GRAMMATICAL COHESION IN WRITING RECOUNT TEXT OF THE ELEVENTH GRADE SENIOR HIGH SCHOOL STUDENTS IN SMA NEGERI 1 SENTANI ACADEMIC YEAR 2018/2019

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Abstract *This study was carried out to investigate the realization of grammatical cohesion in writing recount text of the eleventh grade, senior high school students of SMA Negeri 1 Sentani. It aims at finding out the types of cohesion devices frequently used in students' writing, the most problematic use of cohesion devices, and how cohesive grammar is in students' writing recount text. The method used in this research was mixed method. The data were analyzed using cohesion category by Halliday and Hassan. The result of this research showed that reference (50.6%) was the most frequently used device in students' writing amongst cohesion devices. Meanwhile, substitution (0.5) gained the lowest one. Furthermore, the students had adequate knowledge of using more appropriate cohesion devices (528) compared to problematic use of cohesion devices (110). In detail, conjunction (58.49%) became the most problematic use of cohesion devices. However, in average, the students' writing are already cohesively satisfied. It can be seen from the average number of cohesiveness percentage that is 81.7%.*
Keywords: Grammatical Cohesion, Recount Text, Writing Problem

Abstrak*: Penelitian ini bertujuan untuk mendeskripsikan penulisan kohesi gramatikal pada teks recount oleh siswa SMAN I Sentani kelas 11. Fokus penelitiannya adalah tipe alat kohesi yang sering digunakan dalam tulisan siswa, alat kohesi yang paling sulit dipakai, dan seberapa kohesif tulisan mereka. Metode penelitian yang digunakan adalah metode campuran. Data dianalisis menggunakan katgori Kohesi oleh Halliday dan Hassan. Hasil menunjukkan bahwa refernsi (50.6%) adalah alat referensi yang paling banyak digunakan. Sementari Substitusi (0.5%) menduduki yang paling jarang digunakan. Selanjutnya, siswa memiliki pengetahuan yang cukup dalam menggunakan alat-alat kohesi (528) dibandingkan yang sulit digunakan (110). Konjungsi (58.49%) adalah yang paling sulit digunakan. Secara keseluruhan, tingkat kohesi tulisan siswa memuaskan dengan rerata presentasi tingkat kohesi 81, 7%.*
Kata Kunci: *Kohesi gramatikal, Teks Recount, Masalah menulis*

A. INTRODUCTION

English is an international language. Mastering it will help us having good communication amongst people around the world. English has been taught in Indonesia for many years; even it starts from kindergarten until college. According to Harmer (2007), in learning English there are four language skills that have to be developed by students; receptive skills that consist of listening and reading, and productive skills consisting of speaking and writing. In learning English, most of students have many difficulties in producing the productive skills, especially writing, whereas as a productive skill, writing is a significant skill that should be mastered by the students.

According to Harsyaf and Zakhwan (2009), writing becomes one of the ways that students can use to express their feelings and ideas freely on paper. While according to Mawardi (2014: 81) "Writing is also a highly complex process involving a host of advanced skills that include critical thinking and logical development of ideas". Furthermore, Sattayatham and Ratanapinyowong (2008) state that writing encourages students to learn; to strengthen and to expand their knowledge about grammatical structures, idioms, and vocabulary. It can also give chances to explore their ideas and thought.

There are various ways to organize sentences in a piece of writing. One of them is recount text. According to Hyland (2004:29), "Recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining". In the recount text, the sentences are usually organized according to time order or chronological order. One thing happens and then another thing happens, and the events are told in the same order.

However, to write a good recount text is not as simple and easy as what we think. We have to notice several things that should be presented in writing. According to Eggins (1994), a writing should also present the "texture" that is from the pattern of cohesion. Halliday and Hassan (1976:2) mention that "the texture is provided by the cohesive relation". Further, they also state that "the concept of cohesion is a semantic one; it refers to relations of meaning that exist within the text, and that define it as a text".

A study conducted by Mubarak, Hamzah, and Radjab (2013) suggests that students' ability in building cohesion and coherence are staying at low. Another study conducted by Ayub, Seken, and Suarnajaya (2013) indicates that cohesion and coherence have to be the emphasis in teaching writing and the English teachers should be competent in evaluating the students` writings. Additionally, Bae (2001) found that cohesion and coherence have to be the emphasis in teaching writing. These previous studies show that students' level of understanding on the use of cohesion is still at low level and teachers need to be competent in evaluating students' writing. This gap has encouraged the researcher to study more about grammatical cohesion in eleventh grade students' writing of recount text. Students of SMA Negeri 1 Sentani become the object of the research, as this school is one of the favorite schools in Kabupaten Jayapura.

B. LITERATURE RIVIEW

Writing is one of four skills that have to be learnt by people who want to master a language, including English. Writing has become a prominent part in people's everyday life. In the smaller scope of educational setting, i.e. at schools, most of examinations require students to use their writing skills. Furthermore, it is commonly known that good writing will foster good thinking and vice versa. When students are writing, they should automatically think because they develop their ideas and sometimes revise what they have written. On the other hand, good thinking, if being properly applied, gives rise to a so-called good writing.

There are a lot of definitions of writing given by different linguists. All of the definitions indicate the same meaning. Silva and Matsuda in Ayuk (2017:8) explain that "writing is an activity involving a dynamic interaction among three basic elements, namely the text, the writer and the reader, and requiring writers' consideration of all them in order to write accordingly".   Harmer (2007) defines writing as an action which includes process of a writer arranging, building, and creating works for diverse goals. Furthermore, Fellowes (2007:1) explains that "writing is an expressive mode of communication involves the construction of text that have a function to ensure that specific purposes are realized and that clear messages are effectively conveyed to the reader". To summarize, writing is one of English skills that indicates an activity of arranging word into sentences and so on, in order to comunicate various purposes to the reader through a text construction. Writing also helps students to think critically and broaden their knowledge.

According to McMahan, et al. (1996), there are four purposes of writing. First, it expresses the writer's feeling—the writer wants to express his feeling and thought in written form, as in a diary or a love letter. Second, it is to entertain the readers—the writer intends to entertain the readers through written forms, and he usually uses authentic materials. Third it is to inform the readers—the writer wants to give information or explain something to the readers. The fourth is to persuade the readers—the writer wants to persuade or convince the readers about his opinion, concept, or idea.

According to Harmer (2007) to make a good writing we should follow four processes. They are planning, drafting, editing, and the final version. First, in planning process, writers must think about three main issues: the purpose of their writing, the audience, and the content structure. Secondly, in drafting, the writer arranges or makes a draft from the main issues that have been thought and then develops them. The third is editing (reflecting and revising). In this step, the writer will read one or two times in order to check whether his/her work already goes well or not. Then the writer asks other person (editor) to recheck his/her work and let them comment and make suggestions for the work. The fourth is the final version. In this step, the writer has already followed the three steps before and revised his/her work as well. Finally, the final work is ready to be sent or read by the intended readers.

Recount text is one of text types in English which is taught in senior high schools. Many experts have defined recount text and almost all of the definitions indicate same meaning. According to Knapp & Watkins (2005), recount text is written out to make a report about an experience of a series of related events.

Boardman & Frydenberg (2008:287) state the language features that are usually found in a recount are:

a. Use of nouns and pronouns to identify people, animals or things involved.
b. Use of past action verbs to refer the events.
c. Use of past tense to located events in relation to speaker`s or researcher`s time.
d. Use conjunctions and time connectives to sequence the event.
e. Use of adverb and adverbial phrases to indicate place and time.
f. Use of adjectives to describe nouns.

From the definition above, the researcher can conclude that recount text is a type of texts which has the purpose to report past events or experiences using simple past tense to locate events.

1. Ties

In order to comprehend more on cohesion, it is better to make sure that we know about Tie. According to Halliday and Hassan (1976), Tie is a term that is used to refer to a relation between cohesive items. Here is an example of sentences adapted from Halliday and Hassan (1976) that shows relation which constitutes a tie: *Wash and core six cooking apples. Put them into a fireproof dish.* There is one tie in the sentence above; 'reference' which shows anaphoric relation of *them* and *the six cooking apples* (Halliday and Hassan, 1976).

2. Cohesion

According to Halliday and Hassan (1976:2) "the concept of cohesion is a semantic one. It refers to relations of meaning that exist within the text, and that defines it as a text". Baker (1992) suggests that cohesion is like a web or link of grammatical, lexical, and other ties that build a text. It helps the reader understand and interpret the whole words, sentences and paragraph through those web or link.

Furthermore, cohesion in a text can assist the audience or reader to understand and get the meaning and message easily while reading without thinking a lot (Kintsch, cited in Liu and Rawl (2012). In addition, according to Liu and Rawl (2012), readers can quickly and easily understand the meaning and message of a highly cohesive text because they do not need to think a lot in order to catch the meaning. Meanwhile, "Text with low cohesion requires readers to make inferences based on background knowledge to bridge cohesion gap" (Singer & Ritchot cited in Liu and Rawl (2012:234).

Kafes cited in Kuncahya (2015) says that cohesion is a matter of the semantic relation that establishes cohesive device and enables a passage of speaking or writing to function as a text. Halliday and Hasan (1976) classify cohesion into grammatical and lexical cohesion. The grammatical cohesion includes reference, substitution, ellipsis, and conjunction. Meanwhile, lexical cohesion includes repetition and collocation.

Since there are two types of cohesion based on Halliday and Hassan (1976), in this study, the researcher only focuses on analyzing grammatical cohesion which involves reference, substitution, ellipsis and conjunction.

3. **Grammatical Cohesion**

Grammatical cohesion refers to a surface structure of the text that binds a unity of it through grammatical cohesive features. In this respect, Halliday & Hasan (1976) point out that sentence is the highest structural unit in grammar so that it has a significant unit for cohesion. Consequently, cohesive relationships that occur with other sentences in texts create the unity of text itself.

In deepening our understanding of grammatical cohesion, we need to comprehend cohesive devices in grammatical cohesion; reference, substitution, ellipsis, conjunction. Halliday and Hassan (1976) state reference is a form of connection between item of the text and something that is referred. Furthermore, Baker (1992) outlines reference is used in semantics to refer the connection between a word and what it refers to in the real situation.

Substitution is the replacement of an item to avoid repetition (Halliday & Hassan, 1976). They further state three types of substitution which are nominal substitution, verbal substitution, and clausal substitution.

McCarthy (1991) defines ellipsis as differentiated by the missing elements of some structure in a sentence. Baker (1992) also outlines that ellipsis occurs when elements in a sentence are changed by nothing. Here is the example of ellipsis according to Halliday and Hasan (1976:143; 158; 167):

"*Joan bought some carnations and Catherine some sweet peas*". (Elliptic item: *brought* in second clause)

Halliday and Hasan offer the specific relatives conjunctive relation 'and', 'yet', 'so', and 'then' which are used not just to turn or link one speaker's turn of the current speaker but to mark a shift in topic or sub-topic (often with 'but').

4. **Previous Studies**

Here are some previous studies that related to this study: First, a research entitled *Investigation of Grammatical Cohesion on Students' Academic Essay Writing (A Discourse Analysis)* was conducted by Rahman (2017). The subject is students in the 4th Semester of English Language Department of Ibnu Khaldun University, Bogor. The study revealed that most students had sufficient knowledge in using grammatical cohesive features appropriately; however, the students also still had difficulties in using appropriate conjunctions.

Second, a research entitled *an Analysis of the Cohesion and Coherence of Students` English Writings at the Second Grade of SMAN 1 Labuapi West Lombok* was conducted by Ayub, Seken, and Suarnajaya (2013). The study suggested that cohesion and coherence have to be the emphasis in teaching writing and the English teachers should be competent in evaluating the students` writings.

Third, a research entitled *Cohesion and Coherence in Children's Written English: Immersion and English-only Classes* was conducted by B ae (2001) at University of California, Los Angeles. The subjects of this study were 192 first and second graders from an immersion program and English-only classes. The study revealed that cohesion and coherence are important in teaching writing.

Fourth, a research entitled *an Analysis of Students' Ability in Building Cohesion and Coherence in Argumentative Essays Written by The Fourth Year Students of English Department at University of Bengkulu* was conducted by Mubarak, Hamzah, and Radjab (2013). The subjects of this study were the fourth year

students of English department at University of Bengkulu. The study revealed that students' ability in building cohesion and coherence are staying at Low Average (LA) level.

Based on those explanations above, the researcher found few specific research reports on grammatical cohesion except for Rahman's (2017). Very few research reports on investigating cohesion in eleventh grade students' writing recount text were also found except for Ayub, Seken, and Suarnajaya's (2013). Therefore, to fill those gaps, the researcher decided to analyze the grammatical cohesion in eleventh grade students' writing recount text and will use the previous studies as guidance and references in analyzing grammatical cohesion of students' writing of recount text. So, the present study only focuses on analyzing grammatical cohesion with different characteristics of the subjects

C. METHOD OF THE STUDY

The method used in this research was descriptive qualitative method. The data were analyzed using cohesion category by Halliday and Hassan (1976). The object of this study is texts consisting of recount texts, collected by giving a writing test. Three hundred (300) texts, which become the data in this study, were written by eleventh grade of senior high school students of SMA Negeri 1 Sentani.

Based on the objective of this research, qualified texts to be analyzed at least consists of 1 paragraph, readable, using appropriate grammar for recount text and at least contains 1 kind of cohesion device. Finally, the researcher gained 30 texts from the selected texts according to the criteria. Therefore, the sample of this study was 30 students' texts.

The researcher also used data table to facilitate the classification and the percentage of grammatical cohesion to find out the realization of grammatical cohesion and how cohesive the grammar is in the students' writing text. The data table is adapted from Halliday and Hasan (1976).

D. RESULT AND DISCUSSION

1. The use of Cohesion Devices

The following table shows the numeric result of cohesion devices used in students' writing recount texts. It includes reference, substitution, ellipsis, and conjunction. From the table, we know that from the total 30 texts, reference (50.6%) is the most frequently used by the students. Meanwhile, substitution (0.5 %) gained the lowest percentage.

Table 1. Frequency of cohesion devices in students' writing recount texts.

Text	Grammatical Cohesion Device			
	Reference	Substitution	Ellipsis	Conjunction
1	13	0	0	12
2	14	0	1	9
3	3	0	1	4
4	2	0	0	10
5	8	0	0	7

	Continued to next page			
	Grammatical Cohesion Device			
Text	Reference	Substitution	Ellipsis	Conjunction
6	9	0	0	13
7	7	0	0	7
8	15	0	1	8
9	6	0	0	4
10	9	0	0	0
11	8	0	0	10
12	6	0	0	9
13	18	0	1	18
14	26	1	0	19
15	20	1	0	17
16	9	0	1	7
17	15	0	0	9
18	7	0	0	13
19	12	0	0	6
20	9	0	0	15
21	13	0	0	7
22	8	0	0	12
23	13	0	0	13
24	9	0	0	15
25	9	0	0	6
26	8	0	0	9
27	15	1	0	21
28	3	0	0	5
29	11	0	0	10
30	18	0	0	12
Total	323	3	5	307
%	50.6	0.5	0.8	48.1

It is implied from the findings that the students are already familiar with reference and conjunction, since they have probably used them in their daily conversation or in writing.

2. **The most problematic use of cohesion devices in students' writing recount text.**

In this research, the researcher found some problematic use of cohesion devices by students. Here are the table showing the problematic and non-problematic use of cohesion devices.

Table 2. Problematic and non-problematic use of cohesion devices in students' writing.

Category	Reference		Substitution		Ellipsis		Conjunction		Total
	F	%	F	%	F	%	F	%	
Non-Problematic	292	55.30	3	0.57	4	0.8	229	43.37	528
Problematic	31	28.18	0	0	1	0.9	78	70.91	110
Total	323	50.63	3	0.47	5	0.8	307	48.12	638

The table above displays that the number of problematic uses of cohesion devices is less than the number of the non-problematic ones. The total number of the non-problematic uses is 528 times which includes reference (292 times), substitution (3 times), ellipsis (4 times), and conjunction (229 times). The total number of the problematic uses is 53 times which includes reference (31 times), substitution (0), ellipsis (1 time), conjunction (78 times). Based on the findings, the most problematic one is conjunction which has the highest percentage of problem: 78 times or 70.91%. Meanwhile, there is not any problematic uses of cohesion devices in substitution.

The explanation above revealed that the students are already familiar with reference; however, they have lack of knowledge in using it and misuse reference. Here is an example:

(1a)   *We did daily treatment for the first month age spinaches. We had to give **it** enough water and checked if there were any caterpillars and grasshopper.*

"It" in (1a) refers to spinaches which is not appropriate, because spinaches are in the plural form. At the same time, the subject pronoun *"it"* refers to singular pronoun. It seems that both *"it"* and *"spinaches"* does not have relation.

Therefore, in order to make it cohesive, it would be better if the object pronoun *"it"* is replaced by "them". The correction would be:

(1a*) *We had to give **them** enough water and checked if there were any caterpillars and grasshopper.* (Text 14, Sentence No.15, Holiday)

Based on the example above, most students probably have transferred their *Bahasa* Indonesia directly, since in *Bahasa* Indonesia there is not any pronoun for plural object. For example, in English we could use pronoun "they" to refer to human, object, or animal. However, in Bahasa Indonesia we only know that pronoun "they" means *"mereka"* is only used for human. It becomes the big job for teachers to teach them to understand that sometimes we could not directly transfer our language, *Bahasa* Indonesia to English, because every language has its own rules to be followed. It should be the teachers' concern because misuse of cohesion devices may affect their writing whether it is cohesive or not. Also, it can affect the readers in understanding the text. Therefore, it should be improved as soon as possible and get the students understand more about the rules of using cohesion devices.

3. **How cohesive is the grammar in students' writing recount texts?**

Cohesion level of a text can be measured by calculating the number of cohesion devices used in the text functioning as a tie. Here is the table showing the frequency of the uses of cohesion device.

Table 3. Frequency of cohesion device.

Text	Total No. of detected ties	Total No. of Required Ties	% Cohesive
1	17	25	68.0
2	19	24	79.2
3	6	8	75.0
4	8	12	66.7
5	13	15	86.7
6	18	22	81.8
7	12	14	85.7
8	21	24	87.5
9	8	10	80.0
10	7	9	77.8
11	16	18	88.9
12	13	15	86.7
13	33	37	89.2
14	40	46	87.0
15	34	38	89.5
16	14	17	82.4
17	21	24	87.5
18	15	20	75.0
19	15	18	83.3
20	19	24	79.2
21	16	20	80.0
22	16	20	80.0
23	23	26	88.5
24	18	24	75.0
25	12	15	80.0
26	15	17	88.2
27	30	37	81.1
28	6	8	75
29	17	21	81.0
30	26	30	86.7
Total	528	638	82.8
Max			89.5
Min			66.7
Average			81.7

Table C shows that from 30 texts, the maximum percentage of cohesion device is in text 15 (89.5%) which consists of 34 detected ties and 38 required ties. It is already cohesively satisfied according to the rate value of Cendrawasih University and gets A-

mark. Meanwhile, the lowest percentage of cohesiveness is text number 4 (6.67%) which consists of 8 detected ties and 12 required ties. According to rate value of Cenderawasih University, the text is already cohesively enough and gets C+ mark. Further, the average number of cohesiveness percentage is 81.7%, meaning that it is already cohesively satisfied and gets A- mark.

From the findings, it can be said that, in general, the students' writing in SMA Negeri 1 Sentani is already cohesively satisfied. The findings also showed that students are already good enough at their writing. It is probably because the students have great motivation in learning English and the teacher may also have taught them well enough. This achievement should be maintained, so that students' writing becomes much better, since there are also some problematic uses of cohesion devices by the students. The teachers could probably detect students' difficulties in using cohesion devices during learning in order to reduce the problems and also may give them more chance to write using different types of cohesion devices so that their writing becomes more interesting and much better.

E. **CONCLUSION**

Based on the data and the discussion, the researcher can draw a conclusion that reference (50.6%) is the most frequent use of grammatical cohesive features in the students' writing recount text amongst other types. Conjunction (48.1%) is in the second position and followed up by ellipsis (0.8%) and substitution (0.5%). However, the most frequent use of cohesion devices does not show that the students' writing is already adequate, because there are some misuses in their writing.

Besides, students have adequate knowledge in using grammatical cohesive features appropriately (528 times) compared to the problematic ones (110 times). Further, it is shown that conjunction is the most problematic one since it gained the highest percentage of problematic uses of cohesion devices (70.91 %), followed by reference (28.18%), ellipsis (0.9 %), and substitution (0%). It implies that the students still have difficulties in using appropriate cohesion devices.

Even though, students' writing is already cohesively satisfied, the average number of cohesiveness (81.7%) can be seen. In detail, the highest percentage of cohesive uses is 89.5% which consists of 34 detected ties and 38 required ties. Meanwhile, the lowest percentage of cohesive uses is 6.67% which consists of 8 detected ties and 12 required ties. In conclusion, the level of cohesion devices on the students' writing of recount texts in SMA Negeri 1 Sentani is already cohesively satisfied.

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