



An Analysis of the Grammatical Cohesion in the Descriptive Text Written by the Fourth Semester Students of Universitas Mahasaraswati Denpasar

Maria Yustika Amut¹, Ida Ayu Putri Gita Ardiantari².

English Study Program Faculty of Foreign Languages, Mahasaraswati Denpasar University,
Jl. Kamboja No. 11 A Denpasar – Bali, 80233

Correspondence Email: mariayustikaamut@gmail.com¹, idaayupugitaa@gmail.unmas.ac.id²

Abstract

The title of this research was an analysis of the grammatical cohesion used in the descriptive text written by the fourth semester students of Universitas Mahasaraswati Denpasar. The objectives of this research are to find out the types of grammatical cohesion and how are the used of grammatical cohesion in the descriptive text written by fourth semester students of Universitas Mahasaraswati Denpasar. To analyze the data, the researcher used the theory of cohesion proposed by Halliday and Hasan (1976). The method that the researcher use in this study was the qualitative and quantitative method. As a result, there are two types of grammatical cohesion found in the descriptive text written by fourth semester students, they are reference, and conjunction. There is no ellipsis and substitution type found in the descriptive text. The most dominant type in the text found was the conjunction. The used of conjunction are the additive conjunction with a total use of 47%, the adversative conjunction with a total use of 16%, the temporal conjunction with a total use of 6% and causal conjunction with a total use of 4%.

Keywords: *grammatical cohesion, descriptive text*

Abstrak

Judul penelitian ini adalah analisis kohesi gramatikal yang digunakan dalam teks deskriptif yang ditulis oleh siswa semester empat dari Universitas Mahasaraswati Denpasar. Tujuan dari penelitian ini adalah untuk mencari tahu jenis kohesi gramatikal dan bagaimana penggunaan kohesi gramatikal dalam teks deskriptif yang ditulis oleh siswa semester empat dari Universitas Mahasaraswati Denpasar. Peneliti menggunakan teori kohesion diterbitkan oleh Halliday dan Hasan 1976 untuk menganalisis data. Dan metode yang digunakan peneliti dalam penelitian ini adalah metode kualitatif dan kuantitatif. Sebagai hasilnya, ada dua jenis kohesi gramatikal yang terdapat dalam teks deskriptif yang ditulis oleh siswa semester empat dari Universitas Mahasaraswati Denpasar. Jenis kohesi gramatikal yang ditemukan adalah refrensi, dan kongjungsi. Ellipsis dan substitusi tidak ditemukan dalam teks deskriptif. Jenis yang paling dominan dalam teks yang ditemukan adalah kongjungsi. Penggunaan dari kongjungsi antar lain adalah kongjungsi aditif dengan total penggunaan 47%, kongjungsi adversative

dengan total penggunaan 16%, kongjungsi temporalnya 6% dan kongjungsi kausalitas dengan total penggunaan 4%.

Kata kunci: *kohesi gramatikal, teks deskriptif*

Introduction

Grammar in linguistics refers to the logical and structural principles governing the construction of clauses, phrases, and words in any particular natural language. The word also refers to the study of such principles, which covers morphology and syntax. Cohesion is the grammatical and lexical connections that keep a text or phrase together and give it meaning. It relates to the more general ideas of coherence. Depending on the structural substance of the text, grammatical cohesiveness.

The research focuses in grammatical cohesion within student's writing especially in the descriptive text. As we all know, one of the most significant talents in studying English at school or college is the ability to accomplish assignments in English while using proper grammar in each of their compositions. Writing is also a very difficult thing for students to do because they must be able to write their opinions in writing, and here is not only judging what they think of something but whether their writing is understandable to the reader and whether their writing is coherent and makes sense. According to (Harmer, 2004) Writing is a kind of communication that conveys or expresses feelings through written forms. Students can express themselves through writing by sharing their feelings, ideas, thoughts, emotions, opinions, and knowledge. Learning to write will provide the students with knowledge on learn to successfully write, communicate thoughts, and share their views with others. In the teaching of English in college, essays may be classified into four types: descriptive writing, argumentative writing, narrative writing, and recount writing.

One of the that kinds of the writing is descriptive writing. Descriptive writing, according to Anderson and Anderson (2003:26), describes a specific person, place, or object. It signifies that descriptive writing is produced for a specific person, place, or collection of items. They also used descriptive writing to provide information about the issue by detailing its characteristics without expressing personal judgments. Furthermore, Barbara (2004:142) stated that a description provides an important perspective since that changes our sentiments and broadens our experiences When writing descriptive text, we should consider cohesion, and when describing something, we should write in a more structured and grammatically correct manner.

Cohesion is an important aspect of discourse as it creates coherence. Halliday and Hasan (1989:48), Cohesiveness makes a significant contribution to coherence. Cohesion, which refers to a structure of lexical, grammatical, and also other linkages that connect different parts of a text, is the feature of discourse competency that is most closely related to language. The reader is made to work harder to comprehend words and expressions in the surrounding sentence and paragraph, for instance, in order to establish these linkages or ties in the text. Cohesion connects the real words and phrases that may be seen or heard. Lack of cohesiveness in a text, on the other hand, is a challenge that many students face. Cohesive devices are divided into five groups,

according to Halliday and Hasan (1976: 6), including Reference, Substitution, Ellipsis, Conjunction as (Grammatical Cohesion), and (Lexical Cohesion). The Reiteration; Repetition, Synonym, and Collocation are the two types of lexical cohesion. Employing many varieties of cohesive devices are important to students writing to make a writing easier to understand and that there is a connection between the words used.

Because some students continue to write without using the appropriate grammatical cohesion, particularly in the fourth semester, the researcher is interested in the examination of grammatical cohesion employed in descriptive text. The fourth-semester students from Universitas Mahasaraswati Denpasar's Faculty of Foreign Languages wrote the description text. The descriptive text explained the graph trend that showed the poverty rates for men and women in the US in 2008.

There have been five earlier research that are relevant to this study. The first research is taken from article written by Gurning (2014) entitled *Cohesive Devices Used in The Headline News of The Jakarta Post*. The study's aims are also to identify and derive the types of cohesive devices that are commonly employed in the Jakarta Post's top news. The data for their study was taken from The Jakarta Post's online edition's headline article. They used the Halliday and Hasan (1976) theory to analyze the data and the descriptive method to analyze the data source. They discovered five types of cohesive devices as a result of their research: references, substitutions, Ellipsis, conjunctions, and lexical cohesion. Conjunction is the most frequent kind of cohesive device in their research.

The second research is taken from thesis entitled *An Analysis of The Cohesive Devices on Selected Descriptive Texts* written by Janna (2018). In this study, she concentrated on analyze three study problems. What forms of cohesive devices are employed in the selected descriptive text? How are they employed in the selected descriptive text? And what are the types of cohesive devices that occur most frequent in the opening, content, and closing of the selected descriptive text? To analyze the data source, she applied Halliday and Hassan's (1976) theory and qualitative methods. Her research revealed that descriptive writings frequently contain references, ellipses, conjunctions, reiterations, and collocations. She discovered that repetition is the most crucial element in lexical cohesion whereas demonstrative reference is the most crucial element in grammatical cohesion.

The third research is taken from thesis entitled *The Use of Cohesive Devices in Students writing* by Suningsih (2016). Her research centred on analyzing two research problems. The first is how Indonesian English major students use cohesive devices, and the second is how the correctness of cohesive devices is determined in students of PreIntermediate, and Advance, Academic writing. The study's objectives are to identify what cohesive devices are used by Indonesian English major students and to assess how the correctness of cohesive devices in PreIntermediate and Advanced, Academic writing students. She used Halliday and Hassan (1976) theory to analyze the data and a qualitative method to analyze the data source. She identified five types of cohesive devices in three groups of students as a result of her research. She came to the conclusion that students use a small percentage of incorrect cohesive devices.

The fourth is a thesis entitled *Analysis of Cohesive Devices Used in The Yak Magazine*, written by Indriani (2021). This study aims to determine the types of cohesion and the function of the cohesion tool. She used the qualitative method to analyze the data and the theory used in her study was proposed by Halliday and Hasan (1976) in their book entitled *Cohesion in English*, by Halliday and Hasan (1989) in their book entitled *Language, Context, and Aspects of Language in a Social-Semiotic Perspective*. The thesis used the theory from Renkema (2018) entitled *Introduction to Discourse Studies* as an additional theory. The data is taken from the article in the magazine entitled *The Yak*, in the edition of March - May 2020. The result of this study found that there were six categories of grammatical cohesive and three Lexical Cohesion used as follows: personal reference, demonstrative reference, additive conjunction, temporal conjunction, adversative conjunction, and clausal conjunction. Furthermore, the lexical cohesion found are as follows: repetition, synonym, and superordinate.

The fifth is from a published article from a journal entitled *An Analysis of Cohesion in Edgar Allan Poe's Short Story the Fall of The House of Usher* written by Sari (2016). This study aims to identify the types of cohesion contained in *Edgar Allan Poe's short story* and the most frequently used cohesion in *Edgar Allan Poe's short story*. In this study the theory used is proposed by Halliday and Hasan (1976) and the theory of Cook, (1989), Brown and Yule, (1983) McCarthy, (1991) and Renkema, (1993) as a supporting theoretical basis. The source of the data is taken from *Edgar Allan Poe's short story The Fall of The House of Usher*. The method used in this research is descriptive quantitative. The findings of this study reveal that the types of cohesion found are grammatical cohesion which are as follows; reference, ellipsis, substitution, and conjunction, cohesion that is often used as a reference between sentences. In addition, the most frequently found lexical cohesion is reiteration, which is synonyms in paragraphs.

Method

The data were analysed by using a qualitative method supported by quantitative data. A qualitative method is used in the descriptive form and a quantitative method is used in the calculation form. This research used the theory from Halliday and Hasan (1976) to analyze the grammatical cohesion used in descriptive text. The researcher applied the observation method to collect data, and the researcher followed the processes. The researcher read the resultant assignment's descriptive text several times in order to get a deeper understanding. Then, the researcher had to find and identify the types grammatical cohesion and determiner the types to know the most dominant types in their writing.

In this research, the data were taken from the one of the courses of the Faculty of Foreign Languages University Mahasaraswati Denpasar that was teaching about writing. The data were some assignment that the students wrote and the data described

the graph trend. It talked about the poverty rates by age and sex of men and women in the US in 2008. There are three text of descriptive text were analysed in this study.

Result and Discussion

The data that have been selected came from student's writing. The student's writing was the descriptive text that described about the the graph trend. It's talked about the poverty rates by age and sex of men and women in the US in 2008. The following data shows the research finding about grammatical cohesion in the 3 of the descriptive texts that deal with research problems. The list of the result finding can be seen in the table below:

Table 1. Types of Grammatical Cohesion Found in the Descriptive Text

Types of grammatical cohesion	Occurrence	Percentage
Personal reference		
It	9	19%
Demonstrative reference		
That	1	2%
There	2	4%
Additive conjunction		
And	19	41%
or	1	2%
In addition	1	2%
Moreover	1	2%
Adversative conjunction		
But	5	10%
However	1	2%
On the other hand	2	4%
Causal conjunction		
for	1	2%
Because	1	2%
Temporal conjunction		
Then	2	4%
Next	1	2%
Total	46	100%

Data in the table above shows the percentage of the grammatical cohesion used in the descriptive text. There are two types of grammatical cohesion found in the descriptive text written by fourth semester students of Universitas Mahasaraswati Denpasar. For the types of grammatical was the reference and conjunction. There is no found of ellipsis and substitution type in the descriptive text. Did not come across

the terms *so*, *do*, or *one* in the descriptive text, which Halliday and Hasan (1976) list as examples of substitution. Additionally, there are no terms in the text that refer to the ellipsis example. The most dominant type in the text found was the conjunction the used of conjunction are the additive conjunction with a total use of 47%, the adversative conjunction with a total use of 16%, the temporal conjunction with a total use of 6% and causal conjunction with a total use of 4%.

The types of grammatical cohesion found in the descriptive text

Grammatical cohesion is a kind of cohesion that is performed through relation in grammar. The purpose of this is to find out the types of cohesive devices that are used in the descriptive text. There are three kinds of grammatical cohesion found in this research, they are reference, substitution and conjunction

a. Reference

An information type that is marked for retrieval might be referred to as reference. There are three types of references: personal, demonstrative, and comparative. There are two types of reference in this research, they are personal reference, and demonstrative reference.

Data 1:

*The poverty rates were highest amongst children, and **the rates** were absolutely identical for males and females, **it** was about 21% for under 5 and 15% for 5-17 years old.*

As it can be seen in that sentence *it* replaces the person. The word *it* refers back to the word *the rates*. And the sentence can be, the rates for under 5 and 15% for 5-17 years old was about 21%. The writer used the personal reference *it* and in there is no personal reference *I*, *he* and *she* because the text described about the graph and not talked about the person.

Data 2:

***The** bar chart shows the rates or percentage of the poverty by sex and age. Overall it is clear that there were significant differences between the percentage of poverty by male and females in various age.*

By looking of this sentence, the cohesive feature can be easy found. Demonstrative reference *the* has neutral characteristic. It functions as modifier only. The article *the* is the definite article in English, for both singular and plural nouns. *The* does not show the proximity but it specifies things to identity a particular individual or subclass assigned by the noun.

b. Conjunction

Conjunction is word that used to connect words or sentence. In other terms, a conjunction is a connection that indicates how a clause or phrase should be related to a sentence or portion of a sentence that comes before or after it. Additive conjunction, adversative conjunction, clausal conjunction, and temporal conjunction are the different types of conjunction.

Data 3:

*At ages 18-24 that was very difference the men was 15% **and** women more than 20%.*

The word *and* in sentence above as additive conjunction, the writer of this descriptive text used *and* to add further information to what has been mention in preceding sentence. In sentence above the writer wants to give the reader further information about the different poverty rates of men was 15%. It also different for the women that more than 20%.

Data 4:

*Sex **or** gender it description in colour, dark blue explained women and light blue for men.*

The word *or* in this sentence can be classified as additive conjunction. In this sentence the word *or* is used to link the sentence and give some information regarding to previous word.

Data 5:

*The lowest poverty rates percentage could be seen in the category of men up to 75 years old. it is about 5%. **Moreover**, the lowest poverty rates percentage for woman could be seen in 45-54 years old category.*

Moreover, is an adverb that denotes in addition to what has already been expressed. *Moreover*, is utilized to link a phrase to a relevant one that has previously been uttered or to transition into further information. The word *moreover* in the sentence above as the complex additive conjunction.

Data 6:

*The poverty rates were highest amongst children, and the rates were absolutely identical for males and females, it was about 21% for under 5 and 15% for 5-17 years old. **In addition**, percentages of women's poverty rate experienced a steady decline in adolescent years from over 20% to the adult years was less than ten percent*

The word *in addition* in the sentence above as additive conjunction. *In addition* used when we want to mention another item connected with the subject we are discussing. As we can see at the second sentence above has the connected with the first sentence.

Data 7:

*Ages 65-74 for women was still at 12% **but** for the men was 8%.*

But is used to introduce an added statement, usually something that is different from what we have said before. *But* in this sentence as the adversative conjunction and the writer of this descriptive text used *but* to wanted the readers to know that the poverty rates of women are still at 12% and the men has decreased in 8%.

Data 8:

*Although men as well as women on toddler years had a same rate, **however** the women outraced the men at the old years.*

However, is employed to begin a remark that contrasts with or appears to contradict anything that has already been expressed. Based on the sentence above, the writer used the word *however* to give the statement that even though on toddler years women and men had a same rate but in old women outraced than men. The word *however* in this sentence as the adversative conjunction.

Data 9:

*It's, clear that under 5 years old has the highest percentage and that decrease in every age category. **On the other hand**, the age 45-54 has the lowest percentage in the graph*

The word *on the other hand* in the sentence above as adversative conjunction. *On the other hand*, is employed to start a sentence that contrasts with a prior sentence or offers a distinct viewpoint. The word *on the other hand* used in the sentence above to introduce the other statement that is the lowest percentages in the graph was the age 45-54.

Data 10:

*Overall, the poverty rates between men and women in all ages vary widely, **because** there are some decreases and increases. The poverty rates percentage of woman in all ages is always be higher than the poverty rates percentage of men.*

Because is a word or phrase that is used to start a clause that provides an explanation or justification. In the sentence above the word *because* as clausal conjunction. The writer used word *because* in the sentence to give the reason why the poverty rates between women and men in all ages very widely.

Data 11:

*The highest difference could be seen between poverty rates percentage of men and women up to 75 years old. It is about 10% difference. **Then**, the lowest difference could be seen between men and women poverty rates percentage in the under 5 years old category.*

Then same with soon after that and next in order of time. In this sentence, the writer tells the readers that after talked about the difference up of percentages women and men at age 75 years also the lowest percentages in under age 5 years. So, the word *then* in the sentence above as clausal conjunction.

Data 12:

*Than at ages 45-54 the percentage was less than 10% for all gender. **Next**, at ages 55-59 it went back up at 10% for women and for men was still at 8%.*

The word *next* coming immediately after the present one in order. In the sentence above the word *next* as the temporal conjunction. The used of the word *next* in this sentence was to refer to something which follows immediately after something before.

So, in this sentence the writer explained that after the ages 45-54, there are also has the ages 55-59.

Conclusion

Based on the discussion, it can be concluded that there are two types of grammatical cohesion found in the descriptive text written by fourth semester students of Universitas Mahasaraswati Denpasar. For the types of grammatical was the reference and conjunction. There is no found of ellipsis and substitution type in the descriptive text. Did not come across the terms *so*, *do*, or *one* in the descriptive text, which Halliday and Hasan (1976) list as examples of substitution. Additionally, there are no terms in the text that refer to the ellipsis example. The most dominant type in the text found was the conjunction the used of conjunction are the additive conjunction with a total use of 47%, the adversative conjunction with a total use of 16%, the temporal conjunction with a total use of 6% and causal conjunction with a total use of 4%.

Reference

- Anderson, M and Anderson. 2003. *Text Types in English 1-2*. Australia: Macmillan Education Australia.
- Barbara, Fine Clouse. 2004. *The Students Writer*. New York: The Mc-Graw Hill Companies.
- Halliday, MAK and Ruqaiya Hassan. 1976. *Cohesion in English*. London and New York: Longman.
- Halliday, MAK and Ruqaiya, Hassan. 1989. *Language Context and Text: Aspect of Language in Social Semiotic Perspective*. Victoria: Deakin University.
- Harmer, J. 2004. *How to Teach Writing*. England, UK: Pearson Education ESL.
- Indriani, Kadek. Yulia. 2021. An Analysis of Cohesive Devices used in "The Yak" Magazine. Denpasar, English Study Program Faculty of Foreign Languages Mahasaraswati Denpasar University
- Jambak, V.T and Gurning, Busmin. 2014. Cohesive Devices Used in the Headline News of the Jakarta Post. *Linguistica*, 3,1-14.
- Janna, N. 2018. An Analysis of The Cohesive Devices on Selected Descriptive Texts. *Thesis*. Makasar: Doctoral Dissertation, Hasanuddin University.
- Muslimah, S.I. 2007. An Analysis on Cohesion in Short Poetries of Robert Frost. *Thesis*. Malang: Islamic Public University
- Sari, Y. T. 2016. An Analysis on Cohesion in Edgar Allan Poe's Short Story "The Fall of the House of Usher". East Java: IAIN Tulungagung, East Java
- Suningsih, S. 2016. The Use of Cohesive Devices in Student's Writing. *Thesis*. Bandar Lampung: Lampung University.

S. Kane, Thomas. 2000. *The Oxford Essential Guide to Writing*. New York: Berkley Books.