Using Grammatical Cohesion in the Students' Final Project Proposal

(A Case Study in UIN Walisongo Semarang in Academic Year 2019/2020)

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Abstract - The practice of grammatical cohesion is broadly significant to be procedurally employed for the students to accomplish academic writing. This scientific study informed how the grammatical cohesion in the texts applied to show the unity of the texts. This study was qualitatively designed to inform the units of grammatical cohesion which were realized in a single text of students' manuscripts. The researcher served the documentation sheet as the principal instrument to classify the type of grammatical cohesion. The data analysis was taken from 10 manuscripts of the English students in UIN Walisongo in Academic Year 2019/2020. The findings then showed that the most usage of grammatical cohesion was grammatical conjunction with 238 occurrences, whereas the grammatical reference was 235 times; the grammatical ellipsis was 13 times, while the grammatical substitution was only 6 times. This study influenced students' writing competence where they were advantaged to organize the final manuscript cohesively besides the teaching and learning practice.

Index Terms: Coherence, Grammatical Cohesion, and Writing Proficiency.

I.   INTRODUCTION

The utilization of grammatical cohesion in organizing the idea within the paragraphs is knowingly required since the students had better accomplish them to achieve an academic title. In line with Azizah & Budiman (2017), where college students are definitely requested to publish an original report as one prerequisite to achieve the scholastic title.

Several students, however, are not sufficiently aware to implement it; they are miserably minimal in the organization of a standard article. While the systemic publication requires some key points in which students need to be concerned with these objects, these previous substances are not regularly included: this is continuity and coherence. According to Rahnemoon et al. (2017), the use in the written, therefore, records of either cohesive devices or coherence devices is linguistically prominent for standing as a grammatical system.

According to Yasuda (2019), this corpus further allows linguistic competence to be established. Besides, writing skills seem important to be highlighted in connection with this situation, since this is the basis for making an understandable paper. Scientifically, a written progression is called the thought method, since this definition helps individuals to remember what they themselves know, remember, or accept (Brown, 2001). Besides the development of writing, Tardy (2010) argues that to explore such points of view, a framework for organizing an academic paper essentially needs to construct the concept of the students.

Following the writing competence, the issue of cohesive devices is importantly functional to help the students in creating a well-structured message. To know the work of cohesive devices, Gerot & Wignell (1994) claim that the relationship of meaningful

information; cohesion works to help hang together a text. Also, cohesion works to achieve the perception of meaning perceived through grammatical and lexical density (Amperawaty & Warsono, 2019). Gramley & Patzold (1992) argue, on the other hand, that units of coherence affect the realization of cohesion.

Besides, the concept of rules of cohesion is often connected with the concept of connectivity: it links the surrounding clauses to reinforce the significance of the texts (Afrianto, 2017). Vice versa, a clear sign of disconnected knowledge is a sense of incoherent meaning, and it can produce meaningless messages. In this respect, the Trisnaningrum et al. (2019) analysis concludes that the importance of cohesion may represent well- structured messages.

How the texts are arranged grammatically, Halliday (2014) argues that grammatical cohesion enables to semantically link surrounding intra clauses. Trisnaningrum et al. (2019) acknowledge that the grammatical cohesive devices are one of two big cohesions that work to bind intra-clausal context; they are four types: reference, substitution, ellipsis, and conjunction. To strengthen the classification of grammatical cohesion where the units of unified devices are classified into four key components by Halliday & Hasan (1976): Reference, conjunction, ellipsis, and substitution.

Furthermore, Halliday & Hasan (1976) argue that this type of grammatical cohesion works to introduce the specific participant forward or backward, they then exemplify it into three units, the samples are as follows:

o   Personal reference: "I, me, mine, my, or we."

o   Demonstrative reference: "This, these, that, or those."

o   Comparative reference: "Better, less, or worse."

Additionally, Emilia et al. (2017) acknowledge the focus of substitution; this type serves changing of the certain words. Likely, they are three units of classification as well as those instances:

o   Nominal substitution: "There are some new <u>tennis balls</u> in the bag. These <u>ones'</u> have lost their bounce"

o   Verbal substitution: A: "Annies says that you <u>drink too much</u>"

B: "So <u>do</u> you"

o   Clausal substitution: A: "Is it *going to rain*?" B: "I think *so*"

Third taxonomy is a grammatical ellipsis, the ellipsis functions trace the semantic context within written discourse, according to Bloor & Bloor (1995, as cited in Afzaal et al., 2019). The following table was the example of ellipsis:

Table 1: Framework of Ellipsis' Types

Ellipsis	Noun	"My kids play an awful lot of sport; both (my kids) are incredibly energetic"
	Verbal	"Have you been working?" "Yes, I have (Been working)"
	Clausal	"Paul's staying for dinner, isn't he?" "Is he? He didn't tell me (He was staying for dinner)"

The last classification of grammatical cohesion is conjunction where this part is working to relate those clausal meanings to connectivity or continuity (Afzaal et al., 2019). As Gerot & Wignel (1994) said, the system of conjunction is three minor structures, the classification is like the following table:

Table 2: Framework of Conjunction

	Additive	And, nor, neither, moreover / additionally, the other hand / for example.
Conjunction	Adversative	Yet, but, on the other hand, at the same time / rather than, on the contrary.
	Temporal	Then, and then, next, afterward / before, when, where, finally.

Besides, the investigator checked the articles of both scientific journals to reinforce the principle of this study in order to deliver an authentic report. Simultaneously, they were reported how a unit of cohesive devices was used in analyzing the texts. The first publication was written by Afzaal et al. (2019). This study focused on the utilization of the types of cohesion' model applied in English newspaper texts. The writer resulted that the most occurrence was the lexical cohesion rather than grammatical usages.

The second paper came from Emilia et al. (2018), this report highlighted the employment of cohesive models in analyzing an exposition text written by eleventh graders. This study qualitatively showed that all written texts typically served the units of grammatical cohesion such as reference, conjunction, and ellipsis.

To provide detailed information about how these models of the theory are for the population, both of these scientific papers were essentially checked. Those results, however, hadn't represented how significant the grammatical cohesion within the texts and didn't signify the implication in teaching and learning, especially for writing skills. This study, therefore, is proposed to serve the grammatical cohesion as the units of analysis to check the students' last proposal and its contribution to teaching writing.

II. RESEARCH AND COLLECTING IDEA

This thesis is qualitatively planned to be published as this study aims to provide a detailed overview of implementing grammatical models for academic publication by university students in academia. According to Creswell (2004), through the study and interpretation method, a qualitative design is used to thoroughly explain such phenomena.

In this study, the researcher aimed to provide 10 eighth-semester college students with a specific virtual mentoring in the main English Education Department at UIN Walisongo in Academic Years 2019/2020 with two cycles of schedules: 1) The orientation of academic publication and 2) the paper's virtual practice and self-construction.

After the students were trained in how to plan structured papers, they were then personally engaged in self-stimulation using the grammatical cohesion to write these academic projects. In order to get the total occurrences of the grammatical cohesion in a single text, the researcher then reviewed and analyzed those collected documents.

III. FINDINGS AND DISCUSSION

There were 10 articles from students where they were reviewed and tested in terms of the thematization of models. The following result showed the number of occurrences in the students' papers for each unit.

The following was the table of grammatical occurrences from students' last proposal:

Table 3: The occurrence of thematic progression in students' academic papers.

Text	The unit of grammatical cohesion				Total
	Ref	Conj	Ellip	Subs	

1	10	34	4	2	50
2	38	41	1	0	80
3	32	3	3	1	39
4	36	35	4	1	76
5	10	19	1	0	30
6	11	10	0	0	21
7	30	34	0	0	64
8	29	19	0	2	51
9	11	13	0	0	24
10	28	30	0	0	58
Total	235	238	13	6	493

The study available above quantitatively stated that the most numerical occurrence of grammatical conjunction applied occurred with a total of 238 occurrences. 235 occurrences were referenced and 13 occurrences were ellipses. Meanwhile, with 6 times the rate, the lowest one was substitution. In addition, the text of the final project of the students, which had a greater occurrence. In addition, the text of the final project of the students which had a higher occurrence of grammatical cohesion was text 2, whereas 493 occurrences were the entire amount of grammatical cohesion from text 1-10.

The researcher found, through text 1 of the student paper, that the most applicable unit of conjunctive mode was additive with 26 occurrences. They are 26 times; in linking the sentence in a single paragraph, the phrase "and & or" was many. However, only 6 times in this was the temporal unit that functioned to state the sequence of events or say when something occurred.

This text is then discovered both adversative and causal relations where unfortunately they were once for a unit, e.g., the term "but" was used to distinguish between the concept within the texts or between the opposite, while causal connectivity was added to personalize the cause or effect. According to the occurrence of text 1, the personal reference to announcing the shift of the backward term occurred 8 times employing the word "it, them, he, themselves." Whereas both demonstrative and comparative existed only once: the word 'those & smaller' was the word. In this text, the label of nominal ellipsis and replacement was the sign "it and another one" to replace the previous sentence. The following was a sample of text 1:

*English becomes lingua franca in international business communication between local **and** foreign professionals within a company. Business communication can be spoken **or** written. **Both** of them are also important keys in the trading market, **but** written business still represents the channel **and** a reliable medium for selling products **or** services, sending information for all utility descriptions, answer supplier **or** customer inquiries, doing daily activities, **and** other official things in correspondence between business institutions.*

From the sample of text 2 that could reflect the cumulative occurrence of a single grammatical cohesion unit, where the reference units were 38 times, the conjunctive units were 41 times, once for the sign of ellipsis. In particular, the number of occurrences in reference taxonomy was 31 times for personal reference with an emphasis on the term "them, themselves, and they," and this was the most important realization in this text. The demonstrative reference was continued 4 times; the term "these" was used in this text to refer to something in the plural number. Then 3 times for the word "greater" there was a comparative comparison. In addition, the ellipsis substituted the previous term just once: it was "That they were." Below was the second instance:

*As globalization continues its unstopped **and** international transactions continue to rapidly rise, increasing other cultures is need. In this situation, understanding of intercultural communication **and** cross-cultural communication is much needed. Both will help an individual **or** social group to have good chemistry in their communication, **so** the goal can be reached.*

In-Text 3, 39 minors of the conjunctive units were defined by the researcher as the most common occurrence in this document with 32 additive types of the 'And & or' conjunction. Whereas the continuity of both adversative and causal was 3 times, once for

temporal conjunction. Also, this paper comprised 26 reference occurrences classifying 19 personal references, 3 demonstrative reference occurrences, and 4 comparative reference existences. Mostly, this reference applied to the word "they & it" while "these" belonged to the demonstrative reference phrase. "The clausal ellipsis was 3 times to minimize a repetition, e.g., the "it is" clause as an ellipse. The instance was as follows:

*English in Indonesia gets to be the first foreign language that has got to be instructed as an obligatory subject in school. English has four skills; listening, speaking, reading **and** writing and with three components; vocabulary, grammar, **and** pronunciation. taught integrated into the school then the students will have good English proficiency **either** written **or** spoken language. **But** for most learners, speaking is the most important **one** to learn **and** mastered because they want to employ English as a tool in global communication. According to Davin, "Mastering the art of speaking is the single most important aspect of learning a second language, and success is measured in terms of the ability to carry out a conversation in the language".*

Student draft number 4 verified that, as the researcher discovered, the reference units were the most common occurrence in this text. The personal reference as identified by the investigator was 25 times, while the demonstrative reference was 6 times. Whereas in this students' final project, comparative comparison occurred 5 times. Among these reference units, the main occurrence in this text with the word "they & it" was a personal reference. The conjunction was the second number that functioned to connect the lines of sentences. This grammatical cohesion aspect has occurred 35 times through additive (18 times), adversative (8 times), causal (3 times), and temporal (3 times) cohesion (6 times). Usually, this paper used the conjunctive style "and & or" to connect the texts as a major point of the writer's attention. In this area, the researcher also found both ellipsis and substitution to reduce the repetition of the text. Specifically, for verbal ellipsis and once for both nominal and clausal ellipsis, ellipsis occurred twice. The sample was as follows:

*In Indonesia, English is a foreign language learned by students in every grade of educational institutions, start from kindergarten school until university. Although **they** learn English from the early age, **it** does not mean that **it** will be easy. In fact, some previous research showed that students, even teachers, in teaching **and** learning English experienced many difficulties*

Also, in draft 5, the researcher found 19 occurrences for conjunction, 10 occurrences for reference units, and twice for ellipsis. The conjunctive modes in this text were 16 existences with the population of the word "and & or," according to draft 5. The causal conjunction then occurred only once in this paper, while the temporal conjunction occurred twice. The sample was as follows:

*There were a lot of language variations that have been examined **and** (they have) become a theory. One of **them** is language variety that needs to be explored by researcher. One of the language variety is a difference of language that used by men **and** woman. **This** variety is called by men's language variety and woman's language variety. In addition, the Woman tends to use feminin language , **and** men tend to use masculine language.*

Those samples were number by number presented to give an explanation of which units of grammatical cohesion were entirely employed by the students. In addition to the pedagogical contribution, each of the grammatical types was functional useful to tie the single message to entire paragraphs. Also, the realization of the grammatical cohesion in teaching writing is extremely helpful to cohesively guide the writers in structuring the message

IV. CONCLUSION

In this section, the researcher could summarize that these manuscripts were significantly unified with structuring the ideas resulted from the use of grammatical cohesion. The research data comprised 10 documents collected by UIN Walisongo college students. In the compositions of the students, the event of units of the linguistic union was completely from text 1 to message 10 was 493 events. This kind of syntactic attachment was the most common in the reports of the students, e.g., the words "And, or, but" were used linguistically in several ways to connect both simple and total.

In addition, the second occurrence was the grammatical relation it used to refer to previously or subsequently. Some minor samples functioned such as the words "It, they, or them" which they usually used to coherency construct the texts. In grammatical cohesion, the medium rate of occurrence was ellipsis; this was aimed at omitting superfluous words. For example, "Clausal ellipsis" was the typical phenomenon of some ellipses, which could be seen in certain instances in the suggestions of the students. The sample was closed by the lowest grammatical cohesion case where certain messages were uncommonly linked; it was grammatical substitution. Its realization was only 6 times, and "Clausal substitution" was the unit that was used daily.

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