

THE GRAMMATICAL COHESIVE DEVICES ERROR USAGE BY ENGLISH DEPARTMENT STUDENTS IN PUTERA BATAM UNIVERSITY

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Abstract

This research is actually the continuation research of cohesive analysis which already presented before as the outing target of PDP funded by RistekDikti. If previously the analysis is about the frequency of grammatical cohesive, the further analysis is about grammatical error of cohesive usage done by a students. The method for this research is quantitative descriptive which describes the real situation without examine hypothesis. This research analyzes the frequency of grammatical cohesive devices usage by the students of PuteraBatam University. The students as the object of the research are given a testin giving a description about social media. Basically students use grammatical cohesive devices and it is found that from four types of devices, the most prominent devices is references, followed by conjunction, Ellipsis and Substitution. After getting those result, the further analysis concern on grammatical cohesive devices error usage done by students with the result mostly students have problem in the overused of conjunction “and” and “because” and also the misuse of pronoun “it” and possessive determiner “its”, “ours”, “yours”, “theirs”.

Introduction

Discourse Analysis combining sentences in logical way based on meaning that helps to create unity of text, cohesion make sentences stick together and form text. It has role of building up sentences in any given text, comes through the linking of different parts of a text to each other that it give a structure to a text. So texture in a text is created within the text depending on the cohesive devices.

The concept of cohesion relatively uncommon to many people, its concept is semantic one, refers to relations of meaning that exist within the text. A text is best regarded as semantic unit, a unit not of form but of meaning. Cohesion occurs where the interpretation of some element in the discourse is dependent on that one each other. Cohesion is considered as one of the most important aspect in the analysis of text discourse. Halliday and Hasan give classification of the cohesive devices and distinguish between grammatical and lexical cohesion (Halliday and Hasan, 1979:8)

They differentiate grammatical cohesion into four cohesive devices: reference, substitution, ellipsis and conjunction. The potential for cohesion lies in the systematic resource of those cohesive devices. These are needed to write a description text. It creates relate meaning of each sentences and also create texture of a text. The ability of using cohesive devices determines people's capability in writing.

The researchers see that many students in PuteraBatamUniversity can describe something, write it as description text but they do not concern about grammatical cohesion especially cohesive devices so the text is can be whole form of unrelated text. Departed from this reason, the researchers conduct the analysis. After getting the result of the usage frequency of grammatical devices used previously, the analysis focuses on grammatical

error usage of devices cohesive done by English department students in PuteraBatam University.

Theoretical Framework

There are some classification of grammatical cohesion proposed by Halliday and Hasan. It will be explained as these following types:

1. Reference

References is the specific nature of information that is signaled for retrieval, in case reference the information to be retrieved is the referential meaning, identify particular thing or class of thing that is being referred Halliday and Hasan (1979 : 31) Reference as part of cohesive device become three types: 1) personal, 2) demonstrative and 3) comparative (Halliday and Hasan, 1979 : 37)

a) Personal reference

Pronoun: I, you, we, he, she, it, one, me, us, him, her, them

Possessive determiner: Mine, yours, ours, his, hers, theirs, its. My, your, our, his, her, their, its

b) Demonstrative reference

Determiner: this, that, these, those

Adverb: here, there, then

c) Comparative reference

Adjective: Same, identical, equal, similar, additional, other, different, else, Better, more etc (comparative adjectives and quantifier)

Adverb: Identically, similarly, likewise, so such, differently, otherwise, so more less equally

2. Substitution

Substitution takes place when one feature in a text replaces a previous word or expression. It concerns with relations related with wording. It is important to mention that substitution and reference are different in what and where they operate. Substitution is a way to avoid repetition in the text itself (Halliday and Hasan, 1979:88)

a) Nominal Substitution

The substitute “one/ones” always function as head of nominal group and can substitute only for an item which is itself head of a nominal group (Halliday and Hasan, 1979 : 91)

For example: I shoot the hippopotamus with bullets made of platinum, because if I use leaden ones his hide is sure to flatten them.

The word ones substitute the word bullets

b) Verbal Substitution:

Verb or a verbal group can be replaced by another verb which is “do” this function as head of verbal group, and it is usually placed at the end of the group (Halliday and Hasan, 1979 : 112 - 113)

c) Clausal Substitution

There is one further type of substitution in which what is presupposed is not the element within the clause but an entire clause. Clause can be usually substitute by “so” or “not”. In clausal substitution the entire clause is presupposed and the contrasting element is outsider the clause.

For example:

Is there going to be an earthquake? – it says so.

3. Ellipsis

The starting point of the discussion about ellipsis can be familiar as ‘something left unsaid’. It is divided into three: Nominal, verbal and clausal ellipsis. (Halliday and Hasan, 1979 : 142)

a) Nominal Ellipsis

- a) Deictic : divided into deictic proper (possessive, demonstrative and the) and non specific (each, every, all both, any, either, some, and)
- b) Numerative : Ordinal (first, second, third, fourth), cardinals (one, two, three) and indefinite quantifier (much, many, more, most, view, several, a little, lots, a bit)
- c) Epithet : comparative and superlatives

b) Verbal Ellipsis

It refers to ellipsis within the verbal group where the elliptical verb depends on preceding verbal group.

For example:

Have you been swimming? Yes, I have

What have you been doing? Swimming

Both can be said to stand for “have been swimming” and there is no possibilities of filling out with any other item.

c) Clausal Ellipsis

Clausal ellipsis functions as verbal ellipsis, where the omission refers to a clause.

4. Conjunction

Table Conjunction

Type	External/Internal	Examples
Additive	Additive simple, complex, emphatic, alternative, similar	and, also, nor, and .. not, or, furthermore, in addition, besides, alternatively, by the way, in other word, likewise, similarly
Adversative	Adversative proper, contrastive	Yet, though, only, but, however, nevertheless, despite, in fact, actually, in any case
Clausal	Causal general, reversed causal, causal specific	So, then, therefore, because of this, for this reason, for, because, for this purpose, then, in that case, in other aspect
Temporal	Temporal simple, complex, sequential, simultaneous, correlative, repetitive, specific, durative.	Next, after that, just then, at the same time, previously, before that, finally, at last, first...then, at once, soon, after, next time, meanwhile, then, finally, at this point

Method of the Research

The research design of this analysis is using descriptive method since it provides a systematic, factual, and accurate description. This method is based on the data which are words and not about the number (Sudaryanto, 1993:62). In collecting data the writer uses non-participant observation method, to analyses data, the referential identity method is applied since the analysis aims to figure out the error done by the students. To report this analysis the researchers apply informal method

These following steps are taken by the researchers:

1. Collecting the amount of descriptive texts written by the students that use cohesion.
2. Identifying the features of cohesion used by the students.
3. Classifying the error usage of grammatical usage from the data based on the types of cohesion by Halliday and Hasan.
4. Describing the error usage grammatically based on cohesion found in student's descriptive writing.
5. Drawing conclusion.

The Analysis of Grammatical Cohesive Devices Error Usage

Based on the obtained result, there are grammatical cohesive devices error usage found in sample 1-25. The description of the error and short explanation is described below:

Sample 1

From sample one there no is grammatical cohesive devices error usage on Reference, Substitution, Ellipsis and conjunction. The error happens only in grammar such us written in: *We can sharing photos and video on Instagram.* The word "sharing" should be "share" without "-ing".

Sample 2

By sending short text messages 140 character in length, called tweet to yours friends/followers, yours follower can replay yours tweet.

The word "yours" should be "your" in that sentence, where both are possessive determiner. But in this case, "yours" frequently come to the end of the sentences. The word "your" is indicating possession that precedes a noun in determiner position. So, the word "yours" is the grammatical cohesive devices error usage happened in sample 2.

Sample 3

There no is grammatical cohesive devices error usage on Reference, Substitution, Ellipsis and conjunction. This sample represents proper use and understanding towards grammatical cohesive devices in writing descriptive text.

Sample 4

So many people sell stuff in Instagramits makes us more easier to shopping from online shop.

The errors usage is the word "its" refers to pronoun usage "it" rather than possessive determiner "its". This pronoun usage substitute word *Instagram*. The error misuse for word "more easier" refers to Ellipsis Ephitet, it is supposed to be "easier".

Sample 5

There no is grammatical cohesive devices error usage on Reference, Substitution, Ellipsis and conjunction. This sample represents proper use and understanding towards grammatical cohesive devices in writing descriptive text.

Sample 6

Parts of Twitter contains of timeline, DM, compose tweet, trending topic, followers, following, mention andetc.

The conjunction "and" in that sentence is over usage because the "etc" or "etcetera" stand for the rest of other contain of *twitter*.

Sample 7

There no is grammatical cohesive devices error usage on Reference, Substitution, Ellipsis and conjunction. This sample represents proper use and understanding towards grammatical cohesive devices in writing descriptive text.

Sample 8

In sample 8 the use of grammatical cohesive devices error cannot be found in any sentences.

Sample 9

In Twitter people can show theirs feeling.

The word “theirs” frequently come to the end of the sentences and replaces a noun phrase.

Sample 10

Even can use it to stalk someone that their falling in love with.

The misuse of word “their” happens in this sentences, “their” refers to possessive determiner, but in this case it should be “they are” followed by verb falling in love with.

Sample 11

It's mean that you can share picture or some text.

The error usage of pronoun “it’s” happened in this sentence, tobe “is” should be omitted and “it” stands without any tobe.

Sample 12

Instagram has some feature like home, profile, news, explore and take picture and video.

The underline word “and” as conjunction additive in cohesion is over used, because there is another “and” followed after that.

Sample 13

There is no grammatical cohesive device error usage happen in this sample. All grammatical cohesive devices are used properly in describing these Social Medias.

Sample 14

There no is grammatical cohesive devices error usage on Reference, Substitution, Ellipsis and conjunction. This sample represents proper use and understanding towards grammatical cohesive devices in writing descriptive text.

Sample 15

Many people use Instagram for sell product, and, etc.

The conjunction “and” in that sentence is overused because the “etc” or “etcetera” stand for the rest of instagram’s function.

Sample 16

Because Twitter is easy to use because to get a member in Twitter is so easy.

The word “because” is one of clausal conjunction devices, but in this sentence, the underline word “because” is overused moreover it is already written as first word in the first sentence.

Sample 17

In sample 17, it is written a description of both Social Medias *Twitter* and *Instagram*. There is no error usage of grammatical cohesive devices found in this sample. The variation of grammatical cohesive devices is seen in this text, such us: reference demonstrative, conjunction, ellipsis numerative and ephitet.

Sample 18

The grammatical cohesive devices error usage cannot be found in this sample. Description of *Twitter* and *Instagram* is clearly written in this writing test paper.

Sample 19

I most like Twitter than Instagram.

The underlined word above shows the error usage of grammatical cohesive devices Epithet ellipsis. This Epithet Ellipsis includes comparative and superlative. This sentence

shows error in using comparative or superlative, the word “most” indicates superlative where “than” indicates comparative.

Sample 20

Instagram is a social network with It's ability to share photo to our followers.

The underlined word above shows the error usage of pronoun and possessive determiner “its”.

Sample 21

It's just post photo and Twitter post text, tweet, retweet...

The error usage of pronoun “it's” happened in this sentence, to be “is” should be omitted and “it” stands without any to be.

Sample 22

In sample 22, it is written a description of both Social Medias *Twitter* and *Instagram*. There is no error usage of grammatical cohesive devices found in this sample. The variation of grammatical cohesive devices is seen in this text, such as: references and conjunction.

Sample 23

There no is grammatical cohesive devices error usage on Reference, Substitution, Ellipsis and conjunction. This sample represents proper use and understanding towards grammatical cohesive devices in writing descriptive text.

Sample 24

The grammatical cohesive devices error usage cannot be found in this sample. Description of *Twitter* and *Instagram* is clearly written in this writing test paper.

Sample 25

People use Twitter for express their feeling.

The word “for” is the misuse of conjunction “to” because the verb is not followed by verb -ing. Based on example above, the word “for” is right if it is followed by verb “expressing”

CONCLUSION

Basically students have ability in using grammatical cohesive devices such as: Reference, Substitution, Ellipsis and Conjunction and the frequency of each device is references followed by conjunction, Ellipsis and Substitution. The most prominent grammatical cohesive devices are references followed by conjunction, ellipsis and substitution. After seeing the result, Grammatical cohesive devices error usage happens in this research. Mostly the error analysis done by student found in conjunction. Students sometimes do overused of conjunction “and” and “because”. Another mistake found done by the students is the misuse of pronoun “it” and possessive determiner “its”, “ours”, “yours”, “theirs”. This result shows that the weakness of the students in writing cohesively found in conjunction and pronoun. This can be a direction for the lecturer regarded to concentration of teaching in Discourse Analysis.

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