad repertoire of vocabulary. In addition, their writing will be clumsy and monotonous.

CONCLUSIONS AND SUGESTION

Conclusions

There are some conclusions to be drawn. First, the types of cohesive devices manifested in the students' essays are conjunction (43.25%), reference (33.73%) and lexical cohesion (23.01%). Although there are a few cohesive devices to be used, the majority of the students did not use cohesive devices effectively in writing an expository essay. Consequently, their essays were not cohesive. Second,

substitution and ellipsis is not found. Meanwhile, substitution and ellipsis are more characteristically found in spoken discourse dialogue (Halliday and Hasan, 1976). Third, since students' essays are not cohesive, their essays fail to fulfil one of the requirements of good quality of essay, namely, cohesion.

Suggestions

Based on the results of the study, there are some suggestions to be provided.

First, it is suggested that the discussions of cohesion should be separated from the teaching of writing. Even the discussions of cohesion should be given in equal portions. Second, it is suggested that the teachers should provide a lot of exercises so that the students can use cohesive devices effectively. Third, it is suggested that the teachers should give feedbacks to the students so they can correct and control their weaknesses in using cohesive devices. Fourth, it is suggested to future researchers to conduct studies on cohesion with different subjects, different settings and different methods in order to give new insights about the theories and the practical aspects of writing, more specifically, about cohesion which has an important role in producing good quality of an essay.

It is also suggested that the teaching of cohesion should be taught repeatedly so that the students have strong foundations of knowledge about cohesion. In that way, the students can produce good quality of essay.

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