

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **A. The Nature of Writing**

Writing is one of the mediums of communication that uses signs and symbols to represent ideas. Other than that, some definitions of writing were stated by various sources. For example, Brown (2001: 335) disagreed with the assumption that writing is simply the graphic representation of speaking or spoken language. He further explained that writing is the process of thinking that results in written products. The ground of his statement is that writers can think as they write, draft the ideas then revise them unlimited times before releasing the products. In line, Elbow (1973: 14-16) defined writing as two-step of process of figuring out the meaning and putting the meaning into language. The process is described as thinking the ideas, making plans, using an outline, and starting writing.

About the writing uses in classroom, Young (2006: 8-9) mentioned that writing in classroom has two purposes: to learn and to communicate. Students write to learn when they accomplish discovery thinking and the invention is usually uttered and generated. The targeted audience of writing to learn is oneself and trusted others as they compose writing in the form of writer-based prose to explain matter to oneself. In addition, writing to learn is based on personal knowledge, Examples of writing to learn can be found in the forms of journals, field notes, rough drafts, and blog.

The next is writing to communicate. Students' writing to communicate happens when they do critical thinking. The products are reader-based prose with the purpose to explain matter to other with distant audience. If writing to learn uses personal language, writing to communicate tends to use formal language of discourse community. Further, it is also based on contextual knowledge. Writing to communicate can be in the forms of essays, reports, business letters, web publications, etc.

## **B. Writing an Essay**

Based on the previous passage, an essay is a form of writing to communicate, so its aim must be to communicate the thoughts and ideas to the intended readers. Shields (2010: 6-7) mentioned that in order to reach the ideal purpose of communication, therefore, your writing must hold some shared standards and expectations. In education writing, both teachers and students are expected to hold academic culture that includes values, behaviour and attitudes. The writer took an example of academic culture from Shields' book, there stated that universities in UK will expect some commitments when doing the academic writing, such as: respecting all people within the culture, respecting for learning, respecting IP (intelligence property), avoiding discrimination, upholding equal-rights, and doing independent learning.

After understanding the values in the academic writing culture, the next process in writing an essay is how to create an effective written communication. To write effectively, it is good to consider some fundamental principles of writing, such

as considering the audience or who the intended readers are, the purpose or why we are writing, the choice of words, the grammar and the construction of the sentence, the mechanism (spelling and punctuation), and the last is the style of writing.

Moreover, to write an essay clearly, writers should pay attention on the four questions that must be answered, those questions include: Who? Why? What? How? The question ‘Who?’ will later describe the intended readers. The reader will be a person who shares the similar expectation of the essay knowledge. The next is the question “Why?” to decide the purpose of the written essay, “what” to describe the content, and the last is “How?” question refers to the structure and style of the essay.

### **C. Argumentative Essay**

In this study, the researcher uses argumentative essays written by high school students in the form of analytical exposition text as the text is included in the Indonesian curriculum for grade 11 students. The argumentative essay is normally assigned for final project in college; thus, this study will use the simple version of high school students writing. This genre of writing requires students to explore a certain topic or issue, decide and establish their position on the topic, then gather evidences to strengthen their arguments.

An analytical exposition is a type of written text that has social function to persuade the reader that the idea is important matter. The writer gives some arguments to make his/her persuasion stronger. The generic structure of the text includes: 1). Thesis/ the introductory statement, this part presents the issue of the concern, 2). Arguments, this part is significant to support the thesis statement, and

the last part 3). Reiteration or the conclusion that shows restatement to restate the writer's opinion.

#### **D. Writing in Indonesian EFL Classroom**

After the shift from KTSP (2006 curriculum) to 2013 curriculum, several changes and adjustments are inevitable in the teaching process of English language in Indonesia. In the application of new curriculum, Nur and Madkur (2014, p.126) cited from Darmawan et. al. (2018) stated three strengths of the current curriculum that also gives impacts to ELT. First, English language learning through this curriculum emphasizes meaningfulness and communication functions. Second, student-centered learning is the goal to replace the old teacher-centered learning. Third, students learn the language along with its social functions, text structure and grammar.

English subject taught in Indonesia as a foreign language includes the learning process of reading, listening, speaking and writing that based on the Indonesian 2013 curriculum. The writing learning itself refers to the main and basic competency (Kompetensi Inti, Kompetensi Dasar) stated in government regulation, Permendikbud no.37 th. 2018.

In this study, the researcher will focus on the basic competency that the high school student grade 11 ought to achieve with the learning topic of analytical exposition text. Thus, the lesson plan used by teachers should follow basic competency in the government regulation. The basic competency of analytical exposition text learning can be seen in the table below.

Basic Competency (Kompetensi Dasar)	Basic Competency (Kompetensi Dasar)
<p>3.4 distinguish social functions, text structure, and language features of some spoken and written analytical exposition texts by giving and asking for information related to actual issues according to the context of their use</p> <p>(3.4 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya)</p>	<p>4.4 analytical exposition text</p> <p>4.4.1 capture contextually meaning related to social functions, text structure, and language features of spoken and written analytical exposition texts, related to actual issues</p> <p>4.4.2 compose written analytical exposition, related to actual issue, with taking into account of social functions, text structure, and language features, correctly and in context.</p> <p>(4.4 teks eksposisi analitis)</p> <p>(4.4.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual)</p> <p>(4.4.2 menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur</p>

	teks, dan unsur kebahasaan, secara benar dan sesuai konteks)
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## E. Conceptual Framework

Ahmad (2019) stated that the concept of cohesion is usually linked to ideas of the determiner of writing quality. In his paper, written by Witte & Fargley (1981), it is stated that high grade essays usually contain a higher frequency of cohesive devices. Following on the belief of the relation between cohesion and writing quality, there are different opinions regarding on how to teach cohesive devices in the writing class. But in this paper, the writer believes that it is appropriate to teach cohesive devices explicitly in the class. As how Yao (2013) stated in her paper, good understanding of cohesive devices is essential for students to identify text better. Moreover, students can get familiar with the types, specifications and the use of cohesive devices in their writings. This is in line with McCharty's (1991) statement, explicit teaching of cohesive devices makes students familiarize themselves with diverse textual patterns in the target language that eventually combine to generate a coherent unified text. Through this study of cohesive devices, the writer encourages Indonesian English teachers to consider applying explicit teaching of cohesive devices in writing classroom to familiarize students with the concept of cohesion and its devices.

Halliday & Hasan (1976) described cohesion as the semantic relation between elements (words, phrases or sentences) in a text. We could say that a text

is cohesive when the elements seem to hang up together and tied to one another. The readers will consider a text cohesive if they can understand the text and it is meaningful to them. Further, Halliday and Hasan (1976) explained that cohesion may occur when one element's interpretation depends on the other, i.e., one element assumes the other.

For example:

Aliya came late today. She missed the bus.

We could consider the text as a cohesive one. The item *she* could not be interpreted alone, it depends on the item *Aliya*. We would not be able to understand the meaning of *she* without the existence of *Aliya* in the text.

Cohesion concerned with both grammar and vocabulary; therefore, it is classified into grammatical and lexical cohesion.

### **1. Grammatical and Lexical Cohesive Devices**

Nunan (1993) in his book mentioned that the most comprehensive description and analysis of grammatical and lexical cohesive devices can be found in Halliday and Hasan (1976). They identified five different types of cohesion: reference, substitution, ellipsis, conjunction, and lexical cohesion. Further, these devices had been revised in Halliday (1985a), the five categories have been reduced to four in Halliday and Matthiessen (2014), with substitution as a sub-category of ellipsis.

Table 2.1. Forms of Cohesive Devices

Grammatical Cohesive Devices	Reference
	Substitution and Ellipsis
	Conjunction
Lexical Cohesive Devices	Collocation
	Reiteration

**a. Reference**

Reference is an element in the text which refers to another element. It is the situation when the interpretation of the element cannot be done when it is not referred to another element in the text. Devices that are used in referring items includes pronouns, articles, demonstratives and comparatives.

Reference is divided into exophoric and endophoric. Exophoric reference, as stated by Johnson (2017), is referring to something that is already understood in the culture. It happens when the writer or speaker use an element that refers to something outside the text. The reader must look beyond the discourse to interpret the referent. For instance:

“Look, she made it again.”

“I know, she worked really hard to achieve it.”



*She* in the example refers to a person that both of the speakers already know. It is outside the discourse, but since the speakers share the same knowledge the use of exophoric reference may happen here. *It* here also refers to something that the speakers already understand.

In contrast to exophoric reference, endophoric reference happens within the text, it is inside the text. Endophoric reference later is divided into two parts, anaphoric and cataphoric. Nunan (1993) explained anaphoric reference points to a previous mentioned element, it requires the readers or listener to look backward. The following text that is stated previously is an example of anaphoric reference:

Aliya came late today. She missed the bus.

In the example above, *she* refers back to *Aliya*, hence *she* is an anaphoric reference. In the other hand, when the elements refer to something forward, it is called a cataphoric reference. The writer or the speaker points out the reference to later make the reader or listener look further to identify and understand which element the reference refers to. For example:

As suddenly someone called her name, Wendy stopped and looked around.

*Her* in the text refers forward to *Wendy*, therefore we identify it as a cataphoric reference. Cataphoric reference usually is used by the writer to create dramatic effect on the text.

Halliday and Hasan (1976) in their study classified reference into three sub-types: personal, demonstrative, and comparative. These various types of referential

devices allow the writer to create multiple references of people or things within a text.

Personal reference: Personal reference items used are in the forms of pronouns and determiners. It identifies individuals or objects that are named at some other points in the text. Example of personal reference (the first part of referential relationship is in italic, the second is underlined):

*Andy* is a tennis player. He won some competitions this year.

Demonstrative reference: demonstrative reference is a form of verbal pointing that can be expressed through determiners and adverbs. These items can represent a single word or phrase, or much longer chunks of text (Nunan, 1993). The following text is the example of demonstrative reference (the first part of referential relationship is in italic, the second is underlined):

*“Apple* is my favourite fruit, what about you?”

*“That* is my favourite, too!”

Comparative reference: comparative reference is used to compare items' identity or similarity in a text. It includes general and particular comparison, general comparative reference shows likeness or unlikeness without regard to any specific property. In the other hand, particular comparison reference compares things regarding its quantity or quality. For example:

It's the same person that we saw yesterday. (General comparison)

Your house is bigger than mine. (Particular comparison)

## **b. Ellipsis and Substitution**

Ellipsis and substitution, as Halliday and Hasan stated in their cohesion work in 1976, are essentially the same. But they also do the work of ellipsis and substitution separately in the descriptions. Nunan (1993) in his book stated that ellipsis is described as a form of substitution in which the original item is replaced by zero. In the next publication, Halliday (1985a) combined substitution and ellipsis into a single category.

### *Substitution*

The simplest way to understand the definition of substitution is that this cohesive device is the replacement of one item by another in a text. Substitution may look similar to reference, but in fact they are totally different. Halliday and Hasan (1976) in their book stated that substitution between linguistics items, such as words or phrases, while reference deals with the relationship between meanings. Based on linguistics level, reference is on semantic level while substitution is on the grammar level.

Substitution based on its type is classified into three: nominal, verbal and clausal. Each example will follow.

### *Nominal substitution:*

The apple is not fresh anymore. Go get the fresh one.

*Verbal substitution:*

Your dress looks so beautiful.

So does yours!

*Clausal substitution:*

“Is she going to perform tonight?”

“I think so.”

*Ellipsis*

As the earlier statement, ellipsis is a form of substitution in which the item is replaced by nothing. We can also simply name it as substitution by zero. Ellipsis is the situation of the omission of an item. It occurs when some essential element is omitted from a sentence or clause and the only way to recover the interpretation is by referring to the element in the foregoing text. The same as substitution, ellipsis according to its type also divided into three: nominal, verbal and clausal. For instances (The point at which material has been omitted from the second sentence of each text is marked by (0).):

*Nominal ellipsis:*

My sisters are going to the same school. Both (0) have incredible study record.

*Verbal ellipsis:*

A: Have you finished it all?

B: Yes, I have (0).

*Clausal ellipsis:*

A: Why'd you only set four places? Sinta's staying for dinner, isn't she?

B: Is she? She didn't tell me (0).

### **c. Conjunction**

Conjunction is different from other grammatical cohesive, reference, substitution and ellipsis. It is not a device that reminds the reader of previously mentioned elements. Conjunctions function as linking devices, but rather than between words and structures these devices connect sentences or clauses in a text. It shows the logical-semantic relation between sentences in a text. The goal of conjunctions use is to create a meaningful text that contains logical order. Conjunctions is divided into four types, they are temporality, causality, additive and adversity.

Temporal conjunctions express time order of events. It exists when the events in a text are related in terms of timing. The example of temporal conjunctions: *first, the, finally, soon, etc.*

Causal conjunctions show the relationship of cause and consequence; results, reasons or purposes. The example of causal conjunctions that are commonly used: *because, thus, so, hence, therefore, etc.*

Additive conjunctions express additional information in a text. It connects sentences that is similar in terms of semantic relations. The example: *and, in addition, etc.*

Adversative conjunctions can be used when two sentences are opposite or contrast in opinions. The example of adversative conjunctions: *however, in the other hand, but, etc.*

#### **d. Lexical Cohesive Devices**

There are some different versions of lexical cohesive devices classifications by some researchers, and in this study the writer uses the classifications and its definitions of lexical cohesive devices stated by Halliday and Matthiessen (2014) which include: synonymy, repetition, hyponymy, and meronymy.

##### **Synonymy**

It refers to items that have similar meaning. For example, the word huge is synonymously with the word big.

##### **Repetition**

Repetition includes one lexical item that refers back to another, to which it is related and shares a common referent. For instance:

Lian ate an apple. It was the apple mom gave her this morning.

##### **Hyponymy**

Hyponymy happens when a word is replaced with another word that is semantically superclass, subclass, or another class at the same categorization level.

## Meronymy

The use of a term as part of an entity creates a lexical cohesion called meronymy. For instance, ‘leaf’ is a meronym of ‘tree’.

## 2. The Taxonomy

In this study, the researcher applies the taxonomy of Halliday and Matthiessen (2014) for analysing the cohesive devices of students’ writing. The table below shows the taxonomy of Halliday and Matthiessen (2014) adapted from Hung et. Al. (2021) study:

TABLE 1. *Taxonomy of cohesive devices*

Type	Sub-type	Definition and example	
Reference	Exophora	Reference item refers to something outside the discourse, e.g., <i>Look, <u>she</u> made it again. – I know <u>she</u> worked so hard for it.</i>	
	Endophora	Anaphora	Points backward to an antecedent in the text, e.g., <i><u>David</u> will be late again, <u>he</u> said he’ll go to the doctor first.</i>
	Cataphora	Refers to something forward, e.g., <i>As someone called <u>her</u> name, <u>Wendy</u> stopped and looked back.</i>	
Substitution	Nominal	Substitute a noun or noun phrase by <i>one</i> , or <i>ones</i> , e.g., <i>This <u>apple</u> is not fresh anymore. Get another <u>one</u>.</i>	
	Verbal	Substitution of lexical verb or a verb phrase using auxiliaries, e.g., <i>Your dress <u>looks</u> beautiful. So <u>does</u> yours!</i>	
	Clausal	Substitution of a clause using <i>so</i> and/or <i>not</i> in a positive or negative clause, e.g., <i>This band</i>	

		<i>is going to be big, right? – I think <u>so</u>.</i>
<b>Ellipsis</b>	Nominal	A form of substitution in which the item is replaced by nothing, e.g., <i>I have two sisters. Both are amazing.</i>
	Verbal	The lexical verb or verb phrase is omitted in the text, e.g., <i>Will you go to the market tomorrow? – No.</i>
	Clausal	Omission of a large part of the whole clause, e.g., <i>Where did you buy your red roses? – Got it from my friend.</i>
<b>Conjunction</b>	Additive	Express additional information in a text, or examples, e.g., <i>and, in addition, moreover, for example</i>
	Adversative	Used when two sentences are opposite or contrast in opinions, e.g., <i>however, on the other hand</i>
	Causal	Shows the relationship of cause and consequence; results, reasons or purposes., e.g., <i>because, therefore, hence, so</i>
	Temporal	Express time order of events. It exists when the events in a text are related in terms of timing e.g., <i>first, soon, afterward, meanwhile, finally</i>
<b>Lexical cohesion</b>	Synonymy	Synonymy refers to items that have similar meaning. For example, the word <i>huge</i> is synonymously with the word <i>big</i> .
	Repetition	Repetition includes one lexical item that refers back to another, e.g., <i>Alya saw a <u>bear</u>. The <u>bear</u> was a white one.</i>
	Hyponymy	A word is replaced with another word that is semantically superclass, subclass, or another class at the same categorization level. e.g.,



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	<i>Lian went to the supermarket and bought <u>meat, fruit, and vegetables</u>. She need <u>food</u> for her family.</i>
Meronymy	The use of a word as part of an entity, e.g., <i>Suri hurt her <u>finger</u> yesterday.</i>

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## F. Related Studies

The earlier study of the lexicogrammatical system of cohesion defined by Halliday and Hasan (1976) has led several studies to explore further on the use of cohesive devices by the students in various contexts. Many researchers have conducted studies to investigate the relationship between the use of cohesive devices and writing quality. These findings gave impacts on discourse analysis and TESOL/TEFL.

Todd et. al. (2007) in Hung et. al. (2021) paper investigated postgraduate students' essays at a Thai university. Based on the study, the researchers drew a conclusion that there was no strong evidence of the relationship between the quality of writing and the use of connectives based on the tutors' comments.

Liu and Braine (2005), on the other hand, based on their study exploring Chinese tertiary EFL students in their argumentative essays, stated that the students were incapable in using cohesive devices in general.

The previous study by Bahaziq (2016) emphasized the use of cohesive devices by analysing a student's essay of Michigan English Language Assessment

Battery (MELAB) sample examination. The result showed the cohesion of the essay and demonstrated the grammatical and lexical cohesion devices. The most grammatical devices used that showed up in the essay were references and conjunctions while the lexical cohesion devices had only a little evidence. The researcher drew a conclusion that the essay is quite cohesive but some parts still need improvement.

Johnson (2017) in his study stated that to draw connections between ideas, the writer is responsible to use cohesive devices, either through the use of explicit grammar devices or vocabulary devices. The easiest cohesive devices to teach and learn is conjunction that is a type of grammatical cohesion while the hardest is lexical cohesion.

Another previous study conducted by Trisnaningtum, Alek, and Hidayat (2019) examined grammatical cohesion devices used in college students' academic writing essay. Their study aimed to find out the kinds of grammatical cohesion devices that are commonly used by college students' in writing their essays. The researchers used Halliday & Hasan (1976) grammatical cohesion devices framework to analyse the data. Based on the research, the researchers found that the most used grammatical cohesion devices in students' essay is references with the percentage of 53.53%. They also drew the conclusion that college students only familiar with some various sub types of grammatical cohesion devices.

Through this study, the researcher aims in answering the following questions:

1). What common cohesive devices types are frequently used in high school students' academic writing?

2). What kinds of cohesive devices specifications are found in the high school students academic writing?