

CHAPTER 4

FINDINGS AND DISCUSSION

In this chapter the researcher will present the data presentation, research findings and discussion.

A. Data Presentation

Data presentation will cover some tables and explanations of the most frequent used of cohesive devices, the specifications, and the distribution of the general use of cohesive devices found in students' writing.

1. The Most Frequent Used of Cohesive Devices in Students' Writing

This part along with its tables data and explanations will aim to answer the first research question: 1. What common cohesive devices types are frequently used in high school students' academic writing?

In order to answer the research question, some tables of data will be displayed. It will include the tables of general and each element of cohesive devices. The first table will show the general cohesive devices distribution. Subsequently, the cohesive devices will be divided into some tables based on each element found in students writing.

Table 4.1. The Most Frequent Used of Cohesive Devices in Students' Writing (General Distribution)

Type of Cohesive Devices	Cohesive Devices Used in Students' Writing	
	Number of Devices	%
Reference	299	43,52 %
Substitution and Ellipsis	3	0,43 %
Conjunction	218	31,73 %
Lexical Cohesion	167	24,30 %
Total	687	100 %

The table above reveals the most frequently used of cohesive devices in students' writing is reference with the percentage of 43,52 and the number of devices 299 words. The next is conjunction as the second most used cohesive devices that covers 31,73 %. Lexical cohesion that consists of synonymy, repetition, hyponymy, and meronymy takes 24,30 % of the result while the smallest amount used of cohesive devices shown in the table are substitution and ellipsis with only 3 words found and has 0,43 percentage.

Based on the research finding there were 687 total of the use of cohesive devices in students' writing including all types of reference, ellipsis and substitution, conjunction, and lexical cohesion. The detailed explanation of the occurrence of those cohesive devices will be presented below.

a. Reference

Table 4.3. The Occurrence of Reference

Types of Reference	Items
Personal	We, us, they, their, them, it, its, you, your, he, his
Demonstrative	This, that, which, these, those

Comparative	More broadly, more often, more fluent, better
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Personal reference is the type of cohesive devices that was used the most by students. This type is used to identify individuals and objects that are mentioned at some other point in the text. The occurrence of personal reference is 197 times with the percentage of 28,67 % out of 687 devices. Most students use personal reference to refer to the audience and themselves since they wrote analytical exposition text to persuade the readers. The words used are mostly pronouns “we”, “us”, “they”, “them”, etc. The example of personal reference can be seen below:

We all know that English is an international language. (Text 5)

While personal reference items are expressed through pronouns and determiners, demonstrative references are expressed through determiners and adverbs (Nunan, 1993). Students used this type of cohesive devices to point out a single word, phrase or much longer chunk of text. The example:

Indonesia’s literacy rate is ranked 62 out of 70 countries. **This** shows that the literacy rate in Indonesia is very low. (Text 15)

The least used of reference is comparative reference with the percentage out of 687 items 1,31 %. This type of reference is expressed in the form of adjectives and adverbs. There were only 9 items found in student’s writing. The following is example of demonstrative references occurrence:

People who apply the culture of reading have a **better** logic and analysis abilities than people who rarely read. (Text 1)

b. Ellipsis and Substitution

Table 4.4. The Occurrence of Ellipsis and Substitution

Types of Cohesive Devices	Items
Ellipsis	Both
Substitution	So

Based on the research findings, there are only 3 items of substitution and ellipsis that occurred in 23 pieces of students' writing. Substitution and ellipsis with each percentage 0,14 and 0,29 are basically the same essential of cohesive devices. Both points out the substitution of an item in the text while ellipsis is used when an original item is replaced by zero. The kind of ellipsis found in students' writing is categorized as nominal sub-type since it showed the replacement of two items by nothing. In the substitution case, it is known as the clausal substitution with the finding of the word 'so' to substitute a whole clause. The detailed occurrence can be seen below.

The ellipsis occurrence:

So, English has many benefits **both** (0) for education, society, ... (Text 3)

The substitution occurrence:

English is one of the compulsory subjects to be tested in the SMP and SMA levels. Even so, learning this language is no longer an obligation to get good grades or rankings in school, but also as a defense in the face of increasingly challenging globalization. (Text 21)

c. Conjunction

Table 4.5. The Occurrence of Conjunction

Types of Conjunction	Items
Temporal	First, firstly, second, secondly, third, thirdly, finally
Causal	Because, therefore, so, since
Additive	And, or, in addition, moreover, for example, besides, in other words
Adversative	However, whether, but, yet, while, whereas

Conjunction, which divided into four types, cover the second largest of cohesive devices found in students' writings. These devices, unlike any other type of cohesive devices, do not point the previously mentioned elements, rather it functions as linking devices. The first type of conjunction that students used the most is additive conjunction. Its function is simply as the device to add more information in a text. Out of 134 additive conjunction items found, the students used the word '*and*' the most with 94 items found. To express additional information,

the students also used various types of additive conjunction such as '*or*', '*in addition*', '*moreover*', '*for example*', '*besides*', and '*in the other hand*'.

The example of additive occurrence in one of students' writings:

English is used in writing and speaking by many people all over the world. (Text

2)

The next type is causal conjunction. Students used these linking devices to introduce a causes, consequences, reasons or purposes. Among 687 cohesive devices found, causal conjunction seems to take 7,86 % portion with 54 items found. The result shows the most used of causal conjunction word is '*because*', with '*therefore*', '*so*', '*since*', and '*thus*' follows.

Below is the occurrence of causal conjunction in a sentence:

But nowadays people are lazy to read and not even a few people ignore an announcement or information because they are lazy to read. (Text 14)

The third type of conjunction is adversative. Through this kind of device, students can express two sentences that are opposite or in contrast. 17 items with the percentage of 2,47 % were found that consist of the words '*however*', '*whether*', '*but*', '*yet*', '*while*' and '*whereas*'.

The example of adversative conjunction occurrence follows:

However, it is unfortunate that the level of interest in reading in Indonesia is quite low.

(Text 20)

The last type is temporal conjunction. This type is used by students to link ideas into certain order or flow. Based on the specification result, it shows that 13 items were found with the percentage of 1,89 %. The kind of words that the students used are ‘first’, ‘second’, ‘third’, and so on. The exact example of temporal conjunction occurrence follows:

By reading we can benefits, namely: First we can find out information that is happening in life in the world so that we don't miss the news. (Text 20)

d. Lexical Cohesion

Table 4.6. The Occurrence of Lexical Cohesion

Types of Lexical Cohesion	Items
Synonymy	Communicate – speak, complex – complicated, bottom – low, international – global, country – nation, improve – develop, international – worldwide, tourist – traveller, youth – teenager, reduce – lower, disorder – illness, focus – concentration, jobs – careers, study – education,
Repetition	Information, English, books, culture, childhood, reading, language, read, benefit, various, communicate,

Hyponymy	Reading – newspaper, magazines, tabloids, books; language – English, Arabic, Mandarin; media – newspapers, magazines, phones;
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Among 4 types of lexical cohesion, only 3 that were found within the pieces of students' writings which are synonymy, repetition and hyponymy. There was no evidence of students in using meronymy. The most used lexical cohesion device by students is repetition. 115 items with the percentage of 16,73 % are found in the students writing. The repetition of words expressed by students are mostly still in the topic of English language and reading. Each detailed example of the use of lexical cohesion found in students' composed text will be showed below.

The occurrence of repetition:

Language has an important role in human life. By using language, we can make...

(Text 21)

The occurrence of synonymy:

Reading has been shown to lower blood pressure and has been shown to help people with certain mood disorders and mild mental illness. (Text 19)

The occurrence of hyponymy:

In mostly groups of society have their own language. Most people in the world hear about English, Arabic, and Mandarin.

The detailed specifications of the result in the table 4.1. will be discussed further in the next part. The part will cover the aim in answering the second research question: 2. What kinds of cohesive devices specifications are found in high school students' academic writing?

2. The Specifications of Cohesive Devices in Students' Writing

Table 4.2. The Specifications of Cohesive Devices

Type of Cohesive Devices	Sub-types of Cohesive Devices	The Kinds of Cohesive Devices Found in Students' Writings	The Number of Cohesive Devices	%
References	Personal	We, us, they, their, them, it, its, you, your, he, his,	197	28,67 %
	Demonstrative	This, that, which, these, those	93	13,53 %
	Comparative	More broadly, more often, more fluent, better	9	1,31 %
Substitution and Ellipsis	Substitution	So	1	0,14 %
	Ellipsis	Both	2	0,29 %
Conjunction	Temporal	First, firstly, second, secondly, third, thirdly, finally	13	1,89 %
	Causal	Because, therefore, so, since	54	7,86 %
	Additive	And, or, in addition, moreover, for example, besides, in other words	134	19,50 %
	Adversative	However, whether, but, yet, while, whereas	17	2,47 %
Lexical Cohesion	Synonymy	Communicate – speak, complex –	39	5,67 %

		complicated, bottom – low, international – global, country – nation, improve – develop, international – worldwide, tourist – traveller, youth – teenager, reduce – lower, disorder – illness, focus – concentration, jobs – careers, study – education,		
	Repetition	Information, English, books, culture, childhood, reading, language, read, benefit, various, communicate,	115	16,73%
	Hyponymy	Reading – newspaper, magazines, tabloids, books; language – English, Arabic, Mandarin; media – newspapers, magazines, phones;	13	1,89 %
Total			687	100 %

As stated in the table above, students used personal references the most with 197 devices in total. The references in students' writings included the words *we*, *us*, *they*, *their*, *them*, *it*, *its*, *he* and *his*. Demonstrative references were also found including the words *this*, *that*, *these*, *those*, and *which* with the percentage 13,53 and 93 devices found. Those two specifications of reference had high number of percentage while comparative reference had the least number with only 9 devices found.

The second largest portion of cohesive devices that students used is conjunction. Based on the specification table, students mostly used additive conjunction in their writings that included the words *and*, *or*, *in addition*, *moreover*, *for example*, *besides* and *in the other words*. It takes 19,50 % with the number of devices is 134. Causal conjunction used to show reason, cause and explanation in the essay can be found with 7,86 % percentage and 74 devices.

Unlike other sub-types of cohesive devices, students did not use all kind of lexical cohesion. Out of 4, only 3 types of lexical cohesion found in students' writing. There was no evidence in the use of meronymy by students. While the other three types, synonymy, repetition and hyponymy can be found with the percentage 5,67 %, 16,73 % and 1,89 %. Repetition in students' writing cover the largest proportion with 115 devices written.

The last and least used of cohesive devices are ellipsis and substitution. These types place 0,14 % of ellipsis and 0,29 % of substitution. There are only 1 ellipsis word found, that is *so*, and two words for substitution of the word *both*.

3. Assessment of Cohesive Devices in Students' Writing

In this section, students' essays will be assessed using an analytical exposition text assessment instrument to know the fulfilment of students' good writing skills to later the result of it will be linked to the assessment of cohesive devices used in the writings.

Table 4.3. The Fulfilment of a good Analytical Exposition Text

Name	Category				Total Score	Final Score
	Focus on Assigned Theme	Creativity	Conventions	Word Choice		
MFA	3	3	4	3	13	81
ADP	3	3	2	3	11	68
LLR	4	3	2	3	12	75
ES	2	3	3	3	11	68
SAU	3	3	3	2	11	68
BR	3	3	3	3	12	75
APK	4	3	3	3	13	81
DHR	3	3	3	3	12	75
DM	3	3	3	3	12	75
FNR	2	2	4	2	10	62
MA	3	2	3	2	10	62
NA	4	3	3	3	13	81
HB	3	2	2	3	10	62
NW	2	2	4	3	11	68
RL	3	3	3	3	12	75
SA	3	2	4	3	12	75
SN	3	2	1	2	8	50
ST	4	3	2	3	12	75
TS	4	3	4	4	15	93
AW	4	3	2	3	12	75
KA	3	3	3	3	12	75
IF	3	3	3	3	12	75
SD	2	3	2	3	10	62

Table 4.4. The Rubric of Text Assessment

Category	4 (Excellent)	3 (Good)	2 (Fair)	1 (Need Improvement)
Focus on Assigned Topic	The entire dialogue is related to the assigned topic/ theme and allows the reader to understand much more about the subject.	Most of the dialogue is on topic/theme could help the reader learn about the subject.	Some of the dialogue is related to the assigned topic/ theme, but a reader does not learn much about the subject.	No attempt has been made to relate the story to the assigned topic/ theme.
Creativity	The story contains many creative details and/or descriptions. The writing was imaginative and used various sources.	The story contains a few creative details and/or descriptions. The writing showed some imagination and used various sources.	The story contains a few creative details and/or descriptions, but they distract from the story. The writing showed little imagination or showed little attention to sources	There is little evidence of creativity in the story. The author does not seem to have used much imagination and showed little attention to the various source of information.
Conventions	There are no errors with spelling, punctuation, or grammar.	There are only a few errors with spelling, punctuation, and grammar.	There are several errors with spelling, punctuation, and grammar.	There are many errors with spelling, punctuation, and grammar. The writing needs much more editing
Word Choice	The writing has sentences that show exceptionally precise, specific, descriptive and vivid word choice	The writing has sentences that show consistently appropriate word choices that are generally precise,	The writing has generally varied and descriptive word choice that are appropriate for the image	The writing has general, repetitive, and/or confusing word choice that are inappropriate and ineffective in describing

		varied, and descriptive.	being described.	the activity or image.
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Based on the assessment above, the students get the average score 72. Most of them already followed the theme/topic given as well as the generic structure of analytical exposition text. There are only few of students who did not compose the essay with the guidelines of the generic structure stated (introductory paragraph, arguments, and reiteration). The creativity of students' writings is assessed accordingly. Some of the essays show a creative description of the importance in learning English and the importance of reading. Starting from globalization to mental health reasons, students seem to dig into various sources to strengthen their ideas. Another aspect is the convention. There are several mistakes in grammar, punctuation, and spelling found in the students' essays.

After assessing the fulfilment of good analytical exposition text, the researcher linked it to assessing cohesive devices in students writing. The researcher found some errors/mistakes in the use of cohesive devices in students' writings. The example of errors found as follows:

The easiest information for us to gain is through reading, whether newspapers, magazines, tabloids, and books. (Text 1)

- The easiest information for us to gain is through reading, whether newspapers, magazines, tabloids, or books.

The error that the student made was he/she used 'and' following the use of 'whether' when it should be 'whether ... or'. 'Whether ... or' is used to introduce a clause giving two options or alternatives.

However English is the most global spoken language. (Text 2)

- However, English is the most global spoken language.

In this case, it was more likely student did a mistake on the punctuation rather than on the use of cohesive devices itself. The conjunction 'however' in the first sentence should be followed by a comma.

In addition, with us being able to speak English well, we can get new knowledge.

Because many articles, reading books, procedures, using English. (Text 2)

- Because many articles, reading books, and procedures these days are using English.

Again, rather than cohesive devices error, it is more likely to be a grammatical error since student missed a verb and did not make a full sentence.

Every day millions of people use English to communicate. and English is the mother tongue of more than 400 million people worldwide. (Text 3)

- Every day millions of people use English to communicate and it is the mother tongue of more than 400 million people worldwide.
- Every day millions of people use English to communicate. It is the mother tongue of more than 400 million people worldwide.

Student made a mistake in the writing convention by not using uppercase letter in the first word of a sentence. Further, it is better to replace the word 'English' with the reference 'it' to make the paragraph more various.

And will be useful in the present and the future. (Text 11)

B. Discussion

In this section, the findings in the previous part will be discussed. The results show that almost all types of cohesive devices found in students' writing. It consists of grammatical and lexical cohesion. All sub-types of grammatical cohesion; references, conjunctions, substitution and ellipsis can be found while not all types of lexical cohesion were found. There were only three types out of four lexical cohesion items found, they are synonymy, repetition and hyponymy. The other one, meronymy, has no evidence in its occurrence among 23 essays.

The result reveals the most frequently used of cohesive devices in students' writing is reference with the percentage of 43,52 and the number of devices 299 words. The second largest type of cohesive devices that exhibits students' writing is conjunction. Conjunction, which divided into four types, cover the second largest of cohesive devices found in students' writings. These devices, unlike any other type of cohesive devices, do not point the previously mentioned elements, rather it functions as linking devices.

The next findings are the specifications of cohesive devices found in students' writings. Personal reference was used the most by students. This type is used to identify individuals and objects that are mentioned at some other point in

the text. Most students use personal reference to refer to the audience and themselves since they wrote analytical exposition text to persuade the readers. The words used are mostly pronouns “we”, “us”, “they”, “them”, etc. This finding is in line with Nurhidayah’s et. al. (2019) paper which the result shows that the most frequent reference cohesive devices used by the fourth semester students of the English study program Universitas Riau was personal reference with the percentage of 53.3%. It stated that personal reference used may refer not only to a particular person or object, but also to any identifiable person. Demonstrative references were also found including the words *this*, *that*, *these*, *those*, and *which* with the percentage 13,53 and 93 devices found. Those two specifications of reference had high number of percentage while comparative reference had the least number with only 9 devices found.

The next is the specifications of conjunctions. The first type of conjunction that students used the most is additive conjunction. To express additional information, the students also used various types of additive conjunction such as ‘*or*’, ‘*in addition*’, ‘*moreover*’, ‘*for example*’, ‘*besides*’, and ‘*in the other hand*’. The next type is causal conjunction. The result shows the most used of causal conjunction word is ‘*because*’, with ‘*therefore*’, ‘*so*’, ‘*since*’, and ‘*thus*’ follows. The third type of conjunction is adversative. Through this kind of device, students can express two sentences that are opposite or in contrast. 17 items with the percentage of 2,47 % were found that consist of the words ‘*however*’, ‘*whether*’, ‘*but*’, ‘*yet*’, ‘*while*’ and ‘*whereas*’. The last type is temporal conjunction. This type

is used by students to link ideas into certain order or flow. The kind of words that the students used are 'first', 'second', 'third', and so on.

The next finding is substitution and ellipsis. Based on the research findings, there are only 3 items of substitution and ellipsis that occurred in 23 pieces of students' writing. Substitution and ellipsis are basically the same essential of cohesive devices. Both points out the substitution of an item in the text while ellipsis is used when an original item is replaced by zero. Further, Halliday and Matthiessen (2014) explained Ellipsis makes it possible to omit some parts of a structure when they can be presumed from what has gone before. The kind of ellipsis found in students' writing is categorized as nominal sub-type since it showed the replacement of two items by nothing. In the substitution case, it is known as the clausal substitution with the finding of the word 'so' to substitute a whole clause.

The last specifications of cohesive devices findings are lexical cohesions. Among 4 types of lexical cohesion, only 3 that were found within the pieces of students' writings which are synonymy, repetition and hyponymy. There was no evidence of students in using meronymy. The most used lexical cohesion device by students is repetition. The repetition of words expressed by students are mostly still in the topic of English language and reading. The result of this research is somehow different with the findings in Bahaziq's (2016) paper. In his paper, it was stated that the use of lexical cohesions by the student showed a little evidence, while in this research, the number of lexical cohesions found are 163 items. That was a quite large number.

The assessment of students' essays has done by the guideline of a rubric to see the fulfilment of a good analytical exposition text. After assessing the essays, the researcher linked it to the assessment of cohesive devices found in students' writings. The assessment of how students used cohesive devices shows that overall students use the correct cohesive devices. There were just few errors made by some students in using cohesive devices.