



Grammatical and Lexical Cohesion as Students' Language Ability in Composing Sentences of Observation Report Texts

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<http://dx.doi.org/10.18415/ijmmu.v7i10.2088>

Abstract

This study aims to 1) describe the grammatical and lexical cohesion used by the students to compose sentences of the observation report text and 2) explain the role of grammatical and lexical cohesion in the students' observation report texts. The data source of this research was students as many as 70 people with 70 written text data of student observation reports. The analysis results showed that the use of grammatical cohesion which includes pronoun and conjunction. Lexical cohesion includes repetition, antonym, synonym, and hyponym. The roles of the two cohesions can help students to develop sentences to be cohesive.

Keywords: *Cohesion; Grammatical; Language Ability; Lexical; Observation Report Text*

Introduction

Language ability is supported by several components; one of them is language knowledge dealing with cohesion. This statement refers to the Hymes' theory and Bachman & Palmer's modification (Douglas, 2000: 34) which explains that a person's cohesion knowledge can help in language activities. For example, Cohesion can be used in composing sentences that can be coherent and whole so the readers can understand the contents of the sentence (Halliday, 2014: 2). Besides, the sentences to be conveyed must be related systematically (Setiawan, 2018: 52).

Cohesion refers to grammatical and lexical elements on the surface of the text that can form relationships among parts of the text (Tanskanen, 2006: 7). Cohesion contributes to coherence which means it is one way of signalling coherence in the text. Without cohesion and coherence in the text, there will be no cohesiveness. It is in line with Olga (2017: 135) that cohesion facilitates the formation of lexical and grammatical relationships among parts of the text and between texts. Karoly (2017: 5) argues that cohesion is used to refer to clear links that can be grammatically explained on the surface of the text.

The uniformity among elements in a sentence is usually marked by grammatical and lexical markers or what is commonly called a grammatical and lexical cohesion tool. Halliday & Raqaiya Hasan

(1976: 29) classifies cohesion into several tools, namely references related to pronouns, substitution, ellipsis, conjunction, and lexical. Grammatical cohesion includes reference, substitution, ellipsis, and conjunction. Meanwhile, lexical cohesion includes repetition, synonym, antonym, hyponym, collocation, and equivalence.

A written or spoken text cannot be separated from the use of cohesion. Petchprasert, Anongnad (2013), based on their research, explained that in writing essays, cohesion markers can be used to explain and relate the ideas to one another so that they are correlated... This cohesion marker has an important role to help the effectiveness of the sentence.

The importance of cohesion in composing sentences so that they are coherent and whole was the researcher's first reason took up this topic. The success of achieving the messages written by the authors can depend on the cohesion markers. So that, the researcher initiated to investigate the composed sentences made by students to measure their cohesion knowledge.

In addition to the importance of cohesion, the researchers took this topic because several previous research discussed cohesion tools with different objects such as Sunarsih (2015) which focused on cohesion in novels. Then, Sumadi (2016) in his research discussed character markers as part of cohesion in short stories. There is also Zanah, Sri Wahyuni., Et al (2018) who focused on grammatical and lexical cohesion in a collection of an anecdote by Ray Foley. Winita, Sucia & Syahrul Ramadhan (2019) in their research took the topic of grammatical and lexical cohesion in a collection of short stories from Kompas. Those previous researches became as references for developing similar research with different topics, namely the observation reports text made by the students.

Based on the reasons above, this topic is important to examine the students' cohesion knowledge in composing the observation report text. The composed text will be analysed by observing the sentences that use grammatical and lexical cohesion. The researcher also analysed the role of the use of cohesion in the text that students have created.

Method

This research was a qualitative descriptive. The data was collected by the researcher and then it was analysed; also it was described through descriptions of words and sentences based on the research topic. Source of data in this research were 70 students. The data collected were the students' observation report with "Covid 19" theme in the form of written text. Researcher analysed the grammatical and lexical cohesion used by students in composing sentences in the observation report text made.

The data collection technique in this research was document technique. Miles, MB, Michael Huberman & Johnny Saldana (2014: 30) explained that document techniques can be used in qualitative research if the data collected is in the form of documents. The document contains text which can be read, recorded, and interpreted to answer research problems. The collected data was then analysed using interactive analysis techniques model from Miles and Huberman (2007: 33) to conclude the stage of the findings.

Results and Discussion

The results of this research showed that 1) grammatical cohesion includes (a) pronouns, and (b) conjunctions. 2) Lexical cohesion includes (a) repetition, (b) antonym, (c) synonym, and (d) hyponym.

Grammatical Cohesion

(a) Pronouns

Demonstrative pronouns

“Covid-19 juga dapat disebut coronavirus. Covid-19 sangatlah berbahaya. Virus **ini** dapat menyebar dengan cepat. Virus **ini** dapat menyebar jika orang yang terinfeksi virus berinteraksi secara langsung dengan orang sehat.” (WA0006)

"Covid-19 can be called as a coronavirus. Covid-19 is very dangerous. **This** virus can spread quickly. **This** virus can spread if people who are infected with the virus interact directly with healthy people. " (English translation)

In the two data examples above, there is a use of the pronoun "this". The demonstrative pronoun "this" refers to Covid 19 or coronavirus. The word “Covid 19” had previously been the subject of a sentence so that students could replace the word with a demonstrative pronoun. The use of demonstrative pronoun can be function as aesthetics among sentences. The students can use different words to refer to the same thing

“Keterbukaan data terkait penderita covid-19 memiliki manfaat bagi masyarakat, salah satunya masyarakat dapat mengetahui sebaran. Sebaran-sebaran **itu** tentu saja akan memberikan *warning* kepada masyarakat.” (WA0035)

"The openness data related to Covid-19 sufferers has benefits for the public, one of which is that the public can find out the distribution. **Those** distributions will surely give a warning to the public. " (English translation)

The demonstrative pronoun "those" in the sentence above refers to a person with Covid 19. The previous sentence describes the disclosure of data related to Covid-19 sufferers. So, to refer to this, the pronoun "those" is used. The pronoun "those" can be used as an alternative to avoid repeated words.

Subject pronouns

“Setelah tangan dibersihkan, **anda** harus mengeringkannya dengan menggunakan tisu atau pengering udara hangat.” (WA0068)

"After cleaned your hands, **you** have to dry them using a tissue or warm air dryer. " (English translation)

In the sentence above, there is the subject pronoun "you". The students in this sentence tell how to prevent Covid 19, namely by washing their hands thoroughly. Then ask the interlocutor or reader to dry their hands using a tissue or dryer. To refer to the interlocutor or reader, the students use the subject pronoun "you".

“**Kita** harus menjaga kesehatan dengan cara *stay at home* untuk saat ini, dan jika **kita** keluar maka gunakan masker.” (WA0020)

"**We** have to keep our health by staying at home for now, and if **we** go out, wear a mask. " (English translation)

The use of the self-pronoun "we" in the two sentences above serves to invite the reader or listener as well as the writer or speaker to do something. In the sentence the writer or speaker invites together to

keep health and obey the protocols during the COVID-19 pandemic. The pronoun "we" can be used to shorten and replace the use of the word writer and reader or speaker and listener.

“Pasti **kalian** bertanya-tanya apa itu covid-19 hingga membuat semua orang memburu masker.” (WA0025)

"Surely you wonder what covid-19 is, so, makes everyone hunt for masks. " (English translation)

The use of the subject pronoun "you" in the sentence refers to readers or listeners. The students can replace the reader or listener with the subject pronoun "you" which is broader and can represent this purpose.

Indefinite pronouns

“Covid-19 dapat disembuhkan tanpa **harus** diberikan perawatan khusus seperti **orang** yang memiliki imun kuat akan menyembuhkan dirinya sendiri. Tetapi pada **orang** yang imunnya lemah seperti orang yang lebih tua, orang sakit, dan ibu hamil harus diperhatikan oleh perawat medis.” (WA0052)

"Covid-19 can be cured without a given special treatment, as **people** who have strong immunity will heal themselves. However, **people** who are weak immune such as older people, sick people, and pregnant women should be concerned by medical nurses.” (English translation)

In the data above, there is the use of the indefinite pronoun "people". The word "people" is a subject with no clear name, address, rank or anything else. The word "people" means a living or non-living thing whose identity is not specific. Because of this ambiguity it is called an indefinite pronoun.

“Ketika **seseorang** kontak langsung dengan barang maupun apapun yang terjangkit covid-19 maka orang itu sudah memiliki virus ditubuhnya.” (WA0026)

"When **someone** comes in direct contact with things or anything that is infected with Covid-19, that person already has the virus in their body. " (English translation)

Similar to the previous data example, the word "someone" in the above sentence is also an indefinite pronoun. The word "someone" means an anonymous person. The use of the word aimed at anyone is broadly unrestricted.

Based on some of the data that have been grouped above, the demonstrative pronoun, subject pronoun, indefinite pronoun, and questioner can be used to refer to something that is discussed or is being discussed. For example this, that, you, you, us, someone, person, or questioner can be used to change the subject. The use of these pronouns can serve to shorten or simplify so that students don't have to write the same thing over and over again.

(b) Conjunctions

“**Namun**, sekarang pemerintah sudah menerapkan sistem *new normal*. Kantor-kantor, sekolah, masjid, pasar **dan** lainnya mulai dibuka kembali **tetapi** protokol kesehatannya pun juga harus diperhatikan.” (WA0004)

"**However**, now the government has implemented the new normal system. Offices, schools, mosques, markets and others are starting to reopen but health protocols must also be paid attention. " (English translation)

The quote above has the conjunctions "however", "and", "but". The conjunctions "however" and "but" are included in the coordinating conjunction which functions to connect sentences with contradictory or different meanings. This sentence is contradictory because in the first sentence it states that the government has implemented a new system but still has to pay attention to health protocols. To connect the contradicting sentence above, a coordinating conjunction is used. In addition, there are also "and" coordinating conjunction. This conjunction is often used to connect words, clauses and sentences.

“Pemerintah Indonesia meminta rakyatnya **untuk** tetap di rumah sejak tanggal 16 maret 2020 **lalu**.” (WA0005)

"The Indonesian government asked people **for** staying at home since March 16, 2020 ago. " (English translation)

In the sentence above, there are conjunctions "for". The conjunction "for" is a conjunction that aims to perform an action. In the sentence it is explained that the action that must be taken is to stay at home. The conjunction "for" is included in the coordinating conjunction. Apart from that, there is also a "ago" conjunction which refers to a unit of time that has passed. This conjunction is included in the subordinating conjunction of time.

“Penting bagi kita untuk menjaga jarak minimal 1 meter dari orang lain **karena** percikan-percikan yang keluar dapat menempel di benda **dan** permukaan lainnya yang tanpa kita sadari akan menyentuhnya. Inilah **sebab** pentingnya untuk mencuci tangan secara teratur.” (WA0017)

"It is important for us to keep a minimum distance of 1 meter from other people **because** the splashes which come out can stick to the objects **and** other surfaces that can be touched without realizing it. This **cause** is so important to wash your hands regularly. " (English translation)

The conjunctions contained in the above section are "because", "and". The conjunctions "because" and "cause" are causality explaining the reasons for the cause and effect of an event. The sentence above explains the importance of keeping your distance because the splashes that stick to objects or other things can be touched without realizing it. The reason is important to wash your hands. Relating the causal reasons, a subordinating conjunction is used.

“Sampai **saat ini** belum ada vaksin untuk mencegah infeksi virus corona. **Namun**, ada beberapa cara yang bisa dilakukan untuk mencegah resiko terjangkit virus ini yaitu **dengan** cara sering mencuci tangan, hindari menyentuh wajah, hidung, **atau** mulut saat tangan dalam keadaan kotor.” (WA0023)

"**At this moment**, there is no vaccine to prevent corona virus infection. **However**, there are several ways that can be done to prevent the risk of spreading this virus, **by** washing your hands frequently, avoiding touching your face, nose, **or** mouth when your hands are dirty. " (English translation)

The section above contains the conjunctions “at this moment”, “however”, “by”, “or”. The conjunction "at this moment" is a conjunction that refers to time. The conjunction "however" is a contradiction or subordinating conjunction in the sentence as it states that the vaccine for Covid 19 has not been found but can be prevented in several ways. The word "however" connects conflicting sentences. There is also the conjunction "by". This conjunction is used to refer to means. Furthermore, the conjunction "or" is included in the coordinating conjunction of its function as an option. In sentences, the conjunction “or” is used for the choice of nose or mouth.

“Cara **agar** terhindar dari virus ini adalah dengan mengikuti protokol kesehatan.” (WA0064)

"**In order** to avoid this virus is to follow health protocols. " (English translation)

The quote in the sentence contains the conjunction "in order". This conjunction is intended as a conjunction to carry out an action. Actions that must be taken to avoid viruses are to obey with health protocols. The conjunction "in order" is the same as the conjunction "for" and "so that" its function as a conjunction refers to an action.

Based on some examples of conjunction data above, the use of conjunctions is very meaningful in composing a sentence to be cohesive. Conjunctions can be used to connect two words, phrases, clauses, or sentences. So that in composing sentences, the role of conjunctions can be used or used. In the covid-19 observation reports that have been composed by students, there are many uses of conjunctions such as adversative or contradictory conjunctions, time conjunctions, manner conjunctions, causality conjunctions or causal reasons, coordinates such as "and", "or".

Grammatical cohesion which is mostly found in the students' observation report results is pronouns and conjunctions. The grammatical cohesion can make sentences complete. This is in line with the research of Ashari, AD, Ika, MK, & Salma (2019) which explained that grammatical cohesion in a discourse functions as a maker of coherence and coherence of forms in language units. For example, finding conjunctions in a story can make it easier for readers to follow the reading flow.

Lexical Cohesion

(a) Repetition

Repetition is often used in composing sentences. This repetition refers to the same thing. The use of repetition is the sentences are still related to one another according to the main idea. The following are the findings of repetition data in 19 students' covid observation report.

“Corona virus dapat disembuhkan tanpa harus diberi perawatan khusus seperti orang yang memiliki **imun** yang kuat. **Imun** yang kuat akan dapat menyembuhkan dirinya sendiri. Tetapi pada orang yang **imunya** lemah seperti orang tua, orang sakit dan ibu hamil..... “(WA0081)

"Corona virus can be cured without a given special treatment, as people who have strong **immunity**. Strong **immunity** will be able to heal them. However, people with weak **immunity** such as the older people, sick people and pregnant women ... "(English translation)

In the above quotation also uses "immunity" repetition. The word "immunity" is repeated over and over to distinguish between strong immunity and weak immunity. The word "immunity" is discussed repeatedly because it is a topic discussed in the above quote.

Based on the example data above, repetition can be used in composing a sentence. By a repetition, one sentence to another is related to one another. This repetition is used as a marker of the topic being discussed. In addition, repetition can also be used if the thing is discussed has a category or group.

(b) Synonyms (equivalent words)

Synonyms in composing sentences can be used to add beauty or aesthetics so that it does not seem monotonous. Synonyms or equivalent words can be an alternative in choosing the right diction. The following are the findings of synonymous data in 19 students' covid observation results.

“Penyebaran virus corona yang telah meluas ke berbagai belahan dunia terutama di Indonesia membawa dampak negatif bagi **masyarakat** Indonesia. Pemerintah Indonesia meminta **rakyatnya** untuk tetap di rumah saja.” (WA0005)

"The corona virus has spread to various parts in the world, especially in Indonesia. It has a negative impact on Indonesian **citizen**. The Indonesian government asks the **people** to stay at home. " (English translation)

The word in bold above is a synonym or equivalent word. The word "citizen" is synonymous with "people". Both words have the same meaning, namely a group of people who live in an area.

Based on some of the data above, the use of synonyms or word equivalents in sentences can be used for variations in diction. By using the equivalent words in a sentence will clarify the meaning conveyed. This synonym can also add to the aesthetics of a sentence so that it is not monotonous in diction.

(c) Antonyms (Opposite words)

Antonyms can be defined as other names or other objects that have the opposite meaning (Sumarlam, 2003: 40). The use of antonyms in a sentence can help to develop a wider range of topics to be discussed. Following are the findings of antonym data in 19 students' Covid observation report.

“Coronavirus adalah jenis virus yang menyebabkan penyakit mulai dari gejala **ringan** sampai **berat**.” (WA0078)

"Coronavirus is a type of virus that causes illness ranging from **mild** to **severe** symptoms. " (English translation)

The sentence above contains the antonym for "mild" as opposed to the word for "severe". The use of antonyms in the sentence is to expand the topic of symptoms due to the corona virus. The use of these two opposing words also has an effect on the level of symptoms due to exposure to the virus, namely mild to severe symptoms.

“Data penyebaran covid-19 di Indonesia telah terkonfirmasi (116,871 jiwa), **sembuh** (73,889 jiwa) dan **meninggal** (5,425 jiwa).” (WA0065)

"Data on the spread of covid-19 in Indonesia has been confirmed (116,871 people), **recovered** (73,889 people) and **died** (5,425 people). " (English translation)

The word in bold in the above sentence is also an antonym or opposite, namely "recover" and "died". The use of the opposite word is commonly used to describe data on patients affected by a disease. Some of these patients have recovered and some have died. The words recover and die have opposite meanings, to recover means they can be saved, while to die means they cannot be saved.

Based on antonym data in 19 students' Covid observation report, the use of opposites or antonyms in a sentence can be expanded into a range or discussion. In addition, the opposite words also give the impression of level or scope in the sentence. As the use of the opposite word mild and severe which they raise levels and expands the range.

(d) Hyponym

Hyponym can be defined as the smallest language unit both words and phrases whose meaning is included in the larger language unit (Sumarlam, 2003: 45). So in a sentence hyponym can be used to clarify a larger unit of language. The following is the hyponym data in 19 students' covid observation report.

“Virus corona adalah jenis baru dari coronavirus yang dapat menular ke **manusia**. virus ini bisa menyerang siapa saja baik **bayi, anak-anak, orang dewasa, lansia, ibu hamil, maupun ibu menyusui.**” (WA0106)

"The corona virus is a new type of coronavirus that can be transmitted to **human**. This virus can affect anyone, including **babies, children, adults, the older people, pregnant women and breastfeeding mothers.** " (English translation)

In the above quotation, there is a "human" hypernym which is clarified by the hyponym "babies, children, adults, the older people, pregnant women, and breastfeeding mothers". This hyponym is included in the part of "human" that is clarified.

“Virus corona adalah zoonosis artinya ditularkan antara **hewan** dan manusia. invetigasi terperinci menemukan SARS-COV ditularkan dari **kucing** dan **luwak** ke manusia. MERS-COV dari **unta** dromedaris ke manusia.” (WA0009)

"The corona virus is zoonotic meaning that it is transmitted between **animals** and human. Detailed investigations found SARS-COV was transmitted from **cats** and **civets** to human. MERS-CoV comes from dromedary **camels** to humans. " (English translation)

As with the previous data, in the section above there is also a hyponym. The hypernym "animal" is described by the hyponym "bird, civet and camel". The hyponym is part of "animal".

Based on the exposure of lexical cohesion which covers repetition, antonym, synonym, and hyponym in the students' observation report, it was concluded that knowledge of the components of lexical cohesion could help students develop sentences easier. Repetition can be used to connect sentences to make it uninterrupted, synonyms are used to add aesthetics so that they are not monotonous, antonyms can be used to expand explanations, and hyponyms can be used to specify a larger unit of language.

Conclusion

Conclusion from the grammatical and lexical cohesion research contained in the text of the student's observation report showed that there were grammatical and lexical cohesion. 1) Grammatical cohesion including (a) the demonstrative pronouns "this" and "that", the subject pronouns "you", "we", indefinite pronoun "person", "someone". (b) Conjunction "but", "and", "because", "in order", "then". Conjunctions can be used to connect two words, phrases, clauses, or sentences. So that, it will not overlap and interconnected in composing sentences. 2) Lexical cohesion includes (a) repetition of the word "immunity" which functions so that each sentence addresses the same topic. (b) Synonyms for "people"

and "citizen" which function as variations of the word. (c) Antonym in a sentence can expand the range or discussion in question such as the words "recover" and "died". (d) Hyponym can be used to specify a larger unit of language.

Acknowledgement

Thank you to editors and journal management staff who have received and provided the opportunity to publish this research.

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