

COHESIVE DEVICES USED IN SOME SELECTED ARTICLES IN JOURNAL OF LANGUAGE AND CULTURAL EDUCATION

A THESIS

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Siti Fatmahwati. 14121310356. Cohesive Devices Used In Some Selected Articles in Journal of Language and Cultural Education

ABSTRACT

In this paper, researcher had been investigating about cohesive devices used in journal of language and cultural education. In cohesion, there are five cohesive devices, namely conjunction, references, substitution, ellipsis, and lexical cohesion. This research has two purpose, there are 1) To describe the use of cohesive devices in the journal of language and cultural education. 2) To identify the calculation result of cohesive devices which frequently used by the author.

Here, researcher had been choosing three articles in JoLaCE that is published since the year 2013 to 2015. The first article is entitled “*Applied Linguistics Research of Bilingualism and its Incentives for Foreign Language Pedagogy*” Journal of Language and Cultural Education (2013), 1.1. The second article is entitled “*Code-switching as a Foundation for Including Multilingualism in English as a Foreign Language Education*” Journal of Language and Cultural Education, 2(3). The third article is entitled “*The benefits and pitfalls of a multicultural teaching faculty and a monocultural student population: An interpretive analysis of tertiary teachers’ and students’ perceptions in the United Arab Emirates*” from Journal of Language and Cultural Education, 2015, 3(3).

From the result of analyzing, cohesive device are used in journal of language and cultural education is conjunction. In conjunction, there is "and" most frequently appear in the third article above. The position of conjunction above is “and” included to the additive conjunction. Then, the total results of the third articles that have already been investigated that are 3.705 times. Here, researcher had been giving sequence of cohesive device that frequently used by the author from the bigger to lower. The first sequence of cohesive device that frequently used by the author is “*references*”. The calculation result of references are (1.410) times. The second sequence of cohesive devices which frequently used by the author is “*ellipsis*”. The calculation result of ellipsis are (1.232) times. Then, the third sequence of cohesive device that frequently used by the author is



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“*conjunction*”. The overall calculation of conjunction are (862) times. The next cohesive device that often used by the author is “*substitution*”. The calculation result of substitution is (189) times. The last cohesive device that frequently used by the author is lexical cohesion. The total result of lexical cohesion is (60) times. So, cohesive device that frequently used by the author is “*references*”.

Keywords: Cohesion, Cohesive Devices, Conjunction, References, Ellipsis, Substitution, and Lexical cohesion







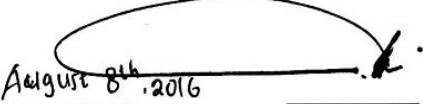

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RATIFICATION

This thesis which entitled “**COHESIVE DEVICES USED IN SOME SELECTED ARTICLES IN JOURNAL OF LANGUAGE AND CULTURAL EDUCATION**” written by Siti Fatmahwati student number 14121310356 has been examined on 28th July 2016. It has been accepted by the board examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* state Islamic Institute Cirebon.

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CHAPTER I

INTRODUCTION

1.1. Research Background

The journal is a scientific paper which is based on real events and grounded with research. From the results of research an article is considered real. A learning journal represents an accentuation of those right conditions – some guidance, some encouragement, helpful questions or exercises and the expectation that journal-writing can have a worthwhile consequence, whether during or at the end of the process, or as a result of both (Moon Jennifer, 2006: p. 10). A journalist writing in a journal should be based on a phenomenon that according to them is a very big issue and should be resolved by a study that the problem is resolved. In writing a journal also must be based on strong theory as reinforcing our ideas. In creating journal, also do not an easy thing and not just anyone but someone who has been educated and even have a degree that is worth exemplified. However, it would not hurt also if the student can keep a journal it is a pride for us. In fact, almost the journal is same with journal. The journal is a central feature of the research world, the typically of the presentation and approval of a formal proposal is required before a piece of research can advance (Keith F Punch, 2000: p. 1). In the journal, students can understand the ways making of produce new theories. The journal is the way to find new discoveries and real events that is around us. Before find the new discoveries, definitely the students should examine the study area have been controlled and that makes them interested. Journal must not be separated from writing activities.

Writing is important to increasing the knowledge through the transfer of opinions, and arguments. Writing is focusing in turn on theories that are mainly concerned with texts, with writers and with readers (Ken Hyland, 2009: p. 19). Writing is fundamental to develop our brain to find ideas hidden, so that could be redeveloped in order to be a great idea. In the writing also should understand how putting word for word thus as to produce a correct sentence, coherent, and have a relevant meaning. In creating a coherent



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sentence is closely related to cohesion. In writing, cohesion is important because the students can show the relevant meaning.

Cohesion refers to the presence or absence of explicit cues in the text that allow the reader to find relations of meaning (Halliday and Hasan, 1997: p. 7). Cohesion is the most important element in writing. Cohesion refers to the establishment within the meaning of the text. Cohesion also includes a precision of words in a text. A text is REALIZED in the variety of sentences, and this is how the relation of text to sentence can greatest been interpreted (Halliday and Hasan, 1976: p.293). Formation of a text includes words that are relevant and connect with the sentence. Sentence in a text includes a row of words and have a keyword or idea that can developing. According to Halliday and Hasan (1976), the writer is Able to embrace together meanings in the related sentences in a number of ways, and cohesion is created to establish the structure of meaning. The authors should be able to connect the sentence by sentence and should be able to bring meaning relevant.

Cohesion is closely related to coherence. Both are the two elements that cannot be separated. Understanding cohesion and coherence in writing is very important. Cohesion and coherence is two important textual elements (Halliday and Hasan, 1976; Halliday, 2000). Cohesion refers to the relations of meaning that exists within a text. In other words, cohesion can be defined as linguistic devices that are used to link one part of a text to another. Both of these elements are very different. Cohesion refers to text elements that form the connections between sections of text. While coherence is not in the text, but the results of the dialogue is between text and reader or listener (Halliday and Hasan; 1976, p. 292). In terms of writing a text must be in accordance with the precision of a sentence.

The act of writing differs from that of talking in that it is less spontaneous and more lasting, and the resources which are available for communication are fewer because we cannot as we do in conversation interact with the listeners and adapt as we go along (Geoffrey Broughton, et.al; p.1980). Writing is conversation which requires a strong thought with written language. These studies focus primarily on two of the three dimensions of L2 writing



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that characterize the knowledge that student are expected to acquire: the features of texts they produce, and the context where writing takes place (Cumming, 2001) as cited in (Rosa M. Manchon 2009: p. 23). Likewise, in a journal, writing in the journal contained an article that should be trusted because it is through the research phase. In the journal submitted text also enumerated by the author in accordance with context. So the reader can understand even get much information from the journal.

There have been some anxieties in the areas writing. The first concern is about rhetorical strategies in EFL writing (Zare, 2009; Cahyono, 2000; Suryani, 2013; Anne, 2006)). The second is about writing fluency (Sabet, Tahriri, Pasand, (2013); Pourdana & Behbahani (2011)). The third is about cohesion writing in EFL writing (Samian, 2006; Kafes, 2012; Tongkiengsirisin, 2010; Sadighi, 2012)). The fourth is about scaffolding in EFL writing (Laksimi, (2010); Hayati, (2011); Yuanying, (2011); Sabet, (2013); Nguyen, (2013)).

Nowadays, there are issues and phenomena on journal that many journals who only pay attention to grammatical but does not pay attention to cohesion and correctly. In fact, cohesion is essential to understand and use in writing. In the cohesion is a picture of significance. According to Halliday and Hasan (1976: 292) states that cohesion Refers to text elements that form the connections between sections of text. If a reader can understand the contents of the text, it indicates that the writer can convey meaning with appropriate and relevant. But, the majority of students do not understand the term cohesion, but cohesion is the most important element in writing. Without cohesion, a text does not have a relevant meaning.

In the creating journal, students usually ignore the cohesion. Here, the researcher shown a gap is cohesive devices used in some selected articles in Journal of Language and Cultural Education (JoLaCE). In cohesion there are five cohesive devices, namely conjunction, references, substitution, ellipsis, lexical conjunction. Fifth cohesive devices are often not considered. In additional, the essential thing is in create the journal majority use of language is not in accordance with the context of the discussion.



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Text is a unit of language in use (Halliday and Hasan, 1976: p. 17). Every idea that we pour in a writing of a language unit that is to own meaning. Language which is produced in the human brain is the process of collecting relevant meaning. Cohesion is closely related to discourse analysis. Cohesion was reformulated as a set of discourse semantic systems at a more abstract level than lexicogrammar, with Reviews their own metafunction organization (Halliday, 2009: p. 165). An article will generate coherence meaning if the article was based on a proper context and in accordance with the discussion contained in the text. The contexts include all such factors that writers and readers bring into the process of the formation of meanings, especially their discursive competence and framework of value judgment (Mikko Lehtonen 2000: p.114). In a text, it must have a concrete meaning and can convey messages provided delivered by reader. The information can be conveyed properly, if in the context of writing focus on the discussion. Contexts play an essential role in what has traditionally been described as the 'understanding' of texts (Mikko lehtonen 2000: p.115).

Each text always has its context which surrounds and penetrates it both temporally and locally and links it with other texts, as well as with other human practice (Mikko Lehtonen 2000: p. 110). Context is very important to understand information about a text in order to bring out the meaning clear. Contexts are seen as 'divide 'backgrounds' of texts, the which in the role of a Assured kind of additional information can be an assist in understanding the texts Themselves (Mikko Lehtonen; 2000, p.110). Text is depending with the context. Furthermore, Contrary to this notion that is so deeply embedded in our culture, not a single text comes to us without a context that has been connected to it. By understanding the context, the writer or the reader had immediately capture the main idea that a text.

In this paper, researcher had been investigating in the Journal of Language and Cultural Education (JoLaCE). Before examining journal contained in JoLaCE, researcher had brought the history of Reviews this journal, because by knowing the history contained in the journal, this paper had become clear. Journal of Language and Cultural Education (JoLaCE) is a



double-blind peer-reviewed international journal promoting international scholarly exchange among researchers, academics, and professionals. It carries only original, previously unpublished full-length research and survey articles that reflect the latest research and developments in both theoretical and practical aspects of language, literary and cultural education. Review studies, research-in-progress reports, short research notes, commentaries, and in-field publications reviews are invited to be published as well. There are several scopes that exist in the JoLaCE, namely:

- Language and education
- Literary studies and education
- Cultural studies and education
- Intercultural education
- Translation studies and education
- Applied linguistics (including sociolinguistics, psycholinguistics, and neurolinguistics) in language education
- Research methods in related fields

The journal has evolved from and continues in academic and publishing traditions set by the series of proceedings from the *International Conferences on Language, Literature and Culture in Education (LLCE)*, organized annually by SlovakEdu, no. The content of individual journal issues is selected and composed by the International Editorial Board. The quality of the papers is ensured by blind double-peer reviewing process. The journal is published as an electronic open-access journal. Readers or their institutions are not charged for the access to the online version of the journal so they may read, download, copy, distribute, print, search, or link to the full texts of these articles for free, solely for non-commercial purposes. For the time being, LLCE papers (open access digital documents) are archived in the SlovakEdu digital library with the prospect of archiving the digital contents in one of certified digital repositories (since 2016).



1.2. Focus of The Research

This research is focused on investigating cohesive devices used in some selected articles in Journal of Language and Cultural Education (JoLaCE). Here, researcher had been choosing three articles in JoLaCE that is published since the year 2013 to 2015. The first article is entitled “*Applied Linguistics Research of Bilingualism and its Incentives for Foreign Language Pedagogy*” Journal of Language and Cultural Education (2013), 1.1. The second article is entitled “*Code-switching as a Foundation for Including Multilingualism in English as a Foreign Language Education*” Journal of Language and Cultural Education, 2(3). The third article is entitled “*The benefits and pitfalls of a multicultural teaching faculty and a monocultural student population: An interpretive analysis of tertiary teachers’ and students’ perceptions in the United Arab Emirates*” from Journal of Language and Cultural Education, 2015, 3(3).

As EFL learners from ELT, should know English Language Teaching deeper, to be practiced in students using the appropriate method or manner in pursuit. Researcher chose JoLaCE as an object of research because this journal also describes some and implementation of teaching language. In addition, this paper as well as journal related to ELT and can be read by generations that come in IAIN Syekh Nurjati Cirebon. Researcher had been choosing researching the journal, because the researcher interested in reading the journal. In reading the journal, EFL learner knowledge is very extensive, especially in reading JoLaCE. Here, the researcher has been examining how much the author using cohesive devices in the writing of the journal. In addition, researcher had also investigated any cohesion or cohesive devices frequently used by the author.

According to the researcher, the journal is a real scientific work and based on the research is clear. The journal also facilitate researcher in researching in the area of cohesion. There are cohesive devices in the cohesion namely: conjunction, references, ellipsis, substitution, and lexical conjunction. There is devices cohesion that had been clarifying on journal. The tripartite structure of the context of situation is significant; it emphasizes



the nature of talk as a form of social action (Halliday and Jonathan; 2009, p. 172). Context of situation is very important in the writing, especially in the writing of journals. According to Halliday (1978) stated about context of situation are divided into three parts field, tenor, mode. In using the context of this situation had help the researcher to find cohesion in journals.

1.3. Research Questions

To find cohesive devices in some selected Journal of Language and Cultural Education, therefore the existence of second research questions, namely:

1. What cohesive devices are used in the journal of language and cultural education?
2. What are cohesive device which frequently used by the author?

1.4. Aims of The Research

From the formulation of problem above, the researcher has some aims to be achieved:

1. To describe the use of cohesive devices in the journal of language and cultural education.
2. To identify the calculation result of cohesive devices which frequently used by the author.

1.5. Significance of The Research

The current research is to investigate cohesion in text and context of journal which is planned to give contribution to the body of knowledge in both theoretical and practical aspect mainly.

Theoretically, this study is intended to:

1. Giving the comprehension cohesive devices in the part of cohesion especially in the journal of language and cultural education
2. Giving an extra insight what cohesive devices which frequently used by the author in the journal of language and cultural education.



Practically, the researcher believes that study about cohesive devices in create of journal:

1. Rising cohesive devices in the writing particularly in the journal.
2. Developing an imminent that important to knowing and comprehension cohesion in the writing of the journal.

1.6. Previous Studies

It is generally accepted that the writing on the differences areas, researches by many researches in the past decades. The notion of cohesion has been studied many times by different researchers with different context, situation, and background. Although taking a researcher's study is acceptable in order to analyze its weakness, it is important to notice previous study in order to get further insight about what current issue happens in the area. It avoids the meaningless study because of choosing same topic taken by a researcher unintentionally. Here, are some previous studies with the similar topic about cohesion in text and context. The following are:

First, Hmoud Alotaibi (2015) investigated about the role of lexical cohesion in writing quality. This journal shares the interest that linguists have found in discussing cohesion, especially after the influential work of Halliday and Hasan (1976). It investigates the relationship between the lexical cohesion and writing quality. More particularly, it highlights the specific types of lexical cohesion that either enhance or weaken the writing quality. It accepts the fact that both "writing quality" and "cohesion" are still slippery terms due to the instability of the factors that label them. The paper therefore follows a specific model proposed by Witte and Faigley (1981) which itself was based on the taxonomies of cohesive ties presented by Halliday and Hasan (1976). The study raises some issues that might be taken further by researchers such as the mother tongue of the writers and the raters of the papers as well as the different disciplines and types of papers. The findings of the study indicate that there are two important factors that influence the writing quality regarding its relation to the lexical cohesion; the use of the lexical item of the same type, and the location of that lexical item. However, it should be noted that this



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study was concerned about the lexical cohesion, so this might explain why its findings are different from those in Witte's and Faigley's (1981). It should be noted also that writing quality is not all about lexical cohesion, yet it is an effectual factor and must not be ignored as the results above have discerned. A final note regarding the role of lexical cohesion in writing quality is that the use of lexical cohesion is important, but the items need to be distributed to include all different kinds of lexical ties; i.e., same item, synonym, super-ordinate, general, and collocation. In other words, having a high number of one lexical item had clearly affect the writing quality; as Roxana used most of the ties of the same item and is thus being ranked as the worst.

Second, Hossein Vahid Dastjerdi Samira Hayati Samian (2006) investigated about Iranian graduate non-English majors' use of cohesive devices in argumentative essays, and also the relationship between the number of cohesive devices and writing quality. Several studies have indicated the problems that L2 writers have while writing. This study investigated about Iranian non-English major graduates' use of cohesive devices in argumentative writing and the relationship between the number of cohesive devices and quality of their writing. This study employs qualitative method: Participants and Data Collection Procedure. The results is the results of this study suggest that the participants, Iranian graduate non-English majors, had knowledge of cohesive devices and were capable of employing a variety of them in their argumentative writings. Some of the cohesive devices employed were wrongly used which made it difficult to comprehend the text. Among the three cohesive devices examined, lexical devices (52.2%) formed the highest percentage of the total number of cohesive devices used in the argumentative essays, followed by reference devices (27.6%) and conjunctions (20.2%). A more detailed analysis of the cohesive devices used in the argumentative essays showed that, in reference devices category, pronominal devices (51.3%) were the most frequently used while demonstratives (10%) the least frequently used.

Third, Hüseyin Kafes (2012) investigated about Turkish EFL learners' ability in composing cohesive texts in their first language and in English as



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their foreign language, and to examine whether there are similarities between lexical reiteration cohesive devices they employ in composing cohesive texts both in Turkish and in English. This study employs both qualitative and quantitative approaches, comprising frequency counts and text analysis of twenty semi-guided picture stories both in Turkish and in English based on a set of pictures, depicting what happened before, during and after a fire incident which broke out at an apartment. The technique of the method is Data Collection Procedure and Data Analysis. The results have shown that repetition of the same lexical items was by far the most frequently used type of lexical cohesion in both languages. The findings are discussed in terms of their implications for writing.

Fourth, Junxin Li (2013) investigated the effects of teacher written feedback and students' revision on the use of cohesive devices in expository compositions written by Thai postgraduate students. This study addresses four areas of importance to the written feedback and students' revision on the use of cohesive devices in expository compositions written: (1) that even though cohesion is a useful linguistic element that contributes to well-connected writing, it may not be adequate as a means of measuring overall writing quality, (2) that teacher written feedback should be personalized to cater for each individual student's needs and each problematic writing situation, and (3) that feedback plays a crucial role in raising awareness regarding the use of cohesion in L2 writing. This study employs both qualitative and quantitative: the participant, Data Collection Procedure and Data Analysis. The results show that the use of overall cohesion in the post-test of the experimental group is higher than that of the control group at statistical significance level of .05.

Fifth, Firooz Sadighi (2012) this study investigating the most frequent cohesive errors committed by Iranian undergraduate EFL learners at different levels of proficiency as well as the sources of cohesive errors. This study employs both qualitative and quantitative: Participants Instruments Data collection procedures Data analysis procedures. In the participant, male and female EFL undergraduate students at Shiraz Azad University participated in



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this study-42 female and 25 male. The participants ranged in age from 20 to 26. The scoring of Oxford Placement Test was based on the number of items answered correctly by the students. Each correct answer received one point and the total score of the test was 50. The result is for the most frequent cohesive errors committed by L2 learners at different levels of proficiency. Low-level learners' most frequent cohesive errors, investigating 22 compositions written by low-level learners identified the 35 cohesive errors in which the use of references were the most frequent ones (20), followed by errors in lexical (14), and conjunctive cohesion. Mid-level learners' most frequent cohesive errors besides, a total of 32 cohesive errors in the narrative compositions of 27 mid-level learners were identified. The findings showed that errors in references were the most common (17), followed by errors in lexical (13), and conjunction cohesion (2). High-level learners' most frequent cohesive errors. The high-level learners' most frequent errors were involved in lexical cohesion (17), references (14), conjunction cohesion (3), and substitution (1), among the total of 35. It was evident that low-level learners' most frequent errors were involved in references (20), followed by errors in lexical (14), and conjunctive cohesion (1). Besides, the findings showed that errors in references were the most common (17), followed by errors in lexical (13), and conjunction cohesion (2) in the mid-level learners' narrative compositions. Finally, the high level learners' most frequent errors were involved in lexical cohesion (17), references (14), conjunction (1), cohesion (3), and substitution (1).

The previous studies above show that cohesion on the different aspects. Here, researcher had be focus on cohesive devices that frequently used in the Journal of Language and Cultural Education (JoLaCe). The journal is a scientific article based on a study. Similarly, the journal, the proposal communicates the investigator's intentions and research plans to those who give consent, or allocate funds. The document is the primary resource on which the graduate student's review panel (or dissertation committee) must base the functions of review, consultation and approval of



the research project (Punch, Keith 200: p.13). In the creating journal, the writer should be developing the ideas consistent with the theory that supports.

1.7. Theoretical Foundation

This research is related to the theoretical foundation which is concerned about:

1.7.1. Writing

Writing is an activity and how a person development the idea, arguing, and acquiring knowledge through a written language. In the writing, a person had acquired extensive knowledge and thinking we had continued to evolve. Writing is important to increasing the knowledge through the transfer of opinions, and arguments. Writing is focusing in turn on theories that are mainly concerned with texts, with writers and with readers (Ken Hyland, 2009: p. 19). Reading and writing can require knowledge and skills that include in the system language to construct meaning (Alwasilah 2012: p. 174). In writing, the writing we should be able to keep the reader interested. Usually in the introduction is crucial interest to the readers of our paper. Therefore, the thought of an idea must be appropriate to the context in our writing.

There are approaches to writing which are adopted from Ken Hyland (2009: p. 20), those are:

- The first approach focuses on the products of writing by examining *texts*, either through their formal surface elements or their discourse structure.
- The second approach, divided into expressivity, cognitive and situated strands, focuses on the writer and describes writing in terms of the *processes* used to create .texts.
- The third approach emphasizes the role that *readers* play in writing, adding a social dimension to writing research by elaborating how writers engage with an audience in creating texts.

All three approaches above are helpful in assembling author verbatim in order to become relevant sentences that have meaning. In



determining the relevant meaning, the author should be able to use cohesive devices in cohesion with the right. Cohesion is the one who can determine the value of our writing.

1.7.2. Cohesion

Cohesion refers to the existence or absence of explicit cues in the text that allow the reader to find relations of meaning within it (Halliday and Hasan 1997: p. 7). Within writing, should be able to convey the meaning or information to the reader. Because of writing is to convey the real information that can be used as knowledge. Cohesion is very important in the text, because the text contains relevant meaning. Within the meaning cohesion is very instrumental. Characteristics of the text can help cohesion relationship with the text.

The sentences of a text are related to each other both substantively and by cohesion. It is a characteristic of a text that the sequence of the sentences cannot be disturbed without destroying or radically altering the meaning (Halliday and Hasan 1976: p. 28). A text is cohesive if, as a whole, the sentences and spoken utterances are semantically linked and consistent (Emilia, 2014. p. 92). Inside the text, must use the right words and have meaning according to context. in making the text should also be disconnected between sentences from one another so that the readers are not confused in reading the text. As explained at the outset that cohesion is the relationship between the texts with meaning. *Cohesion occurs where the interpretation of some element in the discourse is dependent on that of another. The one presuppose the other, in the sense that it cannot be effectively decoded except by resource to it. When this happens, a relation of cohesion is set up, and the two elements, the presupposed are thus at least potentially integrated into a text (Halliday & Hasan 1976:4 as cited in Eggins, 1994, p. 88).*

There are devices cohesive of cohesion namely:



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1.7.2.1. Conjunction

Includes both conjunction proper and continuity (Halliday and Hasan 1976: p. 534). In writing, the words connecting from one into another sentence should be used the appropriate conjunctions. Conjunction in a post is essential because with the sentence conjunction had become apparent. The information written by any author had be conveyed explicitly to the reader. Conjunction proper is not used in this opening phase of the conversation, but it does appear later in the same text (Halliday and Hasan 1976: p. 534). Conjunctions not only in speaking, but the conjunctions are also applicable to the writing. If we convey information through speaking, definitely use conjunctions to clarify our conversation. The same thing with writing, the conjunction connected word by word in order to be relevant sentences that have meaning. Conjunction is rather different in nature from the other cohesive relations. Conjunctive elements are cohesive not in themselves but indirectly, by virtue of their specific meanings (Halliday and Hasan 1976: p. 231). Element conjunctive here is reference, substitution, and ellipsis. According to Halliday (1976:242) conjunction is divided into four types, namely:

1.7.2.1.1. Additive conjunction

According to Halliday (1976:244) stated that the additive relation is somewhat different from coordination proper, although it is no doubt derivable from it. The words that including to the additive conjunction are “*and, or, furthermore, in addition, besides, alternatively, that is, I mean, in other words, for instance, thus, likewise,*



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similarly, in the same way, on the other hand, by contrast”.

1.7.2.1.2. Adversative Conjunction

According to Halliday and Hasan (1976:250) stated that the basic meaning of the adversative relation is contrary to the expectation. Adversative conjunction is used when the author disagreed with the sentence afterward. The expectation may be derived from the content of what is being said, or from the communication process, the speaker-hearer situation, so that here too, as in the additive (Halliday and Hasan, 1976:250). It also adversative conjunction is used when the speaker argued or disagreed with the audience using adversative conjunction. There are some examples of words that including to the adversative conjunction, such as “*yet, though, only, but, however, nevertheless, despite this, in fact, actually, as a matter of fact, at the same time, instead, rather, on the contrary, at least, in any case, anyhow, any rate”.*

1.7.2.1.2. Causal Conjunction

According to Halliday and Hasan (1976:256) the simple of causal relation is expressed by *so, thus, hence, therefore, consequently, accordingly, and a number of expressions like as a result (of that), in consequence (of that), because of that.* It is outside that can be occupied by these items in the sentence, but the same general types exist as with the adversative.



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1.7.2.1.3. Temporal Conjunction

The relation between the theses of two successive sentences- that is, their relation in external terms, as content- may be simply one of sequence in time: the one is subsequent to the other (Halliday and Hasan, 1976:261). The words that including to the temporal conjunction are “*then, next, after that, just then, at the same time, previously, before, finally, at least, at once.*”

According to Martin (1992) there are several kinds of conjunction, namely:

- Additive: and, or, moreover, in addition, alternatively
- Comparative: whereas, but, on the other hand, likewise, equally
- Temporal: whole, when, after, then, meanwhile, finally
- Consequential: so that, because, thus, since, if, therefore

1.7.2.2. References

The specific nature of the information that is signaled for retrieved (Halliday and Hasan 1976: p. 37). In the case of reference the information to be retrieved is referential meaning. The identity of the particular things or class of things that is being referred to; and the cohesion lies in the continuity of reference. Reference is presupposition at the semantic level. A reference item signals that the meaning is recoverable (Halliday and Hasa 1976: p. 145). Though not necessarily in the form of the actual word or words required. Reference creates cohesion



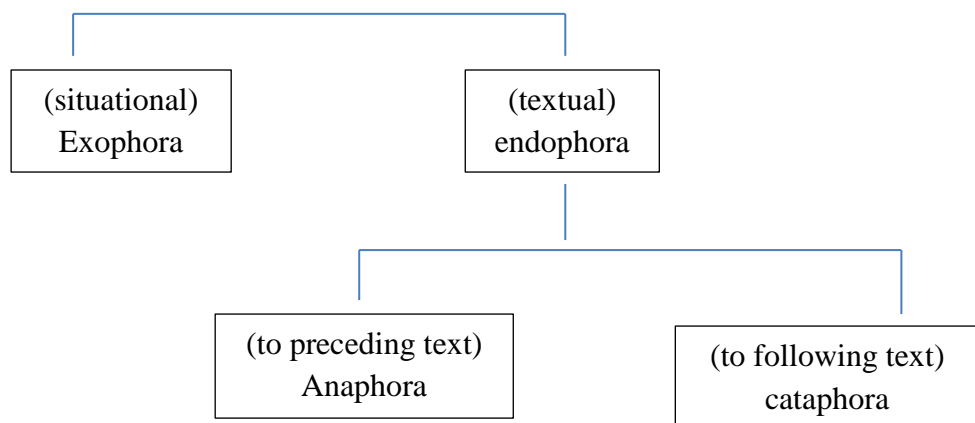
by creating links between elements. In writing words appoint people, objects, or animals could use reference. The remaining (nominal) demonstratives *this, these, that, those*, and *the*, refer to the location of some things, typically some entity person or object that is participating in the process; they therefore occur as elements within the nominal group (Halliday and Hasan, 1976: p. 58). Reference refers to systems which introduce and track the identity of participants through text (Emilia, 2014. P. 95). References also identify how an author introduces the participant in writing to a reader. How meaning is conveyed to the reader clearly.

For example:

Three blind mice, three blind mice. See how they run! See how they run!

(*They* refers to *three blind mice*)

According to Halliday and Hasan (1976:33) have a special term for situational reference, there are:



Exophora is not simply a synonym for referential meaning (Halliday and Hasan, 1976:33). For example,



Marchel or bag or swim have referential meaning: object, class of objects, process. Endophoric (textual) is essential to every instance of reference, while exophoric (situational) is that there is presupposition that must be satisfied: the thing referred to has to be identifiable somehow (Halliday and Hasan:1975:33). Reference in the text is important because can affect meaning that readers are not confused in reading the text. Meaning contained in the text will be clear and understandable by the reader.

There are types of reference:

1.7.2.2.1. Personal reference is reference by means of function in the speech situation, through the category of *person*.

For example:

Noun : I, you, they we, she, he, it

Pronoun : me, you, them, us, her, him

Possesive pronoun : mine, yours, ours, his, hers, theirs, its

Possesive noun : my, your, our, his, her, their, its.

1.7.2.2.2. Demonstrative reference is reference by means of location, on a scale of *proximity*.

1.7.2.2.3. Comparative reference is indirect reference by means of *identity of similarity*.

According to Eggins (1994, p. 96), the commonest presuming reference items:

- The definite article: **the**

One day the man had to go to the city

- Demonstrative pronouns: **that, these, those.**

This is nice... That is new to me.

- Pronouns: *he, she, it they, etc*

He had to go to the city.



For example, according to Emilia (2014:95):
Once upon time there was a man who lived in a cottage in the country side with three daughters. His youngest daughter was so pretty that everyone called her “Beauty” which made her two sisters jealous.

One day the man to go to the city. Before he left, he told his daughters that he would bring each of them back a present and asked what they would like... (from the story “Beauty and the Beast”, Parragon, 2000: 254)

1.7.2.3. Ellipsis

Ellipsis is indicates continuity, allowing speaker and addressee to focus on what is contrastive. Cohesion in the text is achieved by ellipsis, where we presuppose something by means of what is left out (Halliday and Hasan; 1976, p.563). The starting point of the discussion of ellipsis can be the familiar notion that it is ‘something left unsaid’. There is no implication here that what is unsaid is not understood; on the contrary ‘unsaid’ implies but understood nevertheless, and another way of referring to ellipsis is in fact as something understood, where *understood* is used in the special sense of going without saying (Halliday and Hasan 1976:p. 142). Ellipsis can be regarded as substitution by zero.

Ellipsis is the omission of a word or structural part of a sentence or clause and the ellipse element is understood by the reader from the textual context (Knapp & Watkins, 2005, p. 50). Ellipses leave out words and force the reader to retrieve the meaning from the surrounding text (Derewianka, 2011, p. 194). Grammatical ellipsis enables



writers to achieve economy by avoiding having to repeat lexical and structural elements that can be retrieved or understood by the reader by what has proceeded or what has followed the ellipses element (Kanpp & Watkins, 200, p. 50-51). For example:

His book is much more interesting than mine (my book is).

Today's weather is not as cold ad yesterday's (yesterday was).

For example: *Jhon brought some carnations, and Rose some sweet peas.*

There are three types of ellipsis, namely:

1.7.2.3.1. Nominal Ellipsis

Class that function as Head in the elliptical groups. Classifier is very rarely left to function as Head. According to Halliday and Hasan (1976:154) stated that the most characteristic instances of ellipsis, therefore, are those with Deictic or Numerative as Head. Here, the situation is the other way round” substitution is much less common, in some cases excluded altogether. Here, there are three types of deictic, namely:

1.7.2.3.1.1. Specific Deictic

For Example: each, every, all, both, any, either, some.

1.7.2.3.1.2. Non Deictic

For example: each of my children any of the answer, some of that pudding.

1.7.2.3.1.3. Non-Specific Deictic

For example: Each, every, any, either, no, neither, a, some, all, both.



1.7.2.3.1.4. Post Deictics

For example: other, same, different, identical, usual, regular, certain, add, famous, well-known, typical, obvious.

1.7.2.3.2. Verbal Ellipsis

An elliptical verbal group presupposes one or more words from a previous verbal group. Technically, it is defined as a verbal group whose structure does not fully express systemic features—all choices that are being made within the verbal group systems.

For Example:

- Am, is, are, was, were
- Have, has, had
- Do, does, did
- Shall, will
- Used (to)

1.7.2.3.3. Clausal Ellipsis

The two types ellipsis above, the clause as the point of departure. The clause in English, considered as the expression of the various speech functions, as statement, question, response and so on, has a two-part structure consisting of modal element plus propositional element. (Halliday and Hasan: 1976, p. 197)

For example:

The Duke was going to plant a row of poplars in the park

(Modal element)	(Propositional element)
-----------------	-------------------------



There are five kinds of clausal ellipsis, namely:

- Modal and propositional
- No ellipsis of single elements
- Ellipsis in questions-answer and other rejoinder sequences
- Ellipsis in 'reposting-reported' sequences
- Clausal ellipsis and clause complexes

1.7.2.4. Substitution

The substitution relation has no connection with specifying or identifying a particular referent; it is fairly neutral in this regard. Such as the empty one and non-specific ones such as an empty one are both equally likely (Halliday and Hasan; 1976, p.319). Substitution and ellipsis the difference in meaning is minimal. We defined ellipsis as substitution by zero; we could equally well have defined substitution as explicit ellipsis. Ellipsis is characteristic particularly of responses; responses to yes/no question, with ellipsis of the proposition (No he didn't; yes I have, etc), and to WH-questions, with ellipsis of all elements but the one required (Halliday and Hasan; 1976, p.322).

There are three types of substitution, those are:

Nominal	: <i>one, ones, same</i>
Verbal	: <i>do</i>
Clausal	: <i>so, not</i>

1.7.2.5. Lexical Cohesion

Lexical cohesion is cohesion that is establish hence (like substitution) at the lexis, or vocabulary. Here, prefer the vocabulary used by EFL learners in making journals.



On the borderline between grammatical and lexical cohesion is the cohesive function of the class of general noun. There are six types of lexical cohesion, namely:

1.7.2.5.1. Repetition

This is the repetition of a lexical item, or the occurrence of a synonym of some kind, in the context of reference; that is where the two occurrences have the same referent. Researcher had been researching synonym words or word of journals reset. 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’.

1.7.2.5.2. Synonymy refers to the relationship between words that are similar in meaning such as ‘customers’ and ‘patrons’

1.7.2.5.3. Antonymy refers to opposite or contrastive meanings such as ‘negative’ and positive’

1.7.2.5.4. Hyponymy refers to classes of lexical items where the relationship is one of ‘general-specific’ or ‘a type of’, such as ‘entree’ and ‘main clause’ in relation to the item ‘food’.

1.7.2.5.5. Meronymy refers to classes of lexical items which are in a whole-part relation, such as the relationship between ‘main course’, potatoes and broccoli, and fish, bones, and scale.

1.7.2.5.6. Collocation

A word that is in some way associated with another word in the preceding text, because it is a direct repetition of it, or some sense synonymous with it (Halliday and Hasan 1976: p. 324).



The class of general noun is a small set of nouns having generalized reference within the major noun classes, those such as 'human noun', 'place noun', 'fact noun' and the like. Examples are:

- People, person, man, woman, child, boy, girl (Human)
- Creature (non-human animate)
- Thing, object (inanimate concrete count)
- Stuff (inanimate concrete mass }
- Business, affair, matter (inanimate abstract)
- Move (action)
- Place (place)
- Question, Idea (fact)

1.7.3. Cohesion and Coherence

According to Halliday and Hasan 1976: Halliday, 2000, cohesion and coherence two important textual elements. Cohesion refers to the relations of meaning that exists within a text, in other words, cohesion can be defined as linguistic devices that are used to link one part of a text to another. Both of these elements are very different. Cohesion refers to text elements that form the connections between sections of text. While coherence is not in the text, but the results of the dialogue is between text and reader or listener (Halliday and Hasan; 1976, p. 292). In terms of writing a text must be in accordance with the precision of a sentence. It all cannot be separated by the context.

Lee (2002: 139) defines coherence as:

- Connectivity of the surface text evidenced by the presence of cohesive devices (Halliday & Hasan, 1976).
- An information structure which guides the reader in understanding the text and contributes to the topical



development of the text (Connor &Farmer, 1990; Firbas, 1986; Lautamatti, 1987).

1.7.4. Text

A text is REALIZED in the variety of sentences, and this is how the relation of text to sentence can greatest been interpreted (Halliday and Hasan, 1976: p.293). Within the meaning of the text are presented to the reader. In writing the text, a writer should be able to put his ideas clearly, so that the reader can understand and comprehend the text. Readers can also get information and understand the meaning of our writing. Text here, more focus on the relationship with the meaning of the text. Cohesion refers to the relations of meaning that exists within a text (Halliday and Hasan 1976: p. 292). Cohesion is very important in writing. Without cohesion, the reader may not be able to read an article, because in the text does not contain any relevant meaning. According to Lehtonen (2000: 73) states that texts can be in the form of writing, speech, pictures, music or any other symbol. Each turn of the sentence should also be disconnected with the previous sentence. Format197ion of a text includes words that are relevant and connect with the sentences, and this is how the relation of text to sentence can greatest been interpreted (Halliday and Hasan, 1976: p. 293).

According to Halliday (1975, p. 123) as cited in Emi Emilia (2014), a text is *“a semantic unit”*,... *the language people produce and need to what they say and write, and read and listen to, in the course of daily life... Any instance of language that is operational, as distinct from citation (like sentences in a grammar book, or words in a dictionary). The term covers both speech and writing it may be language in action, conversation, telephone talk, debate, public notices, intimate monologue or anything else.*

1.7.5. The Journal

The journal is a scientific paper which is based on real events and grounded with research. From the results of research an article is



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considered real. A journalist writing in a journal should be based on a phenomenon that according to them is a very big issue and should be resolved by a study that the problem is resolved. In writing a journal also must be based on strong theory as reinforcing our ideas. In writing journal, must be based on the theory of the strong to strengthen the opinion writer. As well as writing journal must be based on the foundation of an accurate theory. Proposals based on faulty science are hardly ever successful (Thomas, 2002: p. 32). The knowledge and interest in a region they would carefully study is very important in making the proposal, any idea that we input in the proposal must be based on theory or strengthened premises contained in the book. That's what makes us appreciated the journal and believed that the proposals we are indeed feasible and appropriate to the context.

1.8. Research Method

1.8.1. Research Design

The researcher uses qualitative method and content analysis as the approach. It is because researcher had use separate documentation. The researcher had been investigating about cohesion in journal and what cohesive devices are often used in a journal. This research is focused on investigating cohesive devices used in some selected articles in Journal of Language and Cultural Education (JoLaCE). Here, researcher had been choosing three articles in JoLaCE that is published since the year 2013 to 2015. The first article is entitled “*Applied Linguistics Research of Bilingualism and its Incentives for Foreign Language Pedagogy*” Journal of Language and Cultural Education (2013), 1.1. The second article is entitled “*Code-switching as a Foundation for Including Multilingualism in English as a Foreign Language Education*” Journal of Language and Cultural Education, 2(3). The third article is entitled “*The benefits and pitfalls of a multicultural teaching faculty and a monocultural student population: An*



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interpretive analysis of tertiary teachers' and students' perceptions in the United Arab Emirates” from Journal of Language and Cultural Education, 2015, 3(3).

Here, researcher use data collecting technique that is content analysis. Content analysis is a technique that enables researchers to study human behavior in an indirect way, through an analysis of their communications (Fraenkel, Wallen & hyun 2010: p. 477). The researcher chose content analysis as to answer the research question. In this paper, researcher use content analysis. According to Ary (2010:29) Content analysis focuses on analyzing and interpreting recorded material to learn about human behavior. The material may be public records, textbooks, letters, films, tapes, diaries, themes, reports, or other documents. Content analysis usually begins with a question that the researcher believes can best be answered by studying documents.

The qualitative method seeks to understand a phenomenon by focusing on the total picture rather than breaking it down into variables (Ary, et al. 2010: p. 29). Qualitative study is used gain an in-depth understanding cohesion in text and context on journal. Context here, using the context of situation by Halliday. There are the components of context of situation namely field, mode, and tenor. These three components offer a system which helps illustrate any socio-linguistic occurrence. In qualitative research, the design is flexible and may change during the investigation if appropriate. The design of qualitative research is thus often described as “emergent” (Ary, et.al.2010: p. 32).

According to Fraenkel, Wallen & hyun 2011: 479) there are steps involved in Content Analysis. Decide on the specific objectives you want to achieve. There are several reasons why a researcher might want to do a content analysis.

1.8.1.1.To obtain descriptive information about a topic.

Content analysis is a very useful way to obtain



information that describes an issue or topic. Similarly, a content analysis of the ways various historical events are described in the history textbooks of different countries might shed some light on why people have different views of history (e.g., Adolf Hitler's role in World War II).

1.8.1.2. *To formulate themes (i.e., major ideas) that help to organize and make sense out of large amounts of descriptive information.* Themes are typically groupings of codes that emerge either during or after the process of developing codes.

1.8.1.3. *To check other research findings.* Content analysis is helpful in validating the findings of a study or studies using other research methodologies. The statements of textbook publishers concerning what they believe are included in their company's high school biology textbooks (obtained through interviews).

1.8.1.4. *To obtain information useful in dealing with educational problems.* Content analysis can help teachers plan activities to help students learn. A content analysis of student compositions, for example, might help teachers pinpoint grammatical or stylistic errors.

1.8.1.5. *To test hypotheses.* Here, there is no test hypothesis, because using content analysis. So, focus to analyzing cohesive device that exist in the Journal of Language and Cultural Education (JoLaCe).

1.9. Research System

1.9.1. Steps of the research

Here, researcher itself that determines the steps in the research. Related to the study investigate cohesive device that exist in Journal of Language and Cultural Education (JoLaCe), this paper use



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qualitative research method. For qualitative data, the researcher might analyze as the research progresses, continually refining and reorganizing in light of the emerging results (Dawson, 2009: p. 115). The qualitative research method is highly dependent on the strength of the theory behind the research. Here, there are some basic steps followed by the researcher who uses qualitative research (Fraenkel, Wallen & hyun 2011: 429).

1.9.1.1. *Identification of the phenomenon*

It is the first step for doing qualitative study to provide particular phenomenon to be explored. This is the first step taken by a researcher. The first step is the realization that a problem exists. The problem may involve a question about something, a discrepancy in findings, or a gap in knowledge (Ary, et al 2010: p.11). The phenomenon is happens to be really real, and need to be investigated. The phenomenon of the problem in the journal, usually students in writing does not pay attention to cohesion area. They tend to prefer the grammatically. In fact, cohesion is very important because the cohesion is the relationship of the text with meaning. Here, researcher investigating the focus had be more cohesion in the journal. Additionally researcher had also examined cohesive devices contained in the journal.

1.9.1.2. *Defining the participants*

This step is purposed to categorize what kind of participant which is appropriate with the phenomenon. In this paper, do not use the participant, because pure using content analysis. So, researcher just focuses to investigating cohesive device which frequently used in the journal.

1.9.1.3. *Data collection*



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Here, researcher use the data is journal. This research is focused on investigating cohesive devices used in some selected articles in Journal of Language and Cultural Education (JoLaCE). Here, researcher will select three Articles in JoLaCE, which published since the year 2013 to 2015. The first article is entitled “*Applied Linguistics Research of Bilingualism and its Incentives for Foreign Language Pedagogy*” *Journal of Language and Cultural Education* (2013), 1.1. The second article, entitled “*Code-switching as a Foundation for Including Multilingualism in English as a Foreign Language Education*” *Journal of Language and Cultural Education*, 2(3). The third article, entitled is “*The benefits and pitfalls of a multicultural teaching faculty and a monocultural student population: An interpretive analysis of tertiary teachers’ and students’ perceptions in the United Arab Emirates*”. *Journal of Language and Cultural Education*, 2015, 3(3)

As EFL learners from ELT, should know English Language Teaching deeper, to be practiced in students using the appropriate method or manner in pursuit. Researcher chose this journal because it is based on the research journal researcher to be addressed, namely cohesion area. After reading the journal researcher is also very easy to understand. All the information on the journal conveyed clearly to the reader. So, make your choice researcher to examine the journal.

1.9.1.4. Data analysis

Analyzing the data in a qualitative study basically engages analyzing, synthesizing, and reducing the information the researcher obtains from various sources (e.g., observations, interviews, documents) into a coherent



description of what he or she has observed or otherwise discovered. Here, the researcher used technique documentation, because researcher in this paper had examined the cohesive devices that using in the journal.

1.9.1.5. *Interpretations and conclusion*

Interpretations are made continuously throughout the course of a study. Qualitative researchers tend to formulate their interpretations as they go along. As a result, one gets the researcher's conclusions in a qualitative study more or less integrated with other steps in the research process.

1.9.2. **Techniques and Instruments of Collecting Data**

Technique or instrument of collecting data is useless to inquire or to interview a search on the discussion of participants in research. But, researcher herein does not require the participant or respondent because here only focus researcher examined the cohesion area in text and context on journaling. The researcher had use two types of instruments of collecting data is documentation.

1.9.2.1. **Documentation**

In the documentation instruments the researcher had investigated cohesion that include in the journal. The idea of documentary research used to conjure up a mental image of a researcher digging around in a dusty archive among historical documents, but in fact there are many different ways of generating data through documents, including using the Internet, and there are many different types of documents (Mason, Jennifer 2002: p. 150). In the documentation process is also a researcher had be easier to investigation in the area of cohesion in text and context.



Besides that, researcher also had investigated about cohesive devices and what are cohesive devices that are used in the journal. That is where the precision of the writers to bring cohesion cohesive devices in properly, and had produce the relevant meaning. Cohesion refers to the establishment within the meaning of the text (Halliday and Hasan 1976: p. 7).

1.9.3. Data Analysis

Data analysis is the most complex and mysterious phase of qualitative research. Data analysis in qualitative research is a time-consuming and difficult process because typically the researcher faces massive amounts of field notes, interview transcripts, audio recordings, video data, reflections, or information from documents all of which must be examined and interpreted. Analysis involves reducing and organizing the data, synthesizing, searching for significant patterns, and discovering (Ary, et al 2010: p. 481).

Qualitative analysis involves attempts to comprehend the phenomenon under study, synthesize information and explain relationships, theorize about how and why the relationships appear as they do. In this method should use the qualitative theories that could support the idea of researchers. The researcher also in the researching should be based on theory.

The researcher truly follows what Lodico et.al (2006: p. 301) say in the way how to analyze the data. The step had been conducted as follows:

1.9.3.1. Preparing and organizing the data

The researcher had prepared to organize the journal, especially Journal of Language and Cultural Education (JoLaCE). In this paper, researcher had been investigating cohesive devices used in some selected articles in Journal of Language and Cultural Education



(JoLaCE). Here, researcher had been choosing three articles in JoLaCE that is published since the year 2013 to 2015. The first article is entitled “*Applied Linguistics Research of Bilingualism and its Incentives for Foreign Language Pedagogy*” Journal of Language and Cultural Education (2013), 1.1. The second article is entitled “*Code-switching as a Foundation for Including Multilingualism in English as a Foreign Language Education*” Journal of Language and Cultural Education, 2(3). The third article is entitled “*The benefits and pitfalls of a multicultural teaching faculty and a monocultural student population: An interpretive analysis of tertiary teachers’ and students’ perceptions in the United Arab Emirates*” from Journal of Language and Cultural Education, 2015, 3(3).

Here, including in the Journal of Language and Cultural Education (JoLaCE). After that, this journal will be investigated about cohesive devices that exist in this journal.

1.9.3.2. Reviewing and exploring the data

The researcher reads and understands all of the data that has been gathered up. Then the researcher had review the data in its own language that is easy to understand. Instead, one reads and examines the data to get an overall sense of what is in them and whether the data have been collected enough.

1.9.3.3. Coding data into categories

Coding is the process of identifying different segments of the data that describe related phenomena and labeling these parts using broad category names. Here, in



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this research also using coding as one of the data collection technique. There is some of coding, namely:

A: Article

P: Paragraph

S: Sentence

1.10. Research Timeline

No	Activities	J	F	M	A	M	J	J
1.	Selecting a problem							
2.	Reviewing the literature on the problem							
3.	Designing the research.							
4.	Collecting the data.							
5.	Analyzing the data							
6.	Interpreting the findings and stating conclusions.							
7.	Reporting results							



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