DISCOURSE ANALYSIS ON THE COHESION OF DESCRIPTIVE WRITING PRODUCED BY STUDENTS OF UIN RIL LAMPUNG.

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Abstract

Discourse analysis considered important for EFL learners. It is because mastering discourse will arise comprehensive communication, especially in written text. One of discourse issues are cohesion. It is beneficial for connecting among ideas of the text. More technically, cohesion appears by applying cohesive devices such as references, ellipsis, substitution, conjunction and lexical cohesion. This research is descriptive one that aims at describing the usage of cohesive devices on the descriptive paragraphs written by 21 matriculation program students of UIN RIL Lampung. The result found that the students mostly use references as the cohesive devices on their paragraphs. In addition, the references used were pronouns he and she. The pronoun he used by 14 students and the pronoun she used by 7 students.

Key words: Discourse analysis, Cohesion, Descriptive writing

Abstrak

Analisa wacana merupakan hal yang penting untuk para pembelajar Bahasa Inggris. Karena memahami wacana akan menumbuhkan pemahaman komunikasi, khusunya teks tertulis. Salah satu isu dalam analisa wacana adalah cohesion. Hal ini sangat penting untuk menghubungkan antara ide-ide dalam teks. Secara teknis, cohesion akan muncul dengan menerapkan cohesive devices seperti; references, ellipsis, substitution, conjunction dan lexical cohesion. Penelitian ini adalah penelitian deskriptif yang bertujuan untuk mendiskripsikan penggunaan cohesive devices pada paragraph deskriptif yang ditulis oleh 21 mahasiswa program matrikulasi UIN RIL Lampung. Hasilnya menunjukkan bahwa cohesive devices yang
sering digunakan adalah reference. Seperti kata ganti he dan she. Kata ganti he digunakan oleh 14 mahasiswa dan kata ganti she digunakan oleh 7 mahasiswa.

Kata kunci: Analisa wacana, cohesion, paragrap descriptif

INTRODUCTION

Language systems are interesting to be examined by the scholars, because the interpretation language is influenced by context of culture. “Language and culture are related with each other. Culture and Language are like two sides of coin both of them cannot be separated.”\(^1\) All of the aspects language system should be understood, for instance discourse analysis. Discourse analysis is considered important for English Foreign Language (EFL) learners, due to understanding discourse will lead them comprehend the language in a certain context. McCarthy argues that discourse analysis concerns on studying language and the context being used\(^2\). Moreover, in teaching and learning English as a foreign language (EFL), discourse emerges in spoken and written communication as part of language skill. Those written and spoken skills are considered as productive one that required EFL learners to master comprehensively as a means of effective communication. As stated by Harmer, structuring discourse in spoken and written communication is very important in order to emerge successful communication and provide comprehension among the speakers and the listeners as well as the writers and the readers \(^3\). Therefore, comprehending discourse is a


requirement for EFL learners to prepare them for effective and comprehensive communication.

Cohesion is part of discourse features which is essential for EFL learners. Since it is part of discourse features, cohesion is beneficial for binding the ideas. It is stated by Korani, cohesion has cohesive ties that consist of reference, substitution, ellipsis, conjunction and lexical ties which are used to tie the text. Furthermore, cohesion is the same as transition as the connector sentence to sentence. Suhono asserted that transition as a signal relationship among the sentences of the paragraph and has the function as support coherence among the sentence and leads the sentence which will be discussed. More specifically, Halliday and Hasan propose classification of cohesion namely grammatical cohesion that divided in to reference, substitution, conjunction as well as ellipsis and the second classification is lexical cohesion that consists of reiteration and vocabulary or diction. Those binding elements of a text, lexical and grammatical cohesion, have significant role to tie the ideas on a text. Therefore, applying those features on written and spoken text can elevate cohesiveness that makes the text more understandable and in a harmony.

Cohesion in written text is a requirement to be mastered by the EFL learners in order to enable them to construct a good and comprehensive text. It has the function “as a support paragraph in order to the paragraph can provide coherence each


other. Therefore, many researchers devote the notion to that issue. Todd, Khongput and Darasawang conducted a research on relationship between connectedness (coherence and cohesion) on postgraduate essay of Thai University students in 2007 and the in-text comment of the tutor, the research showed that there was little relationship between the tutor’s comment and the connectedness. Moreover, In 2013, Struthers, Lapadat, Macmillan, developed a checklist which was beneficial for assessing cohesion particularly to children’s writing.

Crossly, Kyle and McNamarain 2016 depicted the development and the usage of second language (L2) writing and the relations to the judgments of essay quality, they found that 36% of the variance of human judgment of text cohesion was explained by the usage of local, global, and text cohesive features, meanwhile 42% of the variance is in overall judgment of writing quality. In addition, the most recent research was conducted by Jiang and Hyland in 2017, they analyzed metadiscursive nouns to see the interaction and cohesion in abstract written by 240 researchers, they found that the nouns are usually used to construct and manage the arguments coherently, claim discipline legitimacy, and promote the value and the relevance of the research.

7 Sari dan Suhono, “Applying Transition Action Detail Strategy on Written Text of EFL Young Learners.”
This research is different from previous one due to this research described cohesion features used by the first year of matriculation students and their manner on applying the features on the descriptive writing. It is very important to be conducted in order to give comprehension towards the usage of cohesion features on the written text to students and English teacher. Moreover, it also provides understanding about descriptive text that should be understood by both students and the teacher. For others researchers, this research is also beneficial as the alternative way to see the usage of the discourse features namely cohesion on the written text. In short, this research hopefully gives benefit to the students, teacher and the others researcher in order to obtain recent information on the cohesion and its importance to written text.

**Discourse Features in Written Text**

Discourse features cover issues that become the concern of discourse analysis field. Brown and Yule proposed some terms which are commonly grabbed discourse analysts attention namely reference, presupposition, implicature and inference\(^\text{12}\). More specifically, Sanders and Maat distinguished types of cohesion as a feature of discourse analysis, they are reference, substitution, ellipsis, conjunction, and lexical cohesion\(^\text{13}\). In addition, Yang and Sun also divided the cohesion in to five categories such as reference, conjunction, substitution, ellipses and lexical cohesion which are emerge on

the text\textsuperscript{14}. It is also strengthen by Halliday and Hasan, they proposed classification of cohesive features consists of reference, substitution, ellipses and lexical cohesion \textsuperscript{15}. Therefore, it can be summarized that cohesion as part of discourse features consist of five elements namely reference, substitution, conjunction, ellipses and lexical cohesion. In other word it can be named connector. To make coherence of the sentences, connector can be used in the begining, middle or the end of sentence in order to there are connection from the action that comes before.\textsuperscript{16}

Reference is one of important element that decides the connectedness of a written text. According to Makinen et.al, referential cohesion can be identified by the usage of pronouns and determiners\textsuperscript{17}. It is also explained by Gupta et.al, about the pronoun as one of referential cohesive signal that is used to refer backwards to a previously mentioned entity\textsuperscript{18}. Arfe and Perodi inform that referential cohesion covers pronoun and determiners which are useful for developing discourse skill\textsuperscript{19}. In addition, McCarty explained tree kinds of reference, anaphoric (looking backward) and exophoric (looking outward) as well as cataphoric (looking forward) and the items consist of pronoun (he, she, it, him, they and etc), demonstrative (that, these, this and etc), and

\textsuperscript{14} Wenxing Yang, yin Sun, ”The use of cohesive devices in argumentative writing by Chinese EFL learners at different proficiency level”.\textit{Linguistics and Education}. No.23 (2012):31-48.
\textsuperscript{15} Wenxing, Yin Sun: 308
\textsuperscript{16} Sari dan Suhono, “Applying Transition Action Detail Strategy on Written Text of EFL Young Learners.”
\textsuperscript{17} LeenaMakinen, et. al. ”The development of narrative productivity, syntactic complexity, referential cohesion and event content in four-to eight-year-old”. \textit{First Language}.Vol 34.No. 1 (2014): 24-42.
the article. Finally, it can be inferred that reference devices divided into three parts namely anaphoric, exophoric and cataphoric references. Anaphoric references look for the referent in the text backward. Exophoric references look for referent outward from the text. Cataphoric focuses on finding referent forward of the text. Moreover, those references consist of reference items such as pronoun, demonstrative and article.

Ellipsis and substitution are also listed in cohesive features. Ellipsis is omission of elements that considered obvious meanwhile substitution substitutes the elements. Foley and Hall in Vujetic inform about cohesion mechanism, substitution and ellipsis, which are about replacement and omission of language category in order to avoid unnecessary repetition. In addition, ellipsis can be divided into three subcategories namely noun phrase, prediction and clause meanwhile conjunction focuses on additive, adversative, causative, temporal and continuative. Those cohesive devices, ellipsis and substitution, also proposed by Rahman, he informed that substitution used pro-form and pro-verb phrases to emerge the cohesion, ellipsis did on the contrary by omitting the word or phrase. Thus, ellipsis and substitution are cohesive devices that function as eraser and inserter. Those cohesive devices erase unnecessary segments and insert the necessary one on a text.

Conjunction functions as semantic relation which has conjunctive element signals that connect systematically among segments. It is stated by Halliday and Hasan in Roen that

20 Barbara Arfe, Irene Perodi: 36
21 Barbara Arfe, Irene perodi: 43
conjunction has four categories such as additive conjunction (like, likewise and moreover), adversative conjunction (on the other hand, however and conversely), causal conjunction (consequently, as a result and for this reason), and temporal conjunction (next, finally and then)\textsuperscript{25}. In addition, Yin proposed linking adverbial as one of cohesive devices for instance furthermore, nevertheless, however, moreover, in addition, thus etc\textsuperscript{26}. Gashemi also informed that conjunction was categorized in to five they are, additive, adversative, causative, temporal and continuative\textsuperscript{27}. It can be summarized that conjunction divided in to four namely additive, adversative, causal and temporal.

Lexical cohesion is cohesion feature that focuses on studying vocabulary above sentence. McCarty argues that there are two elements of lexical cohesion reiteration and collocation\textsuperscript{28}. Ibrahim assumes that lexical cohesion emerges in a text by the emergence of lexical devices such as repetition, synonym, general words, sub-ordinate etc\textsuperscript{29}. Specifically, Halliday and Hasan in Mahlberg informed that reiteration is the repetition of vocabulary or lexical item and synonym in the context of reference, in the other hand collocation covers all kinds of lexical relations that do not need referential identity\textsuperscript{30}. Jobbins and Evett also informed about lexical cohesion, it is divided in to three parts such as general noun, reiteration and

\begin{flushright}
\textsuperscript{27}Zihan Yin:16  
\textsuperscript{28}Zihan Yin:32  
\end{flushright}
collocation. General noun can be part of grammatical and lexical, meanwhile, reiteration consist of word repetition, synonym and general word. Collocation is typically pair wise words as predisposed combination of words\textsuperscript{31}. In short, lexical cohesion consists of reiteration and collocation, reiteration is reiterated or repeated the vocabulary in the contrary collocation is word combination that predispose each other.

**Writing**

In learning foreign language, language learners begin learning a language from their mother tongue, sometimes encounter mistake.\textsuperscript{32} Language is a means of communication among individuals. It is a signaling system which is operated with symbolic vocal sound to get the purpose of communication. “Learning English language is one of science that should be learnt to all the people. English becomes very important and useful for us”.\textsuperscript{33} One of aspect of learning english is writing. Writing is a process that occurs over a period of time, particularly if we take into account the sometimes extended periods of thinking that precede creating an initial draft. Furthermore, writing also defines as a mental activity of skilful decision-making, appropriate for the situation. It means that the writer is able to make decision as consideration to the purpose of writing, the objective of the readers in reading text, situation and condition during the process of writing done.


Moreover, Grundy assumes that writing is like as playing tennis, it is an activity made up of several processes, such as thinking what to write and the order to put it in. In the process, writing and thinking are so inseparable, if the researcher cannot think clearly about an idea, he cannot write well. On the contrary, if he has creative thinking in the writing process, the actual writing process will be easier. Meanwhile, Hyland states that writing is seen as a process through which writers discover and reformulates their ideas as they attempt to create meaning. It is more of a problem solving activity that an act of communication. How people approach a writing task as the solution to a series of problems.

In addition, Writing consist of words and these words are put together into paragraphs. Moreover, Sari and Suhono said that “Writing involves transferring a message from our thoughts using language in the written from. By writing, the students can share information and ideas in the written form.” As a researcher must be able to arrange the words into sentences in the form of the written text in which the reader will eventually understand the ideas and their meaning. Thus, the researcher is demanded to pay the content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation.

Based on the theories above, it can be assumed that writing is a thinking process to produce a written text. it is obtained by process of thinking to arrange the words into the sentences, and then the sentences are grouped together into the

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36 Sari dan Suhono, “Applying Transition Action Detail Strategy on Written Text of EFL Young Learners.”

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paragraphs. The result of the written text is reflection of the mental activity of the writer in understanding the context situation that faced by the researcher.

**Descriptive Text**

Descriptive is a genre that is applied in spoken in written communication. According to Siburain, descriptive paragraph describes a person, place or things that lead readers come in to the writer’s experience. More specifically, Gerot and Wignell in Masitoh and Suprijadi proposed the generic structure of descriptive text such as;

a. Identification (identifies phenomenon will be describe) and  
b. Description (describe parts, qualities or characteristics of something or someone).

In addition Gerot and Wignell in Anggun add that descriptive text applies linguistics features, they are;

a. specific participant (main character),  
b. Using present tense,  
c. Linking verb,  
d. Action verb, mental verb or mental process,  
e. Nominal group,  
f. Adjective,  
g. Adverb and adverbial phrase.

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Thus, it is clear that descriptive text is used to give information to the reader about a certain place, person, things and etc. Therefore, it has typical usage of the linguistic features such as using present tense, linking verb, action verb and etc. It has also generic structures, identification and description.

RESEARCH METHOD

This research is descriptive qualitative. This research aims at describing the implementation of cohesive devices in descriptive text. Therefore, the question of this research is “what are the cohesive devices used in the descriptive writing written by first semester students of UIN Raden Intan Lampung?”. The research was conducted in the academic year 2016/2017. The subjects of the research are 21 students who took matriculation program.

The data was taken from 21 descriptive paragraphs written by students of UIN RadenIntan Lampung. Then, the data was analyzed according to McCarty’s cohesion features namely; reference, ellipsis, substitution, conjunction and lexical cohesion.

FINDING AND DISCUSSION

The reference mostly used by the students were pronoun *he* and *she*. It is categorized as anaphoric references due to look back the referents in text. Moreover, 7 students used pronoun *she* and 14 students used *he*. The following are the details;

Table 1. Anaphoric References Used by The Students

<table>
<thead>
<tr>
<th>No</th>
<th>References (Anaphoric References)</th>
<th>He/His</th>
<th>She/Her</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>My uncle is a teacher. He works in SMA N 7 Oku Sumsel. He always helps me to do home works. He always works every day He does complaint with its all</td>
<td>Ndyia is a doctor. She practices at the hospital HarapnBunda Jakarta. She is general practitioner at the hospital. She always prescribe drugs</td>
<td></td>
</tr>
</tbody>
</table>
2. My brother is a mechanic.  
   He has a lot of responsibilities.  
   He usually fixes car  
   He always goes to work early  
   He always goes to work at 7.30  
   He is always smile  

   My mother is a teacher.  
   She is my inspiration  
   She works from morning until afternoon  
   She never complaint about her job  
   She always fun  
   She gives me great advice  

3. My uncle is a teacher.  
   He has a lot of responsibilities.  
   He likes sport  
   He always goes jogging  

   My mother is a housewife.  
   She usually helps me doing school work.  
   She wants to teach at 8  
   She finish teaching  
   She always prepares lunch  

4. My father is a teacher.  
   He works every morning to help students.  

   My aunt is a teacher.  
   She teaches in SMA N 5.  
   She is very smart  
   She always gets up at 5  
   She never complaint  

5. My uncle is revolutioner.  
   He has very hate about….  

   Ani is a teacher.  
   She works every morning  
   She always helps her students  
   She usually goes to school by motorcycle  
   She enjoys her job very much  
   She always goes home late  
   She usually does jogging  
   She doesn’t jogging every afternoon  
   She always accustoms healthy living  

6. Tan Malaka is a eliminate hero of Inodensia.  
   He ever writing a book…..  

   My sister is a student.  
   She always wakes up early to go to school.  
   She is clever student  
   She also never complains  
   She is the child of my father  

7. My uncle is a doctor.  
   He has a lot of responsibilities.  
   He helps people sick  
   He never complains  
   He does the job well  
   He never forget  

   My sister is a doctor.  
   She works in hospital.  
   She is famous  
   She becomes one of the leader  
   She doesn’t like swimming  
   She likes jogging  

8. My father is a teacher.  
   He has a lot of responsibilities.  
   He works in MIN Pringsewu  

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He usually goes to school by motorcycle
He enjoys his job
He goes home late in the afternoon

9. My brother is a tailor.
He works from 07.00-17.00
He goes with his motorcycle
He goes alone
He always hard work
His workplace is very clean

10. My uncle is a fisherman.
He has a lot of responsibility.
He always prays…
He spent on the gave to his wife

11. My brother is a doctor.
He works at the hospital.
Doctor is his ambition
He helps many people
He enjoys his job
He always ready to help
He can helps other people

12. My brother is a doctor.
He works at hospital in Surabaya.
He seldom meets with family
His job is priority
He always prays
He never complains

13. My brother is a teacher.
He has a lot of responsibilities.
He always drinks tea
He dislike drink coffee
He enjoys his job
He always delivers motivation

14. My father is a farmer.
He decision priority children.

The usage of pronoun he and she seems very dominant in the paragraphs. It is because, both pronouns were used to describe third person, the word he for male and she for female. However, in this research, it was not found others cohesive devices such as conjunction, ellipsis, lexical cohesion and substitution. It happened due to the text was in term of
descriptive. It mostly used pronoun *he* and *she*. Both of them are part of references which are well known as anaphoric reference.

**CONCLUSION**

Finally, it can be concluded that the usage of cohesive devices on the descriptive paragraphs produces by the students are only restricted on the references. The references mostly used were anaphoric references. These references look backward of the text to find referent. Moreover, there were two pronoun used as the references, they are *he* and *she*. There were 14 students used *he* and 7 students used *she*. Those pronouns are typically use on the descriptive paragraphs to describe male person (*he*) and female person (*she*).
REFERENCES


