Cohesive Devices Used in Argumentative Essays of Undergraduate EFL Students in Indonesia

Dewi Warna, Beni Wijaya, Eka Sartika, Winny Agustia Riznanda
UIN Raden Fatah, Palembang, Indonesia
dewiwarna_uin@radenfatah.ac.id

ABSTRACT

This study analyzed qualitatively the cohesive devices used in argumentative essays of undergraduate EFL students in South Sumatera, Indonesia. Eighty essays were collected from eight universities in which ten essays were obtained from each. Halliday and Hasan (1976) concept of grammatical cohesion was used as the framework for the analysis of the essays. All the cohesive devices were found. Reference had the highest frequency which is 50.24% of the total cohesive devices followed by conjuction which is 37.34%, lexical cohesion which is 7.7% and ellipsis which is 3.57%. Substitution was the least used type of cohesive device which is only 1.15%. In terms of correctness of using the devices, most of the devices were all used properly. It was revealed that there was still few mistakes of using reference and substitution since they both were frequently used in the essays. Hence, it can be concluded that the students are more familiar with the use of reference and conjunction even though they are able to use the other devices as well.

Keywords: cohesive devices, argumentative essay

Background

In Indonesia, teaching and learning English is rapidly developing at all time. English is a foreign language that must be studied, especially, by students. This can be indicated by the presence of English as a compulsory subject in the school curriculum from Junior High School to University. Language teaching and learning, in this case, English, includes four skills, namely: listening, speaking, reading, and writing. From all of these skills, speaking and writing are defined as active skills or productive skills in which language users must actually produce their own language. Both of these skills are forms ofcommunication.

According to Defazio, Jones, Tennat, and Hook (2010), writing has become a valuable tool in the world of education because writing can involve students in thinking, showing understanding, creating writing products, communicating, and learning. They added that writing skills

determine success, both during study and after graduation. Furthermore, Walsh (2010) states, when students do not know how to express themselves in writing, they will not be able to communicate well with professors, superiors, coworkers, or just about other people. During the study, writing is one of the inevitable tasks of a student to do, including writing essays, articles, reports, and research papers. After entering the world of work, most professional communication is done in writing, such as: writing proposals, memos, reports, applications, initial interviews, and electronic mail. Hasan (2005, p. 3) reveals several reasons why learners of foreign languages, especially English, must be skilled in writing as well as able to produce proficient and correct scientific/academic writing in English. First, at the end of the study period, students are required to be able to write an undergraduate thesis, thesis or dissertation including scientific articles as one of the requirements to complete their study. Second, writing skill in a non-verbal communication among people, and it plays an important role in communication. Third, participants can express their argument or their life experience throughwriting.

The ability to write in English is quite complicated from the structures and choices of words that are very different from Indonesian makes the productivity of the publication of scientific papers in the international journals is still rare. Not only itneeds to be focused on people who are able to speak English, but also to those who are involved in all fields other than language major. The involvement of students in the publication of scientific papers is still very little. Indonesia is ranked 52nd Scimago Journal Rank in scientific publications, far below neighboring Singapore which is ranked 32nd, and Malaysia ranked 34th.

The students of English education can trigger the increasing of scientific publications in international journals. The potential is open for all the students in every province around Indonesia. South Sumatra as a province that has a large number of English language education students should aware to this phenomenon. Not only writing in English as part of the learning process in finishing the assignment, at the end of the course it is also the requirement for them to be able to complete their study by conducting research and report it in a form academic writing. The importance of writing process that makes students become critical and innovative about the problems that surroundthem.

Hasan (2005, p. 3) reveals several reasons why learners of foreign languages, especially English, must be skilled in writing as well as able to produce scientific/academic writing based on good and

correct English language rules. First, at the end of the study period, students are required to be able to write a thesis, thesis or dissertation including scientific articles as one of the requirements to complete the study. Second, writing skills in non-verbal communication with other people is one of the things that plays an important role. Third, students can express their arguments or experiences of life through writing.

According to Brown (2007,p. 335), in writing students who learn languages must consider several things, including how to conceive ideas, organize them sequentially, and how to use the discourse markers as well as rhetoricin order to produce a coherent text. The lack of concern in the use of conjunction between sentences, as part of cohesive devices, is one of the reasons of the incoherency of the use of the supporting sentences in each paragraph to the main idea which directly affects the relevance between paragraphs. Olateju (2006) emphasizes that some errors and discrepancies in the use of cohesive devices in English can directly cause contrast and affect or cause errors in the making of the text.

The organization of ideas and language structuresare problems that often encountered in writing English. The cohesion or relevance between sentences is the foundation for the students to write in English. Kellog (2008, pp.1-2) explains that learning to write a highly coherent and effective texts is a difficult achievement, since literacy is a cultural achievement that has never been studied at all. Irwin (1982) found that experienced readers use cohesion in the text and show the improvement in the use of cohesive devices, on the other hand, it can develop readers' understanding in English. These studies indirectly indicate that cohesion is one of the fundamental characteristics of all types of writing and students who learn English either as their first language or second language have difficulties in using cohesivedevices.

According to Halliday and Hasan (1976), cohesion is defined as "the relation of meaning that exists within text" and "it occurs when the interpretation of some elements in the discourse is dependent on that of another." They also suggested that there are two general forms of cohesion: anaphora and cataphora. Anaphora refers to the presuppositions of some of the elements mentioned earlier, while cataphora refers to the presuppositions of several elements that follow. According to Halliday and Hasan (1976), there are five main cohesive devices: reference, substitution, ellipse, conjugation, and lexical cohesion. Each category is classifiedinto a number of sub-categories. Reference use personal reference or pronominal reference,

demonstrative reference and comparative reference. "Replacement of one item with another" is referred to as substitution, while "negligence of an item" is called an ellipse. Conjunctive cohesion can exist in and between sentences. Lexical cohesion consists of two main types: repetition and collocation. Repeated items may be repetitions, synonyms or close synonyms, higher or general words. Further Halliday and Hasan (1976) explained that cohesion in collocation is connecting the lexical items occur together in a range of texts.

Cohesion is essential because it gives texture to sentences that is coherent to a series of sentences so that it shows how semantic relations are composed of lexical and syntactic features. As a result, the realization of the cohesion function in the text, in this case an essay, will help students of English as a foreign language in producing meaning. Cohesion also helps writers and readers in creating a communication (Adiantika, 2015). Cohesion refers to linguistic features that help making the sequence of sentences into text. It occurs in text through the use of devices that connect all sentences. Cohesion is created through grammatical and lexical forms. Grammatical cohesion includes reference, substitution, ellipsis, and conjunction while lexical cohesion includes repetition andcollocation.

The study of cohesive tools conducted by Hasannejad,Assadi, Kazem, Kohgiluyeh, and Ahmad (2012) contributes to language learning and specifically contributes to reading skills for understanding. This study helps teachers and students become more active in language learning. This study also enable students to apply their knowledge of cohesive tools not only to reading skills, but also to reading and writing skills in order to become more fluent and accurate speakers and become more successful writers and readers. Teaching cohesive tools as text elements can help students in English as a foreign language activate their reading comprehension skills. In other words, successful understanding of text is highly dependent on the use of appropriate cohesive devices (Hasannejad et al, 2012).

Therefore, a writer must use a cohesive device to get good writing. In terms of the communicative nature of writing, cohesion is considered an important textual component not only to create organized text, but also to describe content that can be understood by the reader. Cohesive tools make a text, including essays, able to maintain consistency and relevance to the entire discourse. Cohesive tools are typical linguistic elements in the text used to unite meaningful integrated texts that can be interpreted. Cohesion can be achieved

throughseveraldomainsofcohesivedevices,suchasreference,ellipsis,subst
itution,conjunction, and flexible cohesion (Halliday & Hasan, 1976).
These domains of cohesive devices form text into one to help readers
understand the text (Adiantika, 2015).

The use of cohesive tools in academic writing has attracted the
attention of many researchers who try to overcome the problem of lack
of cohesion in student writing. Alarcon and Morales (2001, p. 126)
conducted research on grammatical cohesion in student argumentative
essays. The study revealed that references are the most frequently used
cohesive devices, followed by conjunction and substitution. There are no
examples of ellipsis found in the study because according to Halliday
and Hasan (1976) they appear more verbal discourse than written
discourse. Referring to qualitative analysis, it was found that certain
cohesive types help students in the process of argumentation. For
example, the use of adversative conjunctions helps them build replies.
However, 'but' is the adversative relationship that is most often used by
students which might indicate that their knowledge of the use of such
cohesive devices is still limited. There are examples of where they can
use concessions such as "yet or yet" to make stronger claims. Therefore,
qualitative analysis supports the concepts of form and function. In
student argumentative essays, certain forms are chosen over others for
specific purposes that support the overall purpose of the
argumentativetext.

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2012).

Essays are writing units commonly used in universities. The
organization of ideas in essays requires writers to be able to link
information sourced to scientific writing. There are various types of
essays written. Argumentative essays are the type most often used. The
ability to argue is very necessary when writing. In addition, the

information written must also be supported by scientific sources. The ability to write this essay is very necessary for students to cultivate their critical and in novative thinking. The role of cohesion strongly supports the interrelationship between sentences in the argumentative essays written. This supports the productivity of students in writing scientific papers where the written arguments must be continuous and related.

At tertiary level, argumentative essays are a means for students to think and argue critically and logically based on actual facts or knowledge. By writing argumentative essays, students can agree or disagree with an issue or phenomenon using reasons and factual and solid data. The purpose of this essay teaching is to form a critical and logical pattern of student thinking towards phenomena that occur in the community while at the same time training them to be able to scientifically convey their arguments to the phenomenon through writing. In fact, in the KKNI curriculum, each English Language Education study program in Indonesia has a special subject for writing argumentative essays, namely an Argumentative Writing course. However, based on the results of interviews and observations of students in the 6th semester of the 2017/2018 academic year, most students still have not been able to produce coherent essays. In these essays, it is illustrated that students still have difficulty using cohesion features that caused the use of the features are very limited, so the sentences in the texts are less related to eachother.

The Problems of theStudy

Based on the background of the research above, research problems are formulated below.

a. What are cohesive devices used in argumentative essay writing of English education students in South Sumatra?

b. How accurate is the use of cohesive devices in the argumentative essay of English education students in South Sumatra?

The Objectives of the study

The purpose of this study was to determine the level and the accuracy of the use of cohesive devices in argumentative essay of English education students in South Sumatra so that it became a prototype for further research to find the right strategy regarding the use of cohesive tools in writing essays.

LiteratureReview

Cohesion and Coherence

The textual nature that makes the text connected or coherent is also called cohesion (Halliday & Hasan, 1976). The various lexical, grammatical, and semantic types contribute to text cohesion, of which are discussed by Halliday and Hasan (1976) that there are five main categories: references, substitutions, ellipses, conjunctions and lexical cohesion.

The reference term shows the relationship between two linguistic expressions. Pronominal references (he, they, him, etc.), Demonstrative (this, these, that, those, here, there, etc.), and comparative references (another, same, similar, such, so, etc.) are in this category. Substitution and ellipsis are ways to avoid repetition of lexical usage. In substitution, one item is replaced by another, such as one (s) in nominal, do (so) or does (so) in a verb, and so on in a clausal substitution. In terms of ellipsis, the items are elided, and include three types: nominal, verbal, and clausal. Furthermore, conjunction shows a relationship between the parts of the discourse by connecting it. Conjunction can be further classified into four categories: additive (and, furthermore, additionally, too, etc.), adversative (but, rather, yet, on the other hand, etc.), causal (therefore, so, as a result, for this reason, etc.), and temporal (then, next, first, in conclusion, etc.). Finally, lexical cohesion refers to bringing cohesive effects through vocabulary selection. There are five subcategories of lexical cohesion: repeating the same words or phrases, using synonyms, using higher terms, using common words, and using lexical items that are likely to occur together, or collocation (Halliday & Hasan,1976).

"Cohesion is a common set of meaning relationships between the levels of the text class", (Halliday & Hasan, 1976, p. 25-26). Bamberg states that cohesion "describes a linguistic system that extends through the text and binds to a larger chunk of discourse, besides forming a smaller unit of discourse" (quoted in Palmer, 1999, p. 63). Hoey described cohesion as "the way certain words or grammatical features of sentences can relate that sentence to its 8 predecessors in a text" (Hoey, 1991, p. 3). In addition, Markel provides a definition of cohesion because "it increases the random collection of sentences to the status of the text, and in the process gives meaning, insight, and purpose to the sentence". He claimed that "without cohesion, the text can hardly be said to exist at all, because cohesion provides a textual means to begin

understanding and understanding" (Markel, 1984, p. 4).Cohesion refers to linguistic features that help make the sequence of sentences into text. It occurs in text through the use of devices that connect all sentences. Cohesioncreated through grammatical and lexical forms. Grammatical cohesion includes reference, substitution, ellipsis, and conjunction while lexical cohesion includes repetition and collocation. These two types of cohesion help create textures or traits into text. Cox et. al. (1990) cited in Palmer (1999) states that cohesion is important for readers in constructing the meaning of a text and for writers in making texts that can be easily understood.

According to Connor (1984), cohesion is defined as the use of an explicit cohesive device that signifies the relationship between the sentence and the text section. Cohesion is related to the ways in which the components of the text are connected. In short, this is the relationship between lexical items and a unified structure to make integrated text. Campbell (1995) shows that continuity of verbs in the form of time and its aspects is one of the main characteristics of cohesive texts.

Cohesive device

Carrell (1982, p. 482) argues that "processing a text is an interactive process between text and previously owned knowledge or memory schemes from listeners or readers". In other words, both the structure and the content of the text and the reader "the process of working on the text must be considered." Halliday and Hasan distinguish two types of cohesive relationships, namely those expressed through grammar and the other through lexis. The first is called grammatical cohesion, and the connecting bonds in terms of references, ellipsis, and substitution, the latter is called lexical cohesion, and the cohesive features included in this category are reiteration and collocations Conjunctive relationships are considered to be in the grammatical and lexical boundaries (Halliday & Hasan, 1976, p. 6).

Writing Essays

The definition of an essay goes beyond the meaning of a dictionary which is only limited to words. Usually a word or concept can be defined in only one sentence. But the definition of essay, however, needs to consist of several paragraphs. Therefore, this understanding should also be expanded to include examples, details, personal experiences, descriptions, causes, effects, analyzes, etc. Above all, the

definition of an essay must show a detailed explanation of your own opinions about words or concepts (Sparks, 2007).

Furthermore, essays are pieces of creative and interesting written words that address a particular topic, generally to convince the reader to accept certain points of view, positions, or ways of understanding. An essay is a group of paragraphs that develop one main idea (Ruetten& Smalley, 1994). Therefore, it can be concluded that essay writing is a complex process, which requires writing well at the level of the sentence, paragraph, and level of the organization / discourse. At the sentence level, students must be able to identify and write simple, compound, and complex sentences. In the paragraph, they must be able to identify and write paragraphs including sentence topics and supporting ideas. In organizations, they must learn to write essays (Hyland, 2002). Apart from any type of essay, the organization of an essay has three main parts: introduction, body and conclusion with different functions. Namely, the introduction is usually one paragraph that introduces the topic to be discussed and the central idea, the thesis statement of the essay. The second part, the body, includes several developmental paragraphs, which develop various aspects of the main topic and ideas. Conclusions conclude the thoughts developed in the essay. Different types of essays are narration, description, exposition, andargumentation.

Argumentative Essays

One type of academic essay writing is an argumentation essay. The writing of argumentation essays at the tertiary level is also called an official argument. Such essay writers are required to explicitly put forward major propositions, present supporting evidence and reasoning, using formal language and academic terminology, being objective and being covered if there are differences in terms of views. In order for arguments to be convincing, it needs to be presented directly and straightforwardly (Podis&Podis, 1996, p. 283). The method of writing is characterized by a three-stage structure with the organization being a thesis, argumentation, and conclusion. Each stage is arranged in terms of its writing, and this writing is expressed in various grammatical and lexicalways.

The stages of the thesis consist of the introduction of propositions to be debated, the stage of the argument contains a basic discussion for the thesis, and the conclusions are composed of synthesis and confirmation of the validity of the thesis. Especially, in the stage of

an important argument to include a marker frame that shows the sequenceand interrelation of the steps in the argument. Pointing words or signals, such as firstly or next mark steps in the order of argumentation, and transition signals that mark additions, contrasts or conditions describe changes in discussion (Hyland, 1990, p. 68-72). This is useful in argumentative writing to find out the reader's objections and use them in his own arguments by providing counter arguments (Axelrod & Cooper, 1988, p. 494-511).

Previous Study

There are several studies that discuss the cohesive and argumentative sensitive essays. Hung and Thu (2014) who conducted a study at Dong Thap University entitled "Vietnamese Learners' Attention and Use of Cohesive Devices in English Writing at Dong Thap University Essay" concluded that improper use or mistakes made during the use of cohesive devices in writing English essays are universally a learning step for EFL students in the process of acquiring language and the ability to write the language they learnspecifically.

Subsequent research conducted by Cho and Shin (2014) entitled "Cohesive tools in English Writing Textbooks and Korean Learners' English Writings" found that the tendency of L2 students to overuse transitional sentences and demonstrative pronouns compared to native speakers. However, the results also show that when student skills improve, students tend to use fewer transitions in their sentences. The third study was conducted by Hananta and Sukyadi with the title "The Use of Cohesion in Students' Argumentative Writings" conducted at the Indonesian University of Education with a sample of students from English language and literature study programs at the same university found results showing that grammatical cohesive devices - using references and conjunction as the dominant device - a little more preferred to be used as a reference in cohesive rather than lexical ones. In addition, it was also found that cohesive tools generally have two main functions, namely reminding the reader of the points being discussed and clarifying and emphasizing the semantic relationship between clauses so that the author's position is clear.

Furthermore, Mohamed (2016) with his research entitled "Use of Conjunctions in Argumentative Essay by ESL Undergraduates" which took 50 students at UniversitiTeknologi Mara (UiTM) as the sample, found that there was a suitable and inappropriate Conjunction in the

essay due to lack of use of various categories of conjunctions and difficulties in using other conjunctions that have similar meanings.

Research Design

This study focuses on identifying students' written products about the use of cohesive devices. Qualitative analysis was chosen as the design of this study. According to Buneci (2008), qualitative analysis is defined as qualitative validation and application diagnosis to assess whether behavior is expected or unexpected. In this qualitative research, essays are objects of analysis. Analysis of essays for the first cohesion was carried out by identifying and then calculating the cohesive amount according to the taxonomy developed from the cohesive tool triggered by Halliday and Hasan (1976). Following the model of the analysis, the amount was classified correctly.

Research Subjects

The subject of this study was an essay from the fifth semester student of the English language education study program from 8 universities in South Sumatra that had learned how to write argumentative essays totaling 80 essays. All students have completed all writing classes starting from Writing 1 to 4. They write argumentative essays in accordance with the topics that have been determined. They were given 60 minutes to complete the essay. This data is used to answer the research problem formulation. All of the argumentative essays above were then analyzed based on the framework of the theory of Halliday and Hasan (1976) related to the concept of analysis of cohesive devices used by students in their argumentative essays.

Data Collection Techniques

Tests that test the ability of argumentative essay writing are used to answer research problems. The researcher asked permission from the lecturers who taught at eachuniversity to distribute instruments in the form of questions to write argumentative essays consisting of several topics so that students could write according to the topic of their choice. The time given is for 60 minutes. An essay written consists of 5 paragraphs.

Data Analysis Techniques

In analyzing the argumentative essay, the researcher grouped the clauses in the argumentative essays written by students to help conduct a more accurate analysis of the cohesive tools contained in each clause. Then, the researchers underlined all the cohesive tools contained in

each clause. The cohesive tools that have been underlined are then identified and grouped based on the classification of cohesive devices by Halliday and Hassan (1976), namely reference, substitution, ellipsis, conjunction, and lexical cohesion. The final step is to calculate and describe the cohesive tools contained in all the argumentative essays written. Then cohesive devices will be calculated in frequency and percentage according to the cohesive device category used. Furthermore, 3 verifiers will verify the work of the researcher whether all descriptions are correct and correct to avoid errors or errors during analyzing the data.

Research Results

From all the essays analyzed, it was found that the use of all cohesive devices with different levels of frequency of use, be it references, substitutions, ellipses and conjunctions and lexical cohesion.

References

The results of the analysis show the number of uses of cohesive devices in the form of references both personal, demonstrative and comparative with a total reference used as many as 522 consisting of personal references 328, demonstrative references 130 and comparative references 64. Percentages of each reference can be seen in the table below this.

Reference Type	Frequency	Percentage
Personal	328	62.84%
Demonstrative	130	24.9%
Comparative	64	12.26%
Total	**522**	**100%**

Viewed from the percentage, personal reference is the most widely used reference type, which is 62.84% followed by demonstrative references, which is 24.9%. Comparative reference is the least used type of reference, which is 12.26%.

Examples of personal references used:

| Essay 61 | Reference | Even everyone has known and used *it.* | Personal Reference, *it* Refers to social media. |

Essay 61	Reference	When you find people from another country, you will get more information about *their* cultures.	Personal Reference, *their* refers to people from another country.
Essay 80	Reference	In conclusion, there are three ways to reduce the impacts of global warming. *They* are tree planting or reforestation, saving electricity usage, and reducing the use of plastics.	Personal Reference, *they* refers to three ways to reduce the impacts of global warming.

Examples of demonstrative references used:

Essay 77	Reference	*This* state proves the global warming is caused mostly by human...	Demonstrative Reference, *this* indicates proximity.
Essay 78	Reference	In conclusion, to prohibit *these* negative impacts, especially for children, parents are suggested to...	Demonstrative Reference, *these* indicates proximity.
Essay 80	Reference	*These* greenhouse gases absorb and reflect radiation waves emmited by the sun to the earth...	Demonstrative Reference, *these* indicates proximity.

Examples of comparative references used:

Essay 79	Reference	Actually, earth is getting *hotter* because of human activities.	Comparative Reference, *hotter* shows particular comparison.
Essay 77	Reference	However, the *higher* CO levels in the atmosphere do not cause global warming	Comparative Reference, *higher* shows particular comparison.

Essay 76	Reference	..., with thosewho obtained from using the popular sites, reporting that they felt *more satisfied* with their lives.	Comparative Reference, *more satisfied* shows particular comparison.

Substitution

The analysis results show that the use of a cohesive device in the form of substitution is only 12 or 1.15% of all cohesive devices used.

Examples of the use of substitutions in essays:

Essay 66	Substitution	..., as they are the *ones* who are most active on social media.	*Ones* substitutes people.
Essay 67	Substitution	Some people also think that social media is the important *one* in their life because...	*One* substitutes thing.
Essay 79	Substitution	Many things cause *the same*.	*The same* is substitution. It substitutes the previous clause "CFC produced by referigerators causes global warming."

Ellipsis

The results of the analysis also show the lack of use of cohesive devices in the form of ellipses with the total use of ellipses found for all essays only 37 or 3.56%.

Examples of ellipsis used:

Esai 61	Ellipsis	*All* are on social media.	*All* indicates nominal ellipsis.
Esai 64	Ellipsis	*This* is marked by an increase in the earth's surface temperature.	*This* refers to the previous sentence "Climate change is a

			change in world climate patterns that occur due to a stable initial state..."
Esai 64	Ellipsis	...the earth's temperature has increased compared to *the previous*.	*The previous* refers to the earth's temperature before.

Conjunction

Analysis result shows the number of cohesion instrument use in form of conjuction whether it is additice, adversatice, casual and temporal with the total of conjunction use in amount of 388 consist of 43 additive, 156 adversative, 109 casual and 80 temporal. The percentage of each references can be seen on the following table.

Conjunction Type	Frequency	Percentage
Additive	43	11.08%
Adversative	156	40.21%
Causal	109	28.09%
Temporal	80	20.62%
Total	**388**	**100%**

From the percentage, adversative is the conjunction type which mostly used with 40.21% followed by cause with 24.9% and temporal with 20.62%. Additive is the conjuction type which used with the most less number 11.08%.

Examples of the use of conjunction in essays:

Essay68	Conjunction	*In addition*, most citizens and students are not fully aware of the cause...	Additive
Essay 68	Conjunction	*However,* after the signs and the research have beenglobally known,...	Adversative
Essay 67	Conjunction	...*because* most people use social media for better and easier life.	Causal

Essay 74	Conjunction	*Finally,* using social media fame can change one's life,...	Temporal

Lexical Cohesion

The results of the analysis show the use of cohesive Instrument in the form of lexical cohesion in the form of both reiteration and collocation with a total of 80 lexical cohesions used consisting of reiteration 45 and collocation 35. The percentage of each lexical cohesions can be used in the table below.

Lexical Cohesion Type	Frequency	Percentage
Reiteration	45	56.25%
Collocation	35	43.75%
Total	**80**	**100%**

From the percentage, lexical cohesion in form of reiteration mostly used more with 56.25% compared with collocation that is43.75%

Examples of the use of lexical cohesion in essays:

Essay 62	Lexical Cohesion	..., both *for those* who experience it and *for those* who see it.	Reiteration, the same words "*for those who*" are used in both sentences (repetition)
Essay 63	Lexical Cohesion	Therefore, it will be very difficult for social media users to *make friends*.	Collocation, the words *make* and *friends* are commonly used together.
Essay 63	Lexical Cohesion	Social media*makes* people become*lazy*... The use of social media will never *make* a person *lazy*...	Reiteration, the same words "*make...lazy*" are used in both sentences

			(repetition).
Essay 64	Lexical Cohesion	Even,athometheydonot*do* their *exercises*orreadthelesson before going toschool.	Collocation, the words *do* and *exercises* are commonly used together.
Essay 68	Lexical Cohesion	Lately many social media accounts have shared *insightsand knowledge*... This is very interesting because we can add *insight and knowledge*practically.	Reiteration, the same words "*insights and knowledge*" are used in both sentences (repetition).
Essay 70	Lexical Cohesion	..., deprives parents from *having* thorough *conversations* withtheir children...	Collocation, the words *have* and *conversations* arecommonly used together.

Cohesion InstrumentTotal

After analyzing the results of each cohesive tool both reference, substitution, ellipses, conjunctions and lexical cohesion, as a whole it can be summarized in the table below.

Cohesion Instrument	Frequency	Percentage
Reference	522	50.24%
Substitution	12	1.15%
Ellipsis	37	3.57%
Conjunction	388	37.34%
Lexical Cohesion	80	7.7%
Total	**1039**	**100%**

From the table above, reference is the type of cohesive device that is most widely used with a percentage of 50.24% followed by

conjunction of 37.34%. Lexical cohesion is 7.7% and ellipsis is 3.57%. Substitution is the least used cohesive tool that is equal to 1.15%.

Usage Accuracy of CohesionInstrument

The accuracy of the use of cohesive instrument can be seen in the table below:

No.	Cohesion Instrument Type	Error Usage
1.	**References**	
	a. Personal	28
	b. Demonstrative	4
	c. Comparative	9
2.	**Substitution**	1
3.	**Ellipsis**	-
4.	**Conjunction**	
	a. Additive	8
	b. Adversative	13
	c. Causal	4
	d. Temporal	-
5.	**Lexical Cohesion**	
	a. Reiteration	**-**
	b. Collocation	**-**
	Total	**67**

From the table above, it can be seen that the use of cohesion tools in student essays is very good because only 67 errors were found in the use of cohesion instrument consisting of 41 errors in reference use dominated by 28 personal references followed by demonstrative references 4 and comparative 9. Types the next cohesive tool is the conjunction of 25 usage errors consisting of adversative 13, additive 8 and causal 4. Substitution only found one misuse while the ellipsis and lexical cohesion were not found using any errors atall.

Conclusion

English Language Education students in South Sumatra, in their writing use various types of cohesive devices both grammatical and lexical cohesive devices. In general writing, students use almost all parts of the cohesion tool such as, references, substitutions, ellipses, and conjunctions. Furthermore, in the use of lexical cohesion devices, students generally use reiteration and collocation in their essays. In their essay, these students from semester 5 spread across 8 universities in Palembang used references 50.24%, conjunction 37.34%, lexical cohesion 7.7%, elliptical 3.57% and substitution1.15%.

It can be concluded that students tend to use references, and from the four types of grammatical cohesion, reference is the most frequently used demonstrative reference form. A high percentage of reference uses in this study can be seen in the use of personal references, which amounted to 62.84%. In the process of processing data, researchers found little substitution in essays written by students. The author assumes that the reason underlying this phenomenon is excessive use of personal references used by students in their writing. In fact, nominal substitution actually has the same function as personal references. But students are less familiar with and rarely use nominal substitution which is the reason why students often use personal references.

The author can also conclude, student errors in the use of cohesive devices are very minimal, which only occurs in improper use of references and conjunctions. This can happen to see the number of references and conjunctions used. Based on this which shows a small error in the use of cohesion instrument, it can be concluded that most students can use cohesive tools correctly in their essay writing.

However, there are still errors in the use of certain cohesive devices, for example; reference and conjunction. Errors in using references indicate that students have difficulty distinguishing between singular and plural objects, they tend to make vague references, using repetitive references that should not need to be used, further more, students can not make parallel sentences in the paragraph they make. Students also over use "the" which then creates confusion which makes them unable to decide whether they need the word "the" in their sentence. From the analysis, the authors see that students seem to have a lot of experience in using the word "the" in their writing. Although there are several rules in using the "the" article, students still

looknegligentinitsuse.Inaddition,manystudentsmaynotbeawareofthefun ctionof"the". They know "the" functions as an article; however, they are not aware of other functions as cohesion tools.

Intheuseofconjunctions,somemisuseisduetostudentconfusioninus ingappropriate conjunctions,unnecessaryshareduseofaclause,andfailuretomaintainarela tionshipbetween one sentence and another sentence. Most error in conjunctions cannot explicitly connect the relationship between sentences; there are several "additives" which are marked by "conjunction adversative" or vice versa. Examples of using "then" as temporary relationships are often replaced by "and". Although "then" and "and" have different functions, they often appear in the same usage. The small percentage of use of ellipsis, the authors find it difficult to find the wrong use. The author assumes that students write by translating their ideas into English. In the process, when they translate, they translate mechanically, regardless of the syntax in English, not much modification.

Based on the findings above, in line with Crossley and McNamara (2012) who found that the authors of L2 belonged to the incompetent category in producing more cohesive essays, but they produced texts that were included in both linguistic terms. These findings have important implications for the development of L2 writing and L2 writing pedagogy. Their results showed that the authors of L2 were considered better at producing text even with fewer cohesive devices. The findings of this study indicate that students 'writing ability does not affect the cohesive devices theyuse in their writing.

Implication

Based on the findings and conclusions, the author would like discuss matters relating to cohesion as input to students and lecturers. Thelowestpercentageofcohesivedevicesusedby students is ellipsis and substitution. Therefore, it is recommended that students majoring in English education to further deepen their understanding of replacement and omitting words or sentences so that readers do not feel bored in reading their writing. The highest percentageofuse of cohesive devices is reference (reference) and conjunction (conjunction). Therefore, the authors suggest that they deepen their understanding of the structure of words and grammar in forming asentence.

For lecturers, cohesion is better taught to students both written and oral by the way lecturers design material that is able to improve

students' competencies in creating coherent and cohesive texts, increase the use of English in the classroom so students get used to and order when they have to use the language in writing, and build peer correction between them so that they know where their weaknesses are to be able to find mistakes and avoid the same mistakes. A well-designed assessment can measure student competency appropriately. Moreover, lecturers can motivate their students to nurture and expand their vocabulary which can improve their abilities when they use words such as synonyms or similarities of words, antonyms or opposing words and superordinate to avoid excessive repetition of words.

Furthermore,withregardtoredundancyanderrorsintheuseofconjunctionsinstudent writing, to avoid this the lecturer is advised to be able to teach various cohesive structures in different categories. Based on the previous analysis, additive conjunction "and" is very commonly used. Lecturers can limit their students to the use of the word and provide other word choices so that their writing is more colorful. Other implications related to the relationship off orms and functions of cohesion, lecturers must develop their students 'understanding of the relationship so that their awareness of cohesion instrument is built and can be easily for them to make writing with good cohesion

Suggestion

The findings of this study indicate the need for deeper investigation related to the use of cohesion instrument. Further studies on the same topic in other types of texts such as narrative or descriptive texts, will broaden the understanding and clearer picture of how the use of cohesive devices is used appropriately in writing English texts. It would be very interesting if we could see and compare aspects of cohesion instrument in different discourses. In the end, researchers strongly hope that this research can be a major contribution as a reference for further research related to cohesive devices, especially inwriting.

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