

## THE COHESIVE DEVICES IN HIVER.COM AND ITS IMPLICATION IN TEACHING ONLINE WRITING

### PERANGKAT KOHESIF DALAM HIVER.COM DAN IMPLIKASINYA DALAM PENGAJARAN MENULIS ONLINE

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**Abstrak:** This research belongs to descriptive qualitative research. The aim of this research to find out the types of cohesive devices in job advertisements and to describe the application the analysis of cohesive devices in job advertisements for teaching writing. The researcher took three job advertisements in hiverhq.com accessed on 16 December 2021. The researcher analyzed the grammatical cohesion and lexical cohesion in sentence based on theory from M.A.K Haliday and Ruqaiya Hasan. The result of this research showed that there were 6 references and 34 conjunctions for grammatical cohesions and 20 repetitions and 3 superordinates for lexical cohesion. However, in grammatical cohesions there was no substitution and ellipsis, whereas in lexical cohesion there is no synonymy or near-synonymy, general word and collocation.

**Kata kunci :** *cohesive devices, job advertisement, teaching online writing*

**Abstract:** Penelitian ini termasuk penelitian deskriptif kualitatif. Penelitian ini bertujuan untuk mengetahui jenis-jenis perangkat kohesif dalam iklan lowongan kerja dan untuk mendeskripsikan penerapan analisis perangkat kohesif dalam iklan lowongan kerja untuk pengajaran menulis. Peneliti mengambil tiga iklan lowongan kerja di hiverhq.com yang diakses pada 16 Desember 2021. Peneliti menganalisis kohesi gramatikal dan kohesi leksikal dalam kalimat berdasarkan teori dari M.A.K Haliday dan Ruqaiya Hasan. Hasil penelitian menunjukkan bahwa terdapat 6 referensi dan 34 konjungsi untuk kohesi gramatikal dan 20 repetisi serta 3 superordinat untuk kohesi leksikal. Namun, dalam kohesi gramatikal tidak ada substitusi dan elipsis, sedangkan dalam kohesi leksikal tidak ada sinonim atau hampir sinonim, kata umum dan kolokasi.

**Keywords :** *perangkat kohesif, iklan pekerjaan, pengajaran menulis online*

## Introduction

Language is very important thing in human life. According to Harmer language is a social construct as much as it a mental ability (Harmer, 2004). People use it to communicate each other in their daily life. Nabila states that there are two types of language as a means of communication, spoken and written language. Spoken language can be in the form of conversation, dialogue, and speech (Nabila Khoirunnisa and Marlina, 2018). Direct speech is one communication having one goal to produce vocabularies (Khabib Sholeh, 2020; Mohammad Fakhrudin, 2019; Nurhadi and Masykuri, 2018) and written language is reflected in forms of short story, magazine, newspaper, novel, advertisement, etc. this communication has a role making people thinking of new vocabulary building (Masykuri, 2017, 2014; Sunjayanto Masykuri, 2017, 2017; Ying et al., 2020) A lot of people in several places in this world speak and learn numerous different languages in various ways. English is one example of the language which people use to do their interaction (Aarts, n.d.; Nurhadi and Masykuri, 2018).

Learning English as a foreign language is not always easy. The learners should master all four skills. They are listening, speaking, reading, and writing. Compared to the other skills, it is quite possible that writing will come out as the hardest one to master. The study of writing can be carried by doing out by discourse analysis. Discourse is complete unit of language formed from a series of sentences that are cohesive and coherent either written or oral (speech). In written discourse, it can be found in the form of a sentence or paragraph, but it can even be a phrase or word (Yuliani Trisnaningrum and Nuruddin, 2019).

One of the aspects in discourse analysis is cohesive devices. Cohesive devices represent cohesive relation in a certain text. There are two aspects in cohesive devices; grammatical cohesion and lexical cohesion. Grammatical cohesion has many aspects such as; reference, substitution, ellipsis, and conjunction (Hulstijn and Hulstijn, 1984; Setiyorini et al., 2020). While lexical cohesion consists of reiteration and collocation. Those all devices are used to unite sentences in the discourse into meaningful ones.

This paper is going to deal with the cohesive devices in the job advertisement. Job advertisement can be found in newspaper and internet. In this research, the researcher use

*hiverrhq.com*. It is a website of Kompas, which contained many job advertisements from many cities in Indonesia. *hiverrhq.com* has many kinds of job advertisements such as Human Resource Administration, General Affairs Staff, Technician Staff, IT Broadcast, Health Safety Environment Office, Teller Service Academy and etc.

The researcher takes some theories which are used as a foundation to run the research in sequence. Those are related to moral values. The theories will be explained as follows:

a. Cohesion

According to Halliday and Hasan the concept of cohesion is a semantic one; it refers to a relation of meaning that exists with the text, and that defines it as a text (Halliday and Hasan, 1985). Cohesion is the transaction between speaker and listeners, and writers and readers, from the perspective of the relations of meaning with which speakers and writers can mark the unity within which they can navigate through sequences. In other words, cohesion is a relation of meaning that exists within a text and that defines it as a text (Taskanen, 2016). Ni Komang states that cohesive devices are words or phrases whose meanings are dependent on other words or phrases either preceding them (Komang Novita Dewi and Kristanto, 2016). In another word, their meaning is related to each other. Based on the description above, the researcher concludes that cohesion is the interpretation of some element in the discourse to make a relationship between the item and speaker to make a language system. A language system needs some elements such as grammar and vocabulary (Kusuma et al., 2021).

b. Type of Cohesion

There are two kinds of cohesion; grammatical and lexical cohesion. Grammatical cohesion includes reference, substitution, ellipsis, and conjunction. Meanwhile, lexical cohesion includes repetition and collocation (Halliday and Hasan)

1. Grammatical Cohesion

a. Reference

There are three types of reference. They are personal, demonstrative, and comparative reference. Below are brief explanations about those their types of reference based on Halliday and Hasan (Halliday, 1994).

b. Substitution

A substitute is a short of counter which is used in place of the repetition of a particular item. A word is not omitted, but is substituted for another more general word. According to Cambridge Advanced Learner's Dictionary, third edition, substitution is use of one person or thing instead of another (Cambridge University, 2008).

c. Ellipsis

Ellipsis is the omission of elements normally required by the grammar which is the speaker or writer assumes are obvious from the context and therefore need not be raised. This is not to say that every utterance which is not fully explicit is elliptical; most messages require some input from the context to make sense of them. Ellipsis is distinguished by the structure having some 'missing' element (McCarthy, 1991).

d. Conjunction

McCarthy states that a conjunction does not off a search backward or forward for its referent, but it does presuppose textual sequences, and signals a relationship between segments of the discourse.

2. Lexical Cohesion

According to Flowerdew and Mahlberg lexical cohesion is about meaning in the text and the way in which lexical items relate to order (2009).

1. Reiteration

a) Repetition

According to Paltidge Repetition refers to words that are repeated in the text, as well as words that have changed to reflect tense or number such as feel and felt (reflecting a change in tense) and feeling and feelings (reflecting a change in number) (Brian, 2000).

b) Synonymy or Near-synonymy

Synonymy is the relation between words that are similar in meaning.

c) Superordinate

Superordinate is a meaningful connection between the special words with a meaningful common word.

d) General word

General word can be general nouns, as in “thing”, “stuff”, “place” “person”, “women” and “men” or general verbs, such as “do” and “happen” Victoria Fromkin<sup>10</sup>. In a way, general word is higher level than superordinate.

e) Collocation

Collocation is a word or phrase which is often used with another word or phrase, in a way that sounds correct to people who have spoken the language all their lives, but might not be expected from the meaning.

c. Advertisement

Advertisement is defined as the structured and composed non personal communication of information, usually paid for and usually persuasive nature, about products (good, services & ideas) by identified sponsors through various media (Arends, 2008). Spurgeon states that advertisement is something that is used to persuade people or society to consume any product or to do something (Spurgeon, 2008). The advertisement is appropriate with the need of every company that publishes the advertisement. According to Sheehan advertise means give notice, to inform, to notify or to make something known. He goes on and suggestion that a successful advertisement should include information, reasoning and emphases (Sheehan, 2004). He means that advertiser should not only inform their audiences about the product, but also stimulate ideas among them as well as developing their curiosity.

d. Teaching

According to Harmer teaching is the activity is to give someone with knowledge or to instruct, train or show someone how to do something and to change somebody's ideas (Harmer, 2001). Brown states that teaching is showing or helping someone to learn how to do something giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand (Brown, 2000). Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. In addition teaching is more than a set of methods. From definition about it can be conclude that teaching is guiding and facilitating learning, enabling the learners to learn, setting condition to help students learn and to become better learners. Teaching is more than a set of method to make learner know and understand.

e. Writing

There are some definitions of writing stated by experts. According to Harmer <sup>16</sup> writing is a process and that we write is a process and that we write is often heavily influenced by contains of genres, then these element which have to be present in learning activities. Patel and Jain states that, writing is essential future of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern (Patel and Praveen, 2008). Writing is viewed as the result of complex processes of planning, drafting, reviewing and revising and some approaches to the teaching of first and second language writing teach students to use these processes (Richards and Schmidt, 2002). According to Mahboobeh the ability to write in English is considered to be a major asset to the students majoring in English as a second/foreign language (L2). However, not all the students enjoy the same level of L2 writing ability in spite of the courses they take at the university (2014). It means that so, writing ability is the important part of English, but not of all the students able in writing.

## Method

This research belonged to a descriptive qualitative research. The researcher used this method because she analyzed the data and then described the finding as to answer her research

questions. In conducting this research, the researcher intended to analyze and describe the cohesive devices found in job advertisement in *KompasKarie.comr*. Djamaal claims that data source is all of fact which people get the data (Djamaal, 2017). Data source in qualitative research can be human or non human. Data source can be divide into two kinds, primary and secondary data. The primary data (main data) is the most important data related to the data being to analyzed. The source of main data of this research is taken from the job advertisement of *Hiverhq.com* posted on 16 December 2021, the researcher analyze grammatical cohesion and lexical cohesion only in sentence in the job advertisements on published in *Hiverhq.com* using cohesion theory from M.A.K Haliday and Ruqaiya Hasan (Halliday, 1994). Data collecting method is the way which used by the researcher to obtain the data and information related to her research. In this research the method of collection data is the data from the job advertisement itself. Job advertisement are obtained from the internet *KompasKarier.com*. According to Sugiyono, the data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation, by organizing data into categories, describing them into units, synthesizing, arranging into patterns, choosing which ones are important and that will be studied, and make conclusions so that they are easily understood by oneself and others (Sugiyono, 2012). The following steps are used by the researcher to collect the data. Those are follows:

1. Finding job advertisement from the internet.
2. Reading the job advertisement on *Hiverhq.com* seriously and carefully.
3. Taking the cohesion devices types on *Hiverhq.com* job advertisement.
4. Choosing the sentence that consists of the type of cohesion devices on *hiverhq.com* job advertisement.

After collecting the data, the researcher takes some steps analyzing them. Analyzing data is the process of arranging the data, organizing it into one pattern category and basic description (Djamaal, 2017). The steps are as follows:

1. Classifying the data based on the types of cohesion devices.
2. Calculating the type of cohesive devices.

3. Discussing the type of cohesive devices.
4. Applying the finding in the teaching writing at the tenth grade of senior high school.
5. Drawing conclusion and suggestion in this thesis.

### Result and Discussion

The researcher summarized the result of the data analysis to make the readers easy to understand. She analysed the based on M.A.K Halliday and Ruqaiya Hasan’s theory (Halliday and Hasan, 1985). There are grammatical cohesion and lexical cohesion. The types of cohesive devices are found in job advertisements are presented in the following table.

**Table. 1. The types of cohesive devices found in job advertisement.**

Types of cohesive devices		Frequency	Total Number	Percentage	
Grammatical Cohesion	References	Personal Demonstratives	3 1	6	10%
		Comparatives	2		
	Conjunctions	Additive	27	34	54%
		Adversative	1		
Lexical Cohesion	Reiteration	Temporal	6	20	31%
		Repetition	20		
		Superordinate	3		

The finding show that in three job advertisements there are grammatical cohesion and lexical cohesion. Grammatical cohesion is reference 10% and conjunction 54%, while lexical cohesion is repetition 31% and superordinate 5%.

Cohesive device is words or phrases that show the relationship between paragraph or section, between the speaker and writer (Dik and Simon, 1997; Givón and Talmy, 1995; Lehmann, 1989). In the other words cohesion is relations of meaning with a text that define it as text. There are two kind of cohesion; they are grammatical cohesion and lexical cohesion (Bahns, 1993; Nattinger and DeCarrio, 1992).



Teaching writing is important for students because by writing the students can memorize the vocabulary or sentences. Teaching writing using digital is one of the strategy in ELT. Some digital platform have used for asynchronous and synchronous material, such in flipbook, e-book and digipub. The teachers should be aware of this technology because of new strategy in ELT.

In this case job advertisement in hiver.com can be the material for discussing many cohesive devices. This study show that the students confused about the kind of cohesive devices. So by teaching writing the students can memorize the kind of cohesive devices. The students also can write the advertisement by their self correctly.

### **Conclusion**

There are 6 references and 34 conjunctions for grammatical cohesions. And there are many repetitions and superordinates for lexical cohesions for memorizing practice. However in grammatical cohesions there is no substitution and ellipsis, whereas in lexical cohesion there is no synonymy or near-synonymy, general word and collocation. The content of teaching those cohesive devices for the student of senior high school in teaching writing. Therefore, the teacher provides examples of advertisements and the students observe the cohesive devices from the examples of advertisements given by the teacher. After that, the teacher guides students to write a job advertisement and the types of cohesive devices in a group of two then the student presents their work in front of class.

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