



AN ANALYSIS OF GRAMMATICAL COHESION IN EXPOSITION TEXT WRITTEN BY ELEVENTH GRADE STUDENTS IN MAN 2 PADANG

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Abstract

This study aimed to analyse the use of grammatical cohesive devices in an analytical exposition text written by eleventh grade students of MAN 2 Padang based on Halliday and Hasan's theory (1976). Grammatical cohesive devices was used in order to write a cohesive text for helping both writer and reader. The participants of this research were 65 eleventh grade students in MAN 2 Padang. This study was descriptive qualitative research used in analysing the grammatical cohesive devices in an analytical exposition text. The instrumentations of this research were There were some instrumentations used in this research such as: writing test, table analysis and formulation. The findings of the research showed that all of the ¹grammatical cohesive devices; reference, substitution, ellipsis and conjunction; used by the students in writing a text. There were 1.225 grammatical cohesive used by the students in writing an analytical exposition text. However, ellipsis and substitution were rarely used in that text.

Key words: Grammatical Cohesion, Grammatical Cohesive Devices, Analytical Exposition Text.

A. INTRODUCTION

A good analytical exposition text must be cohesive and coherent; as a result, it will be easy for both writer and reader to follow the flow of the ideas between the sentences. Besides, Arianto, Refnaldi, and Rosa (2016) says that sentences in a text should be connect each other. These two terms are the fundamental of the relationship between the sentences in order to construct an intelligible text since it is really important for both writer and reader (Halliday and Hasan, 1976; Holloway in Adiantika, 2015; Prayudha, 2016). Furthermore, Gholami and Alizadeh (2017) say that these components have important roles in text processing and understanding. Moreover, the exposition text also has

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superstructure, logical reasoning, persuasive appeal and audience awareness (Connor in Dastjerdi and Samian (2011).

Grammatical and lexical cohesive devices are the components for writing the cohesive text. One of these, grammatical cohesive devices, refers to the structural content. Alarcon and Morales (2011) state that by using the grammatical cohesion in the text, the reader can understand about the sentences by looking at the grammatical cohesion used in a text. Tambunan, Hanafiah and Mono (2019) mention that grammatical cohesion is really an important part to link the meaning relations in the text contribute to its unity. According to Junaiyah in Ekowati, Rahmat and Murthado (2019), the grammatical cohesion has a function to indicate the relationship of every sentence in the text. Hence, grammatical cohesion affects the readers understanding to get the ideas from the text.

The text will be really hard to write and understand the without any cohesion. With no cohesion, there is no relation between the sentences or the paragraph (Mashitoh and Fadillah, 2017; Tambunan, Hanafiah and Mono, 2019). Misuses cohesion in text is also the cause of the ineffective text (Chen in Emilia, Habibi and Bangga, 2017). There will be jumping ideas of the sentences into a paragraph and a paragraph into a text without any cohesion put in text. (Saud, 2015; Saragih and Septiani, 2017).

Emilia, Habibi and Bangga (2018) analysed the exposition text written by senior high school students. They said that students still have the problem to develop their argumentation in writing an exposition text. Then, Maizanti, Erni and Jismulatif (2018) also conducted a study about cohesive devices used in writing analytical exposition text in the vocational high school. They stated that the students still find some difficulties to use the cohesive devices in order to convey the ideas smoothly. Although there are some studies discussed about cohesion in exposition text, there is no study focusing on grammatical cohesion in the exposition text written by Islamic senior high school students. Because of Islamic subjects as much as the general subjects in Islamic senior high school, there will be some differences of the ability between the senior high school and Islamic senior high school students. Thus, this research will analyse about the grammatical cohesion used in the exposition text written by the Islamic senior high school students.

Theoretically, this study can be useful for both teacher and students in order to guide and create an understandable text. Hence, grammatical cohesive devices cannot be ignored by them in order to create a good text. It can help the teacher for focusing on the students' text whether it is cohesive or not. Then, it can be a guidance for the students to write a good text that is easy to be understood. Practically, this study is also expected to give the contribution to the English class, especially in writing. Cohesiveness in writing can be applied in the class for both teacher and students in writing class.

There are some characteristics that can be analysed to ensure the cohesion in the text. Bloor and Bloor (2004: 93) express that "cohesive ties can be classified into four main types: reference, ellipsis and substitution, conjunction and lexical cohesion. Halliday and Hasan (1976) describe that the cohesive ties are reference, substitution, ellipsis, conjunction, and lexical cohesion. In other

words, four categories are usually called as grammatical cohesion, but the last is lexical cohesion: reiteration and collocation. In addition, cohesion is a semantic relation, it also has similarities of component with the other semantics systems which can be seen through the grammar and vocabulary. However, in this study, the cohesive devices analysed is only grammatical cohesion.

Grammatical cohesion connects the sentences with other sentences by using grammatical cohesive devices. The grammatical cohesive devices that are involved to create the cohesive text are reference, substitution, ellipsis and conjunction. These four devices link the sentences to fit into a paragraph or text form. First, reference is the specific nature of the information that refers to the same person or things (Halliday and Hasan, 1976). Second, substitution is used where both speaker and writer in avoiding the repetition of lexical item (M. Bloor and T Bloor, 2004). Third, ellipsis is a substitution by zero because it has similar functions like substitution. Finally, conjunction is a grammatical cohesive devices used to connect the words, clauses or sentences.

By looking at the importance of grammatical cohesion, every writer needs to write a cohesive analytical exposition text by using the grammatical cohesive devices. Without grammatical cohesion, the text will be hard to understood by the reader and processed by the writer. Hence, this research focuses on the used of grammatical grammatical cohesive devices used by eleventh grade students of MAN 2 Padang in writing an analytical exposition text.

B. RESEARCH METHOD

This research is a descriptive qualitative research used in analysing the grammatical cohesive devices in the exposition text. By using this type of research, the grammatical cohesive devices in the exposition text as the data will be described into a percentage after calculating the occurrence of devices. Descriptive qualitative research will answer the research questions in the first chapter that consists of some problem that should be solved. Cresswell (2014) argue that qualitative research is a type of research by drawing the illustration of the result. It means that the finding will be seen by using illustration or description.

The population of this study is 497 eleventh grade students in MAN 2 Padang which is separated into fourteen classes. They are asked to write an exposition text because they are still learning the text in that semester. In writing the exposition text, they are asked to be aware with the grammatical cohesive devices used in writing the text.

There are some instrumentations that will be used in this research such as: writing test, table analysis and formulation. The first instrumentation is writing test given for the students with a theme about: a) Passive smoking is a silent killer, b) Why is learning English Important. Table analysis is used to collect the

data of grammatical cohesive devices. Then, the data will be percentage to find out the grammatical cohesive devices that most frequently used in the analytical exposition text.

C. RESULT AND DISCUSSION

1. Research Finding (tentative)

The data of the research were the grammatical cohesive devices in the exposition text. They were taken from the test given to 65 students in MAN 2 Padang that involved 32 students of XI IPA 2 and 33 students of XI IPA 3. The data were analysed by using the grammatical cohesive devices from Cohesion in English book written by Halliday and Hasan (1976). The data categorized as the grammatical cohesive devices that were underlined and labelled by the researcher. Then, they were tabulated into a table analysis in order to group them into reference, substitution, ellipsis and conjunction. Finally, the data were calculated to find the number of the devices used in the analytical exposition text.

As the result, the total of the grammatical cohesion used in the analytical exposition text were 1.255 devices. For the details is described in the table below.

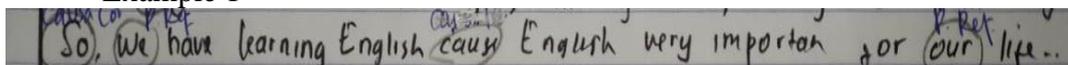
Table 1. Grammatical Cohesive Devices in Analytical Exposition Text.

Grammatical Cohesive Devices	Frequency	Percentage
Reference	830	66,2%
Substitution	10	0,8%
Ellipsis	8	0,6%
Conjunction	407	32,4%
Total	1.255	100%

Based on table 1 above, there are some grammatical cohesive devices by the students in writing an analytical exposition text. The students used the grammatical cohesive devices, such as: reference, substitution, ellipsis and conjunction. The percentage of the reference in the whole text is 66,2% as the most grammatical cohesive devices that most frequently appear in the text. Then, there are 407 or 32,4% conjunctions in the text. The third was substitution as the devices that rarely used in the text with the frequency 10 times or 0,8%. Finally, the lowest frequency of the devices was the ellipsis, 8 times or 0,6%. Hence, there are several cohesive devices used by the students in writing an analytical exposition text.

First, the grammatical cohesive devices that most frequently was reference. It was used by the students to refer the same person or things. The students usually used this device in writing analytical exposition text. It can be seen from the used of reference in the example below.

Example 1

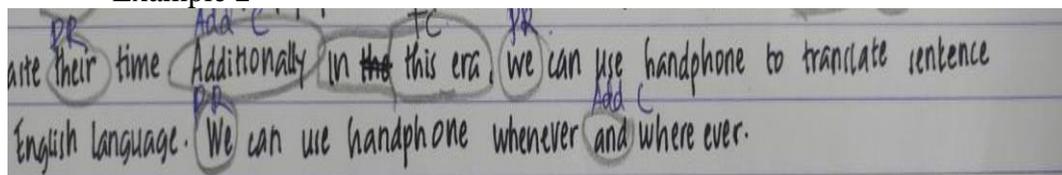


So, we have to learn English because English is very important for **our** life. (student 2)

From the example 1 above, there are two references used by the students in writing an analytical exposition text. The first reference was **we** that refers to the writer and the reader as the students. Then, **our** showed the relationship between the possessive pronoun with the word life. These were the used by the students as the grammatical cohesive that most frequently used in the text.

The second grammatical cohesive devices that most frequently used by the student in writing a text was conjunction. Conjunction used in connecting the words or sentences by adding some informations. Additionally, there was a smooth transition between the sentences by using this grammatical cohesive device.

Example 2

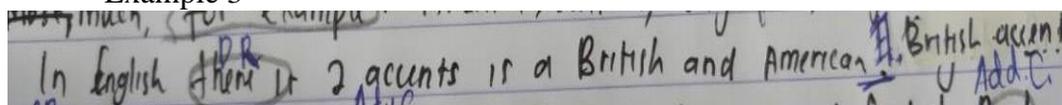


Additionally, in this era, we can use hand-phone to translate the sentence to English language. (Student 52)

From the example above, there were two conjunctions used in the sentence. The word **additionally** was used to give the information from the previous sentences. By using these conjunction, there was a connector to put more information about the sentences before. Then, there was **in this era** in order to give the information about the time.

Then, the least grammatical cohesive devices used by the students in writing an analytical exposition text was ellipsis. Ellipsis was the substitution by zero to replace the noun in the sentence. ellipsis was used several times in the whole analytical exposition text.

Example 3

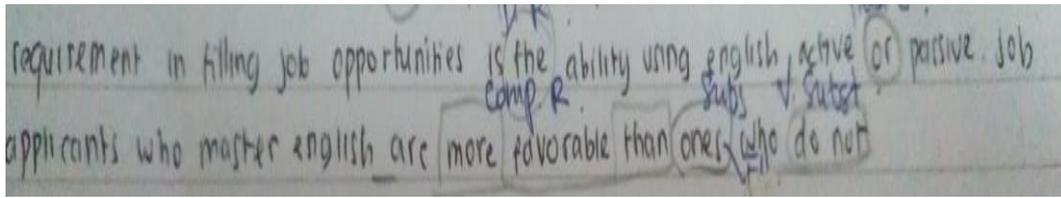


In English, there are two accents, British and American ____.

By looking at the example above, there was an ellipsis in that. The eliminated word in the example located after the words British and American. That should be *In English, there are two accents, British and American accents*. Meanwhile, without the word accents, the sentence still can be understood by the reader. It also made the sentence more effective than using repetition in that.

Substitution was the least grammatical cohesive devices used in the text after ellipsis. It was used to avoid the repetition in the text. Meanwhile, the number of the substitution's frequency was not really high in the whole text. Thus, there are only some substitutions used by the students in writing an analytical exposition text.

Example 4



Job applicant who master English is more favourable than **ones** who don't. (Students 24)

There was one substitution used in the example above. The substitution was the word **ones**. It substituted to the other subjects that was learned by the students in the school.

2. Discussion

Based on findings of the research, it can be seen that all of grammatical cohesive devices were used in an analytical exposition text. This study also was relevant with other previous studies such as, Mawardi, 2014; Adiantika, 2015; Saud, 2015; Saragih and Septiani, 2017 and Maizanti Erni And Jismulatif, 2018. This study was relevant with other studies conducted by Adiantika, 2015; Saud, 2015 and Maizanti Erni and Jismulatif, 2017. However, this study was also different with the other studies conducted by Mawardi, 2014 and Saragih and Septiani, 2017.

The highest frequency of grammatical cohesive device that appeared in the text was reference. This finding supported the research of Mawardi, 2014; Adiantika, 2015; Saragih and Septiani, 2017. Those studies showed that reference was also used in the highest frequency of the research. According to Halliday and Hasan (1976), the reason why reference was the grammatical cohesive devices that most frequently used is because the use of reference cannot be avoided in writing a text. Moreover, it was used to refer the same person or things. As the result, reference was the grammatical cohesive devices that most frequently used in the text .

The second grammatical cohesive devices that most frequently used in the text was conjunction. This category was also the the highest grammatical cohesive devices used in the text in the research of Mawardi, 2014; Adiantika, 2015; Saud, 2015 and Maizanti Erni and Jismulatif, 2017. There was a reason why this category used many times in the text. Conjunction is used in order to build a semantic relation between phrases, clauses or sentences (Halliday and Hasan, 1976 and M. Bloor and T. Bloor, 2004). In other words, in order to create a cohesive text, the writer used this grammatical cohesive devices in creating a smooth transition between the sentences in the text. Hence, it was commonly used in writing the text.

Substitution was the second least grammatical cohesive device after ellipsis used in an analytical exposition text. This finding supported the previous research, substitution was also the lowest grammatical cohesive device used after ellipsis in Adiantika, 2015; Saud, 2015 and Maizanti Erni and Jismulatif, 2017. Meanwhile, irrelevant with the studies conducted by Mawardi (2014 and Saragih and Septiani (2017), substitution was the lowest one because it was never used in the text. In other words, substitution was the least grammatical cohesive devices

used in theirs. Substitution was rarely used because reference was well known than substitution for the students in writing a text (Halliday and Hasan, 1976 and Halliday and Matthiessen, 2004). Because of that, substitution was rarely used in the text.

Ellipsis was the least grammatical cohesive devices used in an analytical exposition text. This supported the research of Adiantika, 2015; Saud, 2015 and Maizanti Erni and Jismulatif, 2017 that showed that ellipsis was the least grammatical cohesive device used in the text. On the contrary, although ellipsis was rarely used in the text, it came in the third position of grammatical cohesive devices that most frequently used in the research of Mawardi, 2014 and Saragih and Septiani 2017. The reason why ellipsis was almost never used because it commonly used in the conversation or speaking (Halliday and Hasan, 1976 and Halliday and Matthiessen, 2004). Therefore, this grammatical cohesive devices was rarely used in the text.

D. CONCLUSION AND SUGGESTIONS

Based on findings, an analytical exposition text written by the students use the grammatical cohesive devices. It can be seen that students in MAN 2 Padang used all of the grammatical cohesive devices. Meanwhile, some of the grammatical cohesive devices was still rarely used in their writing such as substitution and ellipsis. In short, it might be happened because the students are not familiar with substitution and ellipsis.

Although the students used all of the grammatical cohesive devices in their writing, ellipsis and substitution were the least grammatical cohesive devices in the text. The number of those category of grammatical cohesive was really different with reference and conjunction. Therefore, the students need to learn more about how to use ellipsis and substitution in writing because those are important to create a cohesive text.

Based on the findings and discussion, there were some suggestions for students, teacher and other researcher. First, the students of the school needs to learn more about the grammatical cohesive devices, especially ellipsis and substitution in order to create a cohesive text. After that, teacher also needs to focus on teaching the ellipsis and substitution in the classed in helping the students to create a good text. Finally, other researcher can analyse more about the use of ellipsis and substitution in the future.

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