



Exploring Cohesive Devices Used By Students In Narrative Text

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Abstract

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Finding out the different kinds of cohesive devices and how frequently they occur is the goal of this study. The research used qualitative research as a research design. The participants of the study are 6 students in of the senior high school in Karawang who are selected based on the recommendation of the English teacher to collect data. The instruments used in this study were document analysis. The data were then analyzed in accordance to Halliday and Hasan (1976) which cater grammatical cohesion (reference, substitution, ellipsis, conjunction), and lexical cohesion (reiteration and collocation). The researcher discovered that lexical cohesiveness is subordinated to grammatical cohesion. Ellipsis and collocation are the only two aspects of the four that belong to grammatical coherence and the two that belong to lexical cohesion that are absent from the students' narrative texts. With 39 appearances, conjunction is a dominant word in student narrative texts. While the reference in the second position requires 20 appearances, the replacement plays the final three appearances. Conversely, lexical cohesiveness makes a total of six occasions. The most common appearances are repetitions, with six and There are no collocations in the pupils' narrative text.

Keywords: Writing; Cohesive Devices; Narrative Text

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INTRODUCTION

Students must master four essential skills in English teaching learning process:: speaking, reading, writing, and listening. Ren (2009) states that writing is an essential skill for students who are in the process of learning a language since it is the most effective way to demonstrate someone's English competence, both skill and difficulties. According to those experts that the most difficult skill to mastered is writing. Richards and Renandya (2002: 303), assert that mastering writing is the most challenging ability for second language learners. One of the four subject areas that is absolutely essential to our lives is writing because it can foster students' creativity and spark their imaginations. Moreover, according to Sathayatham and Pongrat (2012), stated that writing allows students to strengthen previously learned grammatical structure, idioms, and vocabulary, experiment with language, go beyond what they have learned to express, and get interested in the new language. Writing becomes a significant problem for students since completing a decent essay in English requires a complex procedure. Furthermore, Oshima and Hogue (2007:16) stated that the writing process consists of four stages: prewriting, organizing, writing, and polishing. According to Checkett, the goal on teaching writing is to improve the proficiency. The manuscript should discuss just one conceptual framework from beginning to conclusion to create effective writing, which is known as cohesion.

Cohesion is one of essential part in writing. It bridges one idea into other idea. The term cohesion refers to the way that paragraphs or textual sections relate to one another. Cohesion is a semantic unit that describes the relationship of meaning that occurs inside a text and defines it as such, according to Halliday and Hassan (1976). When the interpretation of one section of a speech depends on the interpretation of another, there is coherence. It refers to the grammatical and lexical relationships that exist inside a text or phrase. Cohesive devices are closely connected to the term "cohesiveness," which Halliday and Hassan (1976) divide into two categories: lexical cohesiveness and grammatical cohesion. In this study, the researcher examined two forms of lexical coherence and four forms of grammatical cohesion: reference, substitution, ellipsis, and conjunction. repetition and pairing.

Many studies with a variety of foci have been done on the application of cohesive devices. For instance, (Alzankawi, 2017) focused on the writing process opinions of Kuwaiti English undergraduate students and found that only the reference cohesive device was significantly correlated with the writing scores, indicating a positive and statistically significant correlation between writing scores and the reference cohesive device. Meanwhile, (Cho, 2014) centered on using textual and corpus analytics to examine the coherent devices in the writings of Korean college students and English writing textbooks. It revealed that, when compared to native speakers, L2 learners were found to misuse sentence transitions and demonstrative pronouns. Another study examines the relationship between Saudi University English majors' writing quality and their usage of coherent devices. (Saud, W.I, 2015). Last, Rahman and Amir (2015) examined the degree to which native English speakers and Omani student-teachers of English varied in their usage of cohesive devices in descriptive English writing in order to assess the comprehension of cohesive devices among college-level Arabic L1 users. In general, there are many researchers who research the cohesive devices in college but in the form of senior high school students it is still rare to research cohesive devices for high school level.

METHODS

This study used a qualitative method by employing document analysis. The source of material for the research was from students' written narrative text. It was written by students. The researcher focused on the analysis of the student-written narrative text. The instrument for this study was document analysis based on Halliday & Hasan (1976), Grammatical cohesion and lexical cohesion are the two main categories into which English cohesiveness is divided. Four devices make up grammatical cohesion: conjunction, ellipsis, substitution, and reference. Reiteration and collocation are the two mechanisms that make up lexical coherence. The purpose of this study is to gather information regarding the coherent device usage in the narrative texts that the students have authored. After the data was found in the student's written narrative texts, the researcher calculated and displayed it through the table sheet. Table 1 presents the instrument for document analysis.

Students Writing	Types of Cohesive Devices
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	Grammatical Cohesion				Lexical Cohesion	
	Referenc e	Substitutio n	Ellipsi s	Conjunctio n	Reiteratio n	Collocatio n
1						
2						
3						
4						
5						
6						
Total						
%						

Table 1. Document Analysis**RESULTS & DISCUSSION****Results**

Student s Writing	Types of Cohesive Devices					
	Grammatical Cohesion				Lexical Cohesion	
	Referenc e	Substitutio n	Ellipsi s	Conjunctio n	Reiteratio n	Collocatio n
1	4	1	0	6	0	
2	1	0	0	8	2	
3	1	0	0	10	3	
4	6	1	0	5	1	
5	2	1	0	6	0	
6	6	0	0	4	0	
Total	20	3	0	39	6	
%	32,25%	4,83%	0	62,79%	100%	

The table's data shows that grammatical cohesion is more important than lexical cohesion. Collocation and ellipsis, on the other hand, are uncommon forms in students' narrative texts. Among students composing narrative texts with 39 appearances, conjunction was most frequently used. The reference in the second slot has then made 20 appearances; the final three are replacements. Conversely,

there are six instances of lexical coherence. Six repetitions were dominated by repetition, and there were no collocations in the students' narrative text.

a. Grammatical Cohesion

The use of grammatical pieces to bring meaning together is known as grammatical cohesion. Conjunctions, ellipses, references, and substitutes are all parts of grammatical coherence. When students wrote narrative pieces, grammatical coherence was present in 62 out of every instances.

1) Reference

As mentioned previously, references occur in students' narrative writing 20 times, or 32.257% of the total. Three categories make up reference: demonstrative, comparative, and personal. There are 11 instances of personal reference, 9 instances of demonstrative reference, and 0 instances of comparative reference.

The most common type of reference seen in students' narrative texts is personal reference. The majority of pupils refer to the subject or object in a sentence that can have a pronoun substituted by using a personal reference. However, expressions such as "that, those, these, this" are employed as demonstrative references to refer to the object in relation to the objects' positions, whether they are close by or far away. Comparative references, on the other hand, typically emerge in student writing as a means of illustrating how different or similar two items are compared. Comparative references are absent from student narrative writing in this study.

For example:

Excerpts 3: The farmer's son felt himself very stupid. He could not study well and often failed exams. (Text 3)

Excerpts 4: The dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there.

The farmer's son in the previous statement is referred to by the word "he" in the first example. It indicates that the word "he" refers to the subject of the previous phrase in an anaphoric way. However, the word there in the second example demonstrates the demonstrative reference, referring to the object—a leaf from a tree—in the previous statement. Additionally, the word there is used in anaphoric reference.

2) Substitution

The act of substituting one object for another is known as substitution. There are three types of substitution: verbal, clausal, and nominal. Six instances of replacement were found in the student narrative text data. Clausal, verbal, and nominal substitution are the three categories into which substitution falls. Nevertheless, the students' narrative text does not contain any instances of clausal substitution. For example:

Excerpts 1: The bear came near the one who was lying on the ground.

Excerpts 5: Sura bit Baya's tail. Baya does the same with sura.

The term "one" is used as a nominal substitute in example 1. In the last sentence, the term "one" alludes to the person who was lying on the ground. The word does act as a verbal substitute in the second scenario. The term in the previous sentence does serve as a stand-in for the word bit.

3) Conjunction

When students write narrative texts, conjunctions are the most often utilized word in the text. In the student work, conjunctions are seen in 39 different places.

The four categories of conjunctions that comprise those 39 instances are additive, adversative, causal, and temporal. With 26 appearances, additive is the most commonly employed element in students' narrative text writing, followed by adversative (3 times), causal (4 times), and temporal (1 time).

The conjunction data and item frequency found in students' narrative text writing are shown in the table above. Most pupils use "and" to connect sentences or words when utilizing an additive conjunction. For example:

Excerpts 5: Sura lives in water *and* Baya lives on the ground

Excerpts 6: You laughed at me when I promised to repay your kindness, *but* now you know that even a tiny mouse can help a mighty lion.

Excerpts 5: The border is a sandy beach, *so* they will never fight again.

Excerpts 1: *After that*, the friend on the tree came down

The word and serves as a conjunction in example 1 above to link the notion that Sura and Baya are located in distinct places. The word "but" serves to link the idea of helping one another in the second case. The third example uses a causal conjunction to link and clarify the meaning of the previously mentioned fact and the situation's outcome.

b. Lexical Cohesion

1) Reiteration

Synonyms and repetition are two examples of repetition in text. Although general and superordinate words are absent from the text.

1. Repetition

The most prevalent type of all lexical cohesive devices is repetition. The proximity of place and noun repetition are the repeated elements that exist inside the text and help to make it cohesive. Here's an illustration of a recurrence:

Excerpts 3: Desperate, *the farmer's son* gave up and went home. On the way, it rained. *The farmer's son* took shelter in a hut.

That sentence is example of noun repetition

Excerpts 4: After walking around for a moment, she came to a *spring*. To reach the *spring*, she had to climb up a blade of a grass.

That sentence is example of noun repetition.

Discussion

In this study, six students in a science class in the eleventh grade examined how coherent devices were used in their narrative writing samples. The discussion of the findings from the examination of students' narrative writing using coherent devices comes next.

The research indicates that lexical cohesion (collocation) and grammatical cohesion (ellipsis) are the cohesive devices that are absent from the students' work. However, grammatical cohesion and lexical cohesion are the two main categories into which Halliday & Hasan (1976) divide English cohesiveness. Four devices make up grammatical cohesion: conjunction, ellipsis, substitution, and reference. Conversely, repetition and collocation are the two mechanisms that make up lexical cohesiveness.

Consequently, it demonstrated that the students' use of grammatical coherence in narrative writing was predominant. Grammatical coherence, according to Eggins (1994:101), is the surface marking of the semantic relationship between utterances and turns in speech and between phrases and sentences in

written language. This suggests that children are able to systematically arrange the construction of sentences, clauses, and words in a particular natural language. Then, they were already familiar with these instruments. Although they have used them, they are unfamiliar with the term cohesive devices. The student's narrative text contained a variety of these tactics, even though they are unaware of that determination.

The first categories of grammatical cohesion that appear is reference. In terms of referencing, the students employed two different kinds of referencing in their narrative text compositions. Those were personal and demonstrative references. According to Halliday and Hasan (1976:31) reference make to something else for interpretation. This type indicates that students can provide information that will be retrieved from elsewhere. It is possible to say that narrative writings require quite a lot of use of reference.

The second categories of grammatical cohesion that appear is substitution. Two substitution types are found in students' text, there are nominal and verbal substitution. Halliday and Hasan (1976) description of substitute items is easy to understand assuming that substitution happens when one phrase in the text is simply replaced by another. Three types of replacement are defined by them as grammatical relationships in the language. In addition, they provide three types of substitution: clausal, verbal, and nominal.

Conjunction is the final category of grammatical coherence to be revealed. More often than any other technology, conjunction devices were utilized by the students. According to Halliday and Hasan (1976: 226), conjunctions convey coherent linkages in an indirect manner by way of specific meanings. These interpretations need the discourse to contain additional elements. It was proved that the students is able to express certain meaning indirectly by presuppose it so as to contribute the texture of sentence or a text. In line with Paltridge (2006:139) claim that conjunction is a further way in which language contributes the texture of a text. In this way, by connecting one claim to another, the students can construct a logical argument. When employing linking words in conjunction with the linguistic qualities of narrative writing, it makes sense. This fact demonstrated that the kids were accustomed to using this type of technology. The simplest form of each of the four sorts of conjunctions—"and" for additive, "but" for adversative, "So" for clausal, and "then" for temporal—was employed by them frequently in their narrative compositions. These devices may receive greater attention than other devices during the teaching and learning process. Or this gadget is thought to be the most user-friendly by pupils.

Reiteration is one of the first types of lexical cohesiveness that students' narrative texts exhibit. Repetition is one sort of repetition that can be found in student texts. Halliday and Hasan (1976:278) state that repeating of a lexical item at one end of the scale constitutes reiteration, which is a component of lexical coherence. This research revealed that several students used the similar word or phrases repeatedly to make their text connect together experientially and cohesion.

The usage of conjunction outweighed the use of other cohesive devices, as evidenced by the cohesive device frequency table in the student paragraph above. Reference, reiteration, and substitution came next. It is possible to conclude that students can use cohesive devices in their narrative writing, with the exception of

ellipsis and collocation, based on the table above and the definition of cohesion. But not every literature uses every kind of coherent device.

It's critical to recognize that kids' writing quality is influenced by their cohesiveness skills. Because the elements in a text are linked when students write cohesively, the content will be simple to read and comprehend. The cohesive text, according to Halliday and Hasan's (1976:10) idea, is a text in which one or more pieces are connected to form a meaningful and readable text. My study on six senior high school students revealed that, based on Halliday and Hasan's theory, the students could compose narrative texts that fit in with the theory's components. Cohesion, then, offers compelling proof that it enhances readable writing.

CONCLUSION

Based on the data and the talks of cohesive devices from the previous chapter. Using a cohesive device, the third-grade senior high school kids' narrative prose was quite skillfully constructed. Lexical and grammatical coherence were the cohesive methods employed. Even so, the author felt that the text's coherence is unaffected by the emergence and disappearance of particular types. However, the text's cohesiveness inside each phrase is still tightly linked. It implies that the next's coherence is still deemed acceptable.

The majority of the devices are used correctly. Consequently, coherent narrative writing among pupils is established. Nevertheless, the passages that have been analyzed reveal too much about just one sort of cohesive device—conjunction—and not enough about the other cohesive devices. Cohesion is one of the key components of a well-written piece. They are unquestionably crucial to the writer-reader relationship in legible writing. Furthermore, they are a crucial component that ought to be included in the instruction of writing exercises.

CONFLICT OF INTEREST

Regarding the investigation, writing, and release of this work, the author or authors disclosed no possible conflicts of interest.

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