

Cohesive Ties Found in Writing English Text at SMA Dharma Wanita 2023/2024 Medan

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Abstract: Cohesive is a concept applied to text linguistics and discourse analysis to determine if the written text's properties. Cohesive ties are divided into five categories: reference, substitution, ellipsis, conjunction and lexical ties. This research was conducted to look at the types of lexical cohesive ties in student description writing and the dominant cohesive ties found in the writing of SMA Dharma Wanita students. This research is limited by two types of cohesive ties, namely reference and conjunction. This study used the qualitative data techniques. Based on the results of student writing through descriptive text, there were 114 cohesive ties used by students with 32 cohesive tie reference types and 82 conjunctions.

Keywords: *Writing skill, Cohesive Ties, Descriptive Text, Reference, Conjunction*

INTRODUCTION

The curriculum in Indonesia designs English lessons to provide experience in using English texts to understand and apply factual, conceptual, and procedural knowledge related to visible phenomena and events, through speaking, listening, reading, and writing activities in concrete and abstract realms. In English, there are four language skills which need to be achieved in order to complete communication. They are listening, speaking, reading, writing. In addition, Piankova (2012:15) define the writing is a form of communication. Writing is an activity of expressing the idea through write something to be a meaningful sentence. Writing also one of four Basic English skills that more difficult to be mastered. Writing is the productive skill in written form. According to Meyer (2005:2), writing is speaking to others on paper or on computer screen. It means that writing is like speaking but it has form and structure. It can be concluded that people can have a communication and give information to other through writing either on paper or computer screen.

According to Byrne (1998:39), one of major task is to familiarize the learners with the devices that are needed for effective communication through the medium of writing. In extent, this is not unlike the task we have in teaching the appropriate use of stress and intonation for oral communication. Writing may often fail because writer do not think enough about the aim of writing, or the audience, or selection and organization of information to be communicated. Writing skill is one of the productive skills that should be mastered in using a language. It is because writing skill has significances in improving a communicative competence of learning the language. In the process of communication, ideally students know the rules on how to communicate to others, how to get information, and how to communicate about the language itself. When the students understand the knowledge of the language, it means that they have a language competence. Cohesive is a concept applied for text linguistics and discourse Analysis to determine if the written text's properties. Cohesive is the lexical and grammatical harmony between the sentence and the text, and between the many parts of the text Khalaf (2020: 9). Thus, Cohesive ties are classified into two types: "the lexical" and "the grammatical" cohesion. The lexical

cohesion has two types: "reiteration" and "collocation", while the grammatical cohesion can be divided into four types: 1) Reference 2) Conjunction, 3) Ellipsis, and 4) Substitution.

For example:

1. *Netflix has many movies and shows **and** it is only \$9.*
2. *The Christmas tree is natural **but** it is expensive.*

As we can see in the sentences above, **and** it is used to add something to the previous statement, In the second sentence, we can see how something positive and negative is said about Christmas. We know that because the word **but** is used to contrast ideas. To learn more about this phenomenon, the writer has found several studies that have increased mastery of writing skills, one of them is cohesive ties. According to Abusaeedi (2010:137) cohesive devices used in most coherent writing samples. The analysis of data revealed that both the writing samples were found highly dense in the use of reference. Cohesive devices are crucial in writing for they run separate clauses, sentences, and paragraphs into connected prose, signaling the relationship between ideas and making obvious the thread of meaning the writer is trying to communicate.

Bahazig (2016:112) analyzed cohesive devices in students essay writing. The dominant cohesive used are reference and conjunction. Although the essay is cohesive but some area still need improvement. Sharif (2015) analyzed the cohesive devices in psychology research papers. He found that the researchers used different types of cohesive devices to perform different actions like to show contrast, to explain, to connect two sentences etc.

Halliday and Hasan (1989:45) classified cohesive devices into 2, there are grammatical cohesive devices and lexical cohesive devices. Grammatical cohesive devices can be reference (pronominal, demonstrative, definite article and comparative), it is called co-reference. Grammatical cohesive devices can also be substitutions and ellipsis (nominal, verbal and clausal). It is called co classification. Example: *The benefit of coffee can be tasted from the first to enjoy it.* The word **it** refers to **coffee**. The word **it** is personal reference. This personal pronoun is considered to be an anaphoric reference. Lexical cohesive devices can be: repetition, synonymy, antonymy. It is called coextension. Example: - *Kretek Museum is an Indonesian largest **cigarette** museum. To commemorate the great leaders who have been instrumental in the **cigarette** industry in Kudus.* The word **cigarette** refers back to research. This word is called lexical reiteration, it is a form of lexical cohesion which involves the repetition of a lexical item. This belongs to repetition.

There are some previous researchers concerning cohesive ties. Khalaf (2020:9) with the title "Cohesive Ties Used in English Language". The results showed that cohesion is the lexical and grammatical harmony between the sentence and the text, and between the many parts of the text. Cohesive ties may occur within the sentence or between the sentences. Despite the cohesion is an important element, it is also identified as an agent very essential for text comprehending. The functions of the cohesion of the text are very beneficial to students of English.

Another one was conducted by Jabben et al (2014:108) with the title "Cohesive Ties and Meaning Comprehension". The findings of the researcher were that the applied model of cohesion can also be used as a teaching model with a specific focus on lexical-grammatical basis of English to enhance the identification of multiple meanings and structuring of semantically unified and cohesive texts. Furthermore, the knowledge of cohesion is indispensable for a complete textual understanding and perfect knitting of ideas.

METHOD

In this research, the writer will use descriptive qualitative research by using case study method to analyze students' use of cohesive ties in writing. The research instrument is a measuring tool used to obtain quantitative information that contains objective and character variables. The instrument in this study is an essay test that consist of one item. The item test in this study in the form of written sheet of simple descriptive text, consisting of two paragraphs with the topic "Smartphone". The technique in collecting data in this research is by giving an essay test to the students who are the sample, giving instructions to students to write down the name and class of the student then, asking students to answer the essay test by making a simple descriptive text of at least two paragraphs according to a predetermined topic and the after that the writer taking the answer sheets home for analysis.

Participants

This research will be applied to the eleventh-grade students of SMA Dharma Wanita Medan for the 2023/2024 Academic Year. There are two classes in the eleventh-grade students at the school. There are 19 students in total.

The subject of the study will be taken by considering the class which the problem on the observation occurred. Based on the observation, XI that consists of twenty students will be the subject of this study.

Table 1. Subject of The Study

No	Class	Number of students
1.	XI	16

FINDINGS AND DISCUSSIONS

Findings

This study uses the aim to analyze the number of findings of connecting words found in class XI high school students at SMA Dharma Wanita Medan. The data processing technique in this study is by grouping each type of cohesive ties found. Furthermore, the writer will calculate the number of cohesive ties in each type and find the most dominant item used by students. Following were the results of grouping student cohesive ties data:

Table 2. The Total of The Using of Cohesive Ties Students

No	Student Initial	Cohesive Ties		Total	Samples
		R	C		
1.	JNS	2	5	7	Sending and receiving SMS, MMS and making outgoing calls or receiving calls make it easy to communicate with other people. Normal cellphone i.e like for voice phones send sms messages mms messages and data services.
2.	KIB	9	6	15	. A smartphone is a tool that can help me complete. My school assignments, thanks to a smartphone I can broaden my horizons. Apart from studying, a smartphone can care my longing for my parents, thanks to a smartphone I can communicate with my relatives and friends. I am grateful to have a smartphone. . Smartphone are a very useful for many people, thanks to smartphone many people are successful or find it helpful in doing things that are

- very important to them, thanks to smartphones be it elementary, middle, high school, college students, even those who are already working feel helped by the existence of a smartphone, therefore a smartphone is the most important tool for many people.
3. MUW 2 5 7 Sending and receiving SMS, mms and making outgoing calls or receiving calls make it easy to communicate with other people. Phones send SMS messages and data service. Smartphones is a tool people to communicate quickly. Get news or information from away or from nearby. Smartphone can also have a negative or positive impact. Even today's children, both children and adults, use an electronic device created a smartphone for children using smartphone can have a negative impact, and can also have a positive impact. Where the smartphone vice versa the positive impact of using the smartphone.
4. APSG 7 6 13 Therefore, children who use smartphones must be beside their parents. For high school children, smartphone also function to make it easier to answer questions given by the teacher. Even thought in using the smartphone you have to use it property, don't abuse it. Sending and receiving SMS, MMS, and making outgoing calls or receiving call make it easy to communicate with other people.
5. SM 2 5 7 A from of the latest development of telephone technology with, as mars phone in numeral i.e. like for voice phones send SMS, messages MMS-messages and data services.
6. ALF 1 4 5 a. Handphone is of communication tool chat can milked calls and canal see the news. b. I think that the cellphone can help names for example we need someone suddenly and we can immediately call or WhatsApp right that a cellphone.
7. DNL 0 5 5 Cellphone is a place to find various news and a place to give opinions and social media can provide us with entertainment and can also provide work. Cellphone can also mane calls that are for away to communicate and provide pleasure provide knowledge and again insight. I think about my phone for entertainment or our daily needs looking for news information.
8. WP 1 3 4 I think that the cellphone can help humans, for example, we need someone suddenly and we can immediacy call or WhatsApp, right that a cellphone. A smartphone is a mobile phone that has an operating system for the general public.
9. MR 1 3 4 It's function is not only form SMS and telephone but users can freely add applications, add function or change according to the wishes of the user.
10. JS 1 4 5 . A smartphone is a mobile that phone has an operating system for the general public. . Its function is our or from SMS and telephone but user can freely add applications, add function or change according to the wishes of the user.

11.	CSS	1	6	7	<p>. Smartphone is a mobile phone or smart cell phone equipped with the latest features and high capabilities like a computer. A smartphone can also be interpreted as a mobile that works using an operating system (OS) software that provides standard and fundamental relationships for application developers.</p> <p>. Function as a communicate tool, being able to connect and communicate practically even long distances.</p> <p>. I think about the phone that we can search for those who don't know we can also translate, play game, YouTube and others.</p>
12.	SM	0	7	7	<p>. I think that cellphone can help humans for example we need someone suddenly and we can immediately call or WhatsApp right that call phone.</p> <p>. What I know about smartphone is that they have a wide variety of applications and make it easier to find information that is happening now or in the past, you can't use smartphone with negative things.</p>
13.	DP	2	7	9	<p>. Smartphone also have various website and social media where everyone gets their own joy also makes their work easier, heaving a personal business using a smartphone.</p> <p>Handphone is a communication tool that can make calls and also see the news.</p>
14.	RH	1	5	6	<p>I think that the cellphone can help humans, for example, we need someone suddenly and we can immediately call or WhatsApp, right that a cellphone.</p> <p>Sending and receiving SMS, MMS and making out going calls or receiving calls make it easy to communicate with other people.</p>
15.	NH	1	5	6	<p>A form of the latest, development of wireless telephone technology with, a smartphone one can communicate like a normal cell phone in general is like for voice phones send SMS messages MMS messages and data services.</p> <p>Handphone is a communication technology that can make it easy for us to do something we really need, such as wanting to inform someone, looking for lessons, and being able to add even broader insight.</p>
16.	DET	1	6	7	<p>Mobile phones can also make us very addicted to sophisticated technology now because many people misuse mobile phones such as reporting hoax new that makes people believe so that is results in demonstrations between people, and there are also many people who abuse cellphones to do something bad, such as watching porn videos and sharing inappropriate videos to view.</p>
TOTAL		32	82	114	

Based on the table above it can be seen the number of cohesive ties in students, and based on the grouping of cohesive ties types of reference and conjunction, the writer distributes the data into an image which can be seen below:

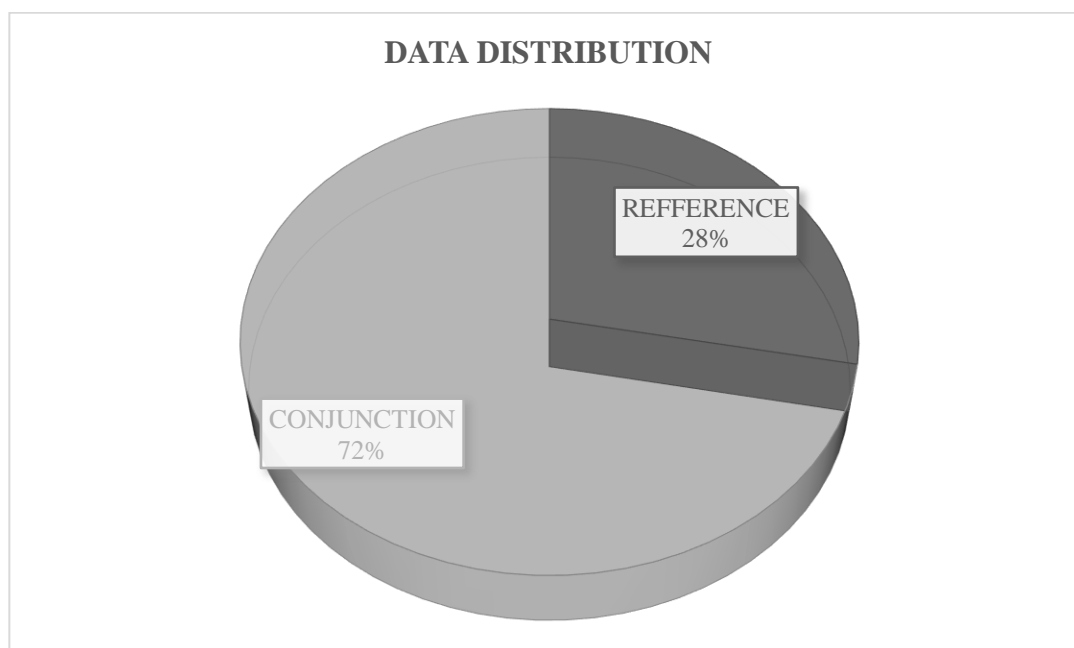


Figure 1. The Data Distribution Frequency

According to the data obtained, it was concluded that conjunctions were found in 72% and references were found in 28% of the data. Based on these findings, more conjunctions are found because they are conjunctions of words or clauses used to connect two language units, examples of conjunctions that often appear are and, but, and or. Conjunctions are words used to connect equivalent language units (words with words, phrases with phrases, clauses with clauses, sentences with sentences, and so on).

Whereas Reference rarely appears in the descriptive text, maybe because reference is a noun that is replaced by referring to a possessive pronoun or adjective. In general, the referenced pronoun comes after the noun and the noun comes before it. Pronouns or adjectives that can be found in the text. For example, *he, she, it, they, them* and *it's her, his, and their*. The word reference can usually be found in phrases or sentences that come after the noun to be referred to.

Conjunctions often appear because they are links in descriptive text sentences, conjunctions are also words that are familiar to students at the school, while references appear less frequently because most of the students at the school are not familiar with how to use references in sentences. This can be seen from the results of student writing. The thing that is the reason why students use conjunctions more often than references is because students often use these conjunctions in everyday life both orally and in writing. the use of conjunctions does not depend on the subject of the sentence, while in usage such as reference one must adjust the pronoun to the subject of the sentence or in other words the use of reference must pay attention to correct grammar.

Discussions

Based on the results of the description above on the results of the study, the authors concluded that it was found the use of cohesive ties in SMA Dharma Wanita in student writing which showed that there was 72% use of conjunctions and 28% use of references. Which means the use of cohesive ties is an important element in writing. Of the total students, the writer found that there were 32 references and 82 conjunctions in the students' writings. The references most often used by students are *he, she, it, they,*

them and it's her, his, and their and the conjunctions that appear most frequently in student writing are and, but, and or.

CONCLUSION

The inclusion of this research was presented by the data which have been analyzed in the previous chapter. From all the data analysis about cohesive ties found in writing English text, it can be concluded that the results of research conducted by the author by analyzing student writing, it was found that there were 2 types of the lexical cohesive ties in student writing, namely conjunction and reference. Conjunctions were used 82 times by students, and references were used 32 times by students. The dominant cohesive ties found in students' writings are conjunctions, namely 82 times or 72% in percentage. This is because the use of conjunctions is easier for students to understand and is often done in daily activities both orally and in writing.

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