

**AN ANALYSIS OF GRAMMATICAL COHESION IN STUDENTS
WRITING RECOUNT TEXT OF GRADE X AT SMA GAJAH MADA
MEDAN**

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**AN ANALYSIS OF GRAMMATICAL COHESION IN STUDENTS
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ABSTRACT

The aim of this study is to define the different types of grammatical cohesion and to look into the grammatical cohesiveness of students' recount text writings based on the use of grammatical cohesive devices. The research was conducted by using descriptive qualitative method that only focuses on describing data of grammatical cohesive devices that will be found in students' recount writings. The data sources are taken from 20 recount texts made by X IS students of SMA Gajah Mada. The data were analyzed used Mayring's theory which consists of data categorization, abstraction, coding the text and result. In this research, the data collected through documentation and worksheet. The finding of this study showed that the grammatical cohesive devices found in the data except ellipsis. Furthermore, it can be concluded that all texts collected are cohesive enough because they all employ grammatical cohesion even though some of the cohesive ties are used incorrectly.

Keywords: Cohesion, Recount Text, and Descriptive Qualitative

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1. Introduction

As an international language, English plays an important role as a means of communication among people in the world for business, science, economy, and technology. The Education Ministry of Indonesia includes English as a compulsory subject to learn in Junior High School up to Senior High School states that in learning English, there are certain skills that students need to learn, namely: listening, speaking, reading, and writing. As a productive skill, writing is not like speaking skills nor other receptive skills. Writing is the most difficult skill for not only it needs a lot of vocabularies in composing paragraph, but also grammatically correct to be comprehensible besides other writing's rules.

Based on an observation conducted in SMA Gajah Mada, the students have many problems in learning English as a foreign language. One of the general problems faced by the students is when they explore their idea in written form like writing genres. There are many areas encountered by the students when they are ordered writing genres. From the writer's observation, the common problems appear in writing genres at least five areas, they are problems in content, organization, vocabulary, grammar, and mechanics.

Because of all the problems, the writer interested to analyze it. The writer only focuses on the use of grammatical cohesion and will try to combine the problems above and conducted to the level of senior high school. Therefore, the writer will investigate grammatical cohesive devices

in students" recount text as well as the grammatical cohesiveness of the text based on the use of the grammatical cohesive devices.

1. Text

A text is a body of language. Hartman and Hartman (1996:202-211) state that the text is to express an opinion or experience in writing. When we analyze it, we analyze the product of this process, and the term „text“ is usually taken as referring to the product.

From the explanation can be concluded that it is something which is spoken or written can be said as a text if it has texture, cohesive ties, and structures. It could consist of a single word like Ladies or Gentlemen“ on a toilet door right up to a complete book and can be either written or spoke . The text is the main written or printed part of a book and the written form of speech, or article and any form of written material. When these words are put together to communicate a meaning, a piece of text is created.

In general, any unit which is structured hangs together in such a manner to form text. Structure is one means of expressing texture.

2. Recount Text

Anderson and Anderson (1997: 48) state that recount text is a piece of text which retells past events orderly and has a purpose to describe what have already happened.

Recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. Similarly, Gerot and Wignell (1994: 194) state that recount is retelling past events in order to inform or entertain about what and when it happened. Recounts are generally based on the direct experience of the author, but it may also be imagined or outside the author's experience. In recount text, a writer tells a reader about his/her personal experience or tells others experience to readers. In other words, recount text is a text which retells events or experience in the past.

Regarding the limitation of this study, it only focused on student's recount text writing and especially the use of grammatical cohesive devices.

3. Grammatical Cohesion

Halliday and Hasan (1976:8) classify the categories of grammatical cohesion into four types: *reference*, *substitution*, *ellipsis*, and *conjunction*.

From the explanation above can be concluded that grammatical cohesion can be divided into four types. They are reference, substitution and ellipsis, and conjunction. Grammatical cohesion refers to grammatical items which are used to connect clauses in a text to make the meaning cohesive. The cohesive devices are function to link various lexico – grammatical elements in a text to convey meaning relations. Cohesion means relation, relatedness, connection, connectedness, link and chain (Rogert's Thesaurus). An important contribution to coherence comes from

cohesion and cohesion is a set of linguistic resources for linking one part of a text to another. Cohesion is a semantic relations between an element and some other elements in the text (Halliday & Hasan, 1976:8). Cohesion is a semantic relation, but text is a semantic unit. Cohesion in a text can be analyzed through the linguistics devices which are called the cohesive devices. Cohesion is represented in two modes such as grammatical cohesion and lexical cohesion (Halliday & Hasan, 1976:6).

All of them are very important to study because they take a big role in making a cohesiveness in a text and they help the people to understand the unity of the text easier.

4. Methodology

The research was conducted by using descriptive qualitative research which purposed to focus and to find out on describing data of grammatical cohesive devices and in students' recount writings. . In short, this method described intensive and specific how the tenth grade students' ability in building cohesion devices in writing recount text.

The subject of this study is the grade X IPS with 20 students of SMA Gajah Mada Medan. The data were collected through using students' worksheet and documentation. The data collected by using descriptive approach.

In this study, the data collected from the students' worksheet and documentation get from the students.

5. Findings

The writer calculated the percentage of grammatical cohesion by dividing the total of every cohesion with the total of all cohesion and times 100%. It is general from that used in mathematic.

$$\frac{59}{203} \times 100\% = 29\% \text{ of reference}$$

$$\frac{3}{203} \times 100\% = 1\% \text{ of substitution}$$

$$\frac{144}{203} \times 100\% = 70\% \text{ of conjunction}$$

Based on percentage above, it can be seen that the highest percentage was 70% on conjunction and the lowest percentage was 1% on substitution. In conclusion, the most widely used of cohesive devices in students' theses were conjunction. It serves to bind parts of a text and to mark the difference between the stage. In line with Scott and Thompson (2001, p.4) state that conjunction refers to links between clauses or the ways in which the different parts of a text fit together.

The table shows the number of cohesive devices in all texts but not all categories of cohesive devices occur in the data. It can be seen that most frequent cohesive devices used are reference and conjunction.

From the data above, most of the students Gajah Mada Senior High School are using conjunction 144 items (70%), as the highest rank found in the students writing than others devices, additive conjunction (81 items), adversative conjunction (11 items), causal conjunction (27 items) and temporal conjunction (25 items). The second position is reference with 59 items (29%), they are personal pronoun (20 items), possessive

determiners (27 items), possessive pronoun (1 items) and demonstrative reference (11 items). And the lowest position is substitution with 3 items (1%).

a. Result

The following discussion is based on the previous results. According to Matthiessen (2014, p. 603), there are four types of grammatical cohesion: reference, substitution, ellipsis and conjunction. Each of them stands as grammatical cohesive devices that has its own character.

Based on the findings above, cohesive devices were found on students' writing recount text. The first type was grammatical cohesion. Grammatical cohesive devices include reference, substitution, ellipsis and conjunction. All of students used grammatical cohesion in their recount text especially in reference and conjunction. This confirms that the students already knew these devices. The highest frequency of the used grammatical cohesion was conjunction. They appeared in all of their writing recount text.

It showed by the total appeared, there were 144 items found in conjunction. This fact indicated that the students have been familiar with this kind of cohesive devices.

b. Discussion

This study aimed to investigate the students' ability in writing text of the tenth grade students of SMA Gajah Mada. Grammatical cohesive is a type of cohesion that uses grammar to determine the semantic relation. In grammatical cohesion, the relationship between and within a text is signed by

means of grammatical elements. It consists of reference, conjunction, substitution, and ellipsis. Reference sits in the first position among all sub categories of grammatical cohesion. Then, it is followed by conjunction, substitution and ellipsis. There are several examples types of grammatical cohesion that found from the data.

- References

Reference is concerned with the relation between words and extra- linguistic reality. Moreover, Hidayat (2016) define that reference is when one word refers to the other word.

- 1) Personal Reference

Personal reference is reference by means of function in the speech situation, thought the category of person. There are three class of personal reference: personal pronouns, possessive adjectives (possessive determiners), and possessive pronouns (Halliday & Hasan in Suningsih, 2016: p.21). In the data that taken from the student are found some used of personal reference, as follow:

- a) Personal pronoun

- a. Last Friday, **my family** and **I** had a vacation to the pool. It's fun, **we** went in the morning.

- b. When **Nadra** left me, **she** took me a free ticket.

The pronoun “**we**” in (a) shows personal reference that refers to “**my family and I**”. Meanwhile, “**she**” in (b) is personal reference that refers to “**Nadra**” in the previous sentences. The two examples above show the way of referring used by students to build the semantic relation within and

between sentences. These ways of referring are used together in the adjoining sentences to ease the comprehension to readers.

morning”. While, “there” is used represent someone in that place.

- Conjunction

Conjunction is a word which merely joins together sentences and sometimes word (Wren and Martin in Hidayat, 2016). In addition, Hidayat (2016) define that conjunction joins together sentence and often makes them more compact. There are four kinds of conjunction; additive conjunction, adversative conjunction, causal conjunction, and temporal conjunction.

- a) Additive Conjunction

- a. He saw a creature that resembled a very scary white hood **and** I came to see what happened.

- b. I just wanted to come **and** see if there was any good movie.

“**And**” in the text above were additive conjunctions which as a conjunction relation that support to the previous sentence.

6. Conclusion

After analyzing the students recount text about cohesion devices, the writer found that the most frequent types of cohesive devices made by the participants included reference (29%), conjunction (70%), substitution (1%) and ellipsis (0%).

First, research of the result shows the types of cohesive devices made by the tenth grade students of Senior High School Gajah Mada are conjunction 144 items (70%), as the highest rank found in the students writing than others devices, additive conjunction (81 items), adversative conjunction (11 items), causal conjunction (27 items) and temporal conjunction (25 items). The second position is reference with 59 items (29%), they are personal pronoun (20 items), possessive determiners (27 items), possessive pronoun (1 item) and demonstrative reference (11 items). The highest frequency of the used reference was possessive determiners. The next frequently used references were substitution and ellipsis, found used in students writing. There were one substitution device found. It means that the students had good enough competence in producing cohesion in their writing text, because they utilized all the types of cohesion at their writing text except ellipsis and also substitution was hardly found.

7. Suggestion

Based on the conclusion above, the writer would like to give suggestions to the teacher, students and other researchers. For the teacher, they should give more attention to the teaching of cohesion devices in writing, especially in the use of cohesive devices. They also have to give a wider explanation to the students about kinds, functions, and positions of cohesion devices within or among sentences. The teacher needs to evaluate students writing performance, construct remedial teaching, and give understanding that students are in need of continuous and special supervision conducted by teacher during writing activities. For the students, they have to improve their

writing skills, especially about cohesive devices. And also the students need to be aware of how to write cohesively and never stop learning and practicing writing good texts. Then for the other researchers, he or she could investigate the use of cohesive devices writing other type of text. This study is also suggested to be conducted further as references.

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