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An Analysis Of Coherence And Cohesive Device In Writing Recount Text Used By The Fifth Semester Students Of English Department In HKBP Nommensen University

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Abstract

Coherence is characterized by the use of supporting details arranged in such a way that the information intended to be conveyed, and the frequent use of time and sequences to convey supporting information can appear at once. This study explains how the fifth-semester students' mastery of the types of cohesion and coherence in writing recount texts and the difficulties faced by students. The data obtained came from students' writing tests in recount texts and interview tests. This research is a qualitative descriptive study. In this study, 20 fifth-semester students of English education study programs. Data analysis was found in the form of the number of each type of cohesion and coherence from the students' writing test and using the answers to the interview test. In the results of the writing test in writing recount text, the writer found 946 uses of cohesion and coherence devices, divided into 568 services of references (60.04%), 11 substitutions (1.16%), 8 ellipses (0.84%), 237 conjunction (25.05%), repetition of 47 (4.96%), then there are synonyms with 14 uses (1.47%), 1 antonym (0.10%), keywords repeated with as many as 21 uses (2.21%), 11 pronoun references (1.16%), 14 signs/transition words (1.47%), and logical ideas (1.47%). Based on student interview papers, 10 students faced problems. There are 3 votes for each type of grammatical cohesion, 2 for each type of lexical cohesion and 5 for each type of coherence, 2 for grammar, 1 for vocabulary, and 2 for constructing story ideas. Cohesion is a type of problem that students rarely complain about, while coherence is the type of problem most often complained about by students.

Keywords: *Cohesion devices; coherence devices; recount text.*

Abstrak

Koherensi ditandai dengan penggunaan detail pendukung yang diatur sedemikian rupa sehingga informasi yang hendak disampaikan, serta seringnya penggunaan waktu dan urutan untuk menyampaikan informasi pendukung dapat muncul sekaligus. Penelitian ini menjelaskan bagaimana penguasaan siswa semester lima terhadap jenis kohesi dan koherensi dalam menulis teks recount serta kesulitan yang dihadapi siswa. Data yang diperoleh berasal dari tes menulis siswa dalam teks recount dan tes wawancara. Penelitian ini merupakan penelitian deskriptif kualitatif. Dalam penelitian ini, 20 mahasiswa semester lima program studi pendidikan bahasa Inggris. Analisis data ditemukan berupa jumlah masing-masing jenis kohesi dan koherensi dari tes tulis siswa dan menggunakan jawaban tes wawancara. Dalam hasil tes menulis teks recount, penulis menemukan 946 penggunaan perangkat kohesi dan koherensi, terbagi menjadi 568 layanan referensi (60,04%), 11 substitusi (1,16%), 8 elips (0,84%), 237 konjungsi (25,05%), repetisi sebanyak 47 (4,96%), lalu terdapat sinonim sebanyak 14 penggunaan (1,47%), antonim sebanyak 1 (0,10%), kata kunci yang diulang sebanyak 21 penggunaan (2,21%), referensi kata ganti sebanyak 11 (1,16 %), 14 tanda/kata peralihan (1,47%), dan gagasan logis (1,47%). Berdasarkan kertas wawancara siswa, 10 siswa menghadapi masalah. Ada 3 suara untuk setiap jenis kohesi tata bahasa, 2 untuk setiap jenis kohesi leksikal dan 5 untuk setiap jenis koherensi, 2 untuk tata bahasa, 1 untuk kosa kata, dan 2 untuk membangun ide cerita. Kohesi merupakan jenis masalah yang jarang dikeluhkan siswa, sedangkan koherensi merupakan jenis masalah yang paling sering dikeluhkan siswa.

Kata kunci: *Perangkat kohesi; perangkat koherensi; recount text*

INTRODUCTION

Language is a tool for interpersonal communication that is used to convey ideas, emotions, experiences, and attitudes. In this world, there are many different languages that each have their own writing, pronunciation, and stress patterns. English is the language that is most often spoken in the six languages of the world mentioned above. Everyone who wants to learn English needs to be skilled in four fundamental skills. Listening, speaking, reading, and writing is the four fundamental skills that must be mastered in order to study English. One of the four skills stated previously that is most crucial for learning is writing. Writing is a process of transferring spoken or non-written ideas or thoughts to written form. According to Casanave in Rass (2011: 206), For pupils whose first language is not English, writing in English is quite challenging. This is because students of foreign languages are held to a higher level than native speakers and are expected to create written outputs that are comparable to those of native speakers. This is not because it's difficult to arrange a concept or a visual picture into such a series of sentences; but,

the problems come in students' efforts to still be consistent in their writing and how they express themselves clearly. The purpose of this writing is to tell the readers about an activity from the past, such as an encounter or an opportunity. It's not simple to begin writing this recount text. For someone to write a text of high quality, coherence and cohesion are two crucial aspects of writing expertise. The term "cohesion" is described as a semantic that relates to the relationships between meanings in a text by Halliday and Hasan in Masithoh and Fadlilah (2017: 80).

Writing

Meanwhile, Wong in Perumal & Ajit (2020: 2229), the interest in writing is now remarkably low. Through writing, we can share our thoughts, feelings, opinions, and messages with others. It is extremely complicated and challenging to learn. The three stages of written expression are planning, writing, and text revision .

Writing Process

The writing process, according to McCrimmon in Martono (2010: 7), involves three crucial steps: preparation, composition, and revision.

- a. Planning, students should be able to select a topic for their writing and understand the concept or subject they want to discuss in this step.
- b. Drafting, the students' chosen concepts will be developed during this process, and their suitability for development into a written piece will be assessed.
- c. Revising, students should review their work at this point to see if any missing or additional pieces need to be included.

The Definition of Recount text

Texts that recount events from the past in chronological order are called recount texts, according to Anderson and Katy in Miryanti (2015: 12). Recount and anecdote both have the same aim, which is to describe an ongoing or past occurrence. Anecdote contains a humorous element and is enjoyable, which is the key distinction.

Types of Recount Text

There are four different sorts of recount texts, according to Sue Stubbs in Miryanti (2015: 13).

- a. A personal recount is a recounting of an event that the author or speaker was involved in (e.g. verbal account, journal section).

- b. A factual recount is one that accurately describes the events that occurred, such as a police report, news story, or report of a scientific investigation.
- c. A procedural recount documents the processes that were taken to complete a task or plan.
- d. A biographical recount uses a third-person narrator to narrate the events in a person's life (he, she, and they).

Generic Structure Recount Text

The recount text has the following general organization:

- a. Orientation
- b. Events
- c. Reorientation

Cohesion and Coherence

1. Cohesion

Coherent implies associated or related, and cohesive means attached, according to the Big Indonesian Dictionary (KBBI), which the author cites on the website. Cohesion is crucial for creating comprehensive and coherent linguistic documents. Cohesion refers to a variety of factors, including meaning or lexical cohesion, in addition to forming or grammatical cohesion. Coherence is defined by Andersen in Kusumawardani (2018: 16) as all related sentences inside a paragraph. The use of supporting details ordered such that all information intended to be transmitted to the reader can emerge at once, as well as the frequent use of time or sequence to deliver supporting information, are all necessary components of a coherent sentence. Cohesion arises when the interpretation of some discourse items depends on the interpretation of other discourse elements. The two statements above lead to the conclusion that cohesion is a component of semantics and refers to the connections or ties that exist in the text and demonstrates the continuity between words or phrases in the text.

The Types of Cohesion

Cohesion is divided into two categories by Halliday and Hasan in Indriani (2015: 49), namely Grammatical cohesive devices and Lexical cohesive devices.

1. Grammatical Cohesion

There are four different types of grammatical cohesion, according to Halliday and Hasan:

- a. Reference, is used to describe dialectal items that, rather than being understood semantically on their own, refer to other items whose context is clear to both sender and recipient.
- b. Substitution, according to Halliday and Hasan in Al Muntaqo (2017: 12), substitution is the replacement of one item with another item in a text. In a linguistic context, these items can be words, phrases, and clauses.
- c. Ellipsis, a linguistic component is missing in the ellipsis. Typically, it is required for the grammar, which the author claims is obvious from the context and does not require further explanation.
- d. Conjunction, in order to make the relationship between clauses and their important relationships clear, conjunctions are generally utilized as markers (Eggins in Habibi, 2018: 517).

2. Lexical Cohesion

Concurring with Jamilah (2009: 25) states that cohesion exists when two words in the content are semantically connected or associated in terms of their meaning. Lexical cohesion is epitomized by rehashing the same lexeme or common things. Lexical cohesive devices include repetition, synonymy, and antonymy.

2. Coherence

Definition of coherence in Mali (2014: 15), this study states that coherence is a logical arrangement of ideas in a written work in which each idea is conveyed. relate to each other one. So based on Willis' opinion, it can be seen that the coherence structure can be from general to specific and specific to general. This is because all the sentences in the text that have been written have links to subjects, reflections, and concepts that flow easily. According to him previously, there are four ways to achieve coherence, namely, repeat key nouns, pronoun references, Use Transitional words, and Determination of logical ideas. There are four ways to achieve coherence, namely repetition of keywords, pronoun references, use of transitional words or phrases, and determination of logical ideas.

RESEARCH METHOD

The research design that has been used in this research is descriptive qualitative research because the results of this study are to identify and analyze cohesion and coherence in writing recount texts used by fifth semester students of the English Department at HKBP Nommensen University, and this research does not discuss hypothesis testing but focuses more on understanding material, words, phrases, clauses and using content analysis methods to find the

required data. Bogdan and Taylor in Priatna (2015: 1) state that qualitative research method is one that generates descriptive data from people's written or spoken words and observable behavior; the methodology is focused on the background and the individual holistically. The subjects that the researcher examined in this study were fifth semester students of the English Language Education Study Program at HKBP Nommensen University. There are 70 students in the fifth semester of this study program divided into groups A and B. Based on these data, the authors chose to use students in group A as research subjects for this study with a total of 20 students. The author intends to determine the amount of cohesion or coherence that exists in each student's recount text using an analytical approach.

Where the author applies the calculation formula:

$$P/Q \times 100\% = R$$

P: The total of the coherence or cohesion items in each type.

Q: The text's overall cohesion or coherence.

R: The intensity's percentage

RESULT AND DISCUSSION

The Result of Cohesion and Coherence Devices in Recount Text

Types of Cohesion and Coherence	Frequently	Percentage of Cohesion and Coherence
<i>Grammatical Cohesion</i>		
Reference	568	60,04%
Substitution	11	1,16%
Ellipsis	8	0,84%
Conjunction	237	25,05%
<i>Lexical Cohesion</i>		
Repetition	47	4,96%
Synonym	14	1,47%
Antonym	1	0,10%
<i>Coherence</i>		
Repeat Keynouns	21	2,21%

Pronoun Reference	11	1,16%
Transitional Words	14	1,47%
Logical Ideas	14	1,47%

Table 1. Percentage of Cohesion and Coherence in Student Recount Text

The Results of Interview Test Paper Analysis

Cohesion (votes)								Coherence (votes)				Other Problems (votes)		
Grammatical					Lexical			<i>RV</i>	<i>PR</i>	<i>TW</i>	<i>LI</i>	<i>Grammar</i>	<i>Vocab</i>	<i>Ideas</i>
<i>Ref</i>	<i>Sub</i>	<i>Ell</i>	<i>Con</i>		<i>Rep</i>	<i>Syn</i>	<i>Ant</i>							
3	3	3	3		2	2	2							
No face problems				10 students										

Table 2. The Result of Students Problems in Writing Recount Text

DISCUSSION

First of all, based on the recount text data has been done by the students and which the researchers have analyzed, it found that students in the fifth semester quite understand and often use types of cohesion in their writing. In their writing, the researchers found that they often used references and conjunctions, but unfortunately they did not understand and mastered the use of substitution and ellipsis. Second, based on the students' recount texts, the researcher found that they lacked coherence in writing texts. In the analysis of the interviews conducted by the researchers, the researchers also found that many of them had difficulty understanding coherence in writing. Therefore in this analysis, coherence only gets a percentage of 6,34%. The second analysis, based on student interview papers, we can see that of the 20 students the author examined, there were 10 students who faced problems in writing recount texts, where the problem of using each type of grammatical cohesion has a score of 3 votes for each type, each type of lexical cohesion has a score of 2 votes, and each type of coherence has a score of

5 votes. In addition to the problems of cohesion and coherence above, some students said that they had difficulty in composing grammar with 2 votes, choosing the right vocabulary with 1 vote and compiling their ideas or experiences into the story with 2 votes. From the explanation above, we can see that as many as five students have difficulties in using all types of coherence devices to write recount texts, and this is the problem most students recognize when they write recount texts.

Based on the explanation above, the writer can conclude that fifth-semester students are very good at writing recount texts and in using cohesion, especially references and conjunctions, but they are very lacking in using coherence in recount texts. So we can also conclude that cohesion and coherence are important elements in writing and can make writing good.

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