

THE STUDENTS' ERROR IN USING COHESIVE DEVICES IN ESSAY WRITING (THE DESCRIPTIVE EXPLORATORY STUDY AT THE SECOND SEMESTER ENGLISH DEPARTMENT STUDENTS OF CULTURES SCIENCES FACULTY OF SEBELAS MARET UNIVERSITY IN THE ACADEMIC YEAR 2014/2015

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ABSTRACT

This research dealt with analysis research. It aims to find out: (1) the errors in using cohesive devices in Essay writing written by students; (2) reasons of their errors; (3) the remedial teaching planned to solve the students' error. This descriptive exploratory study was conducted at the Second Semester of English Department Students of Cultural Sciences Faculty of Sebelas Maret University in the Academic Year 2014/2015. There were 48 students as the sample of this study. They are totally chosen as sample because there are two classes of second semester. The data were collected through observation, document analysis, questionnaire, and interview. The researcher used descriptive analysis as follows: (1) the researcher classified the error after the collecting the data; (2) the researcher identified the type of cohesive devices errors of all students' essay; (3) the researcher found the causes of errors. There are some research findings: (1) The students make errors in using reference and conjunction; (2) The cause of their error is intralingua error; (3) The remedial teaching is needed by the students. In this case, the researcher suggests to use project based learning. The result of this study implies that the Second Semester English Department Students of Cultures Sciences Faculty of Sebelas Maret University in the Academic Year 2014 /2015 have weaknesses in cohesive devices especially in reference cohesion, the most dominant error is misformation. However, the most dominant error in conjunction is misordering. At last, the teacher needs to apply remedial teaching to solve the students' error in using cohesive devices, the teacher should use the appropriate activities in writing class.

Keywords: *cohesive devices, error, intralingua, remedial teaching.*

INTRODUCTION

In English, writing is a complex activity since it requires students' comprehensive abilities such as mastering grammar, vocabulary, and

pronunciation. Furthermore, to write well, the students are expected to be able to present their ideas in the written form, as writing is a means of

communication. Learning how to write in a foreign language is challenging and it usually takes years to achieve a level that comes even close to that of a native speaker. Not only a foreign language learner has to learn a considerable numbers of words, but also how to combine these words into coherent and grammatically correct sentences.

However, some researchers think that writing is not only delivering ideas to other but it is also using a sheer energy to complete the writing process itself. There are some requirements that have to be fulfilled to create a high quality text. Heaton (as cited in Rohmah 2009:1) reports that writing is complex and difficult to teach and also to learn, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. From that statement, it can be concluded that to compose a good English essay, the students need the mastery of language also a well understanding of grammar and its organization.

In writing, the sentences may be grammatically correct, but if the writer fails to establish the connection between them, a great deal of meaning will be lost. The cohesive devices are used to connect the sentences. The most common cohesive devices are personal pronouns (he, she, they), demonstrative pronouns (this, that, these, those), articles and transitional

adverbs (therefore, furthermore). The students' ability in using cohesive devices enables them to organize and express their idea into an acceptable and comprehensible text. It means that they are able to make connections between what they are currently write and what they have previously wrote and later intend to write. Besides, the ability to unite knowledge of cohesive devices may help the students to decide which word or sentence comes first, which one is the next, and which one is the last to build a meaningful and comprehensible sentence or passage.

Although cohesive devices are important aspect for writing, the researcher still found that the students make the error in using cohesive devices in their writing, even they do not aware to use cohesive devices in their writing. To make a verification, the researcher conducts the observation. Based on the observation that conducted by the researcher on 10 march 2015 at English department students of Cultural Sciences Faculty, the researcher found that there are students that still confused to use cohesive devices on their writing.

According to the case above, the researcher wants to know how well the conception of second semester students of English literature department Sebelas Maret University about cohesive devices, how they apply it and what type of cohesive errors in their essays. Moreover, the researcher also wants to know how

the students comprehend cohesive devices. Finally, the researcher also wants to know the reason why the students still make error in their writing. There are some type of cohesive devices that could be analyzed and described, such as reference, substitution, ellipsis, conjunction, and lexical cohesion. Because of the limitation of time and capability, the researcher limits the kinds of cohesive devices that will be described, the researcher only focuses to analyze the reference and conjunction.

The researcher chooses second semester students caused by two reasons. The first reason is that those students have already learnt to write essay in the previous semester. The second reason is that they suppose to take a discourse analysis practical work in which cohesive devices will be taught there. The reason the researcher chooses the English students department, because they are English learners, so they should be able to write essay in appropriate way.

Based on those explanations, the researcher is interested on conducting a research entitled "The Students' Error in Using Cohesive Devices in Writing Essay among the Second Semester English Department Students of Cultures Sciences Faculty of Sebelas Maret University in the Academic Year 2014/2015".

RESEARCH METHOD

The research was conducted under the realm of qualitative approach and the form of this research is descriptive exploratory which describes and explores the authentic information of the process. Descriptive exploratory research goal is giving or explaining a situation that observed. In this context, the researcher describes the error made by the second semester students in academic writing class in the academic year of 2014/2015 at English development of Sebelas Maret University in using cohesive devices, after that the researcher describes what cause make the students still make error in using cohesive devices in their writing, and the last the researcher explores the remedial teaching planning to solve the students' problem.

The research was conducted at Culture Sciences Faculty of Sebelas Maret University. The subject of this research is the second semester students in academic writing class in the academic year of 2014/2015 at English development. This research was carried out in 2014/2015 academic year. It was conducted from May 2015 until July 2015.

The first technique used by the researcher is observation. It is used to find the phenomena that occur in writing class at English literature development of Sebelas Maret University especially at the second semester. The researcher used documents of students' writing as the

instrument for collecting the data. It was taken when they write the essay about hortatory text with title “cellular phone for children”. The researcher got the document from the lecturer that teach the writing subject. It is used to find out the error in using cohesive devices in essay writing written by students.

The researcher used questioner to find the reason why the students made the error in using cohesive devices in their writing. The questioner consist of 15 questions that focused on students’ problem in writing especially in using cohesive devices. To make data accurately, the researcher used interview. It is also used to know the cause of students’ error.

The type of this research is qualitative, related to that, the researcher used descriptive analysis as the technique of data analysis. Descriptive analysis is a research which refers to phenomenon, facts, and identities systematically and accuracy of certain population. Moreover, qualitative research is the research procedure which presents descriptive data such the written or oral text from person or their action observed. Miles and Huberman in Koshy (2005:113) provide some steps in analyzing the qualitative data. The

steps are as follows: (1) Data Reduction; (2) Data Display; (3) Drawing Conclusion and Verification.

Based on those definitions, the researcher uses descriptive analysis as follow: (1) the researcher classifies the data of after the collecting the data; (2) the researcher identifies the type of cohesive devices errors of all students’ essay; (3) the researcher finds the causes of errors.

The analysis in this research concerns on cohesive devices errors find in the students’ essay. The analysis is based on Halliday and Hasan’s (1976) cohesion framework and taxonomy. To guide analyzing obtained documents (read: students’ essay), the researcher makes guidance as follows:

- a. Read the students’ essay two to three times to find cohesive devices error in each essay.
- b. Write down the cohesive devices error in a table which represents one analyzed essay.
- c. Each cohesion device which occurs in each paragraph will be noted in the table according to its classification.

Table 3.1 Classification of Errors

Essay No:	Name:					Number of Errors
Cohesive Devices	Misfor	Additi	Omissio	Misorderin		
Referenc	mation	on	n	g		
Personal pronouns						

e	Demonstrative
	Locative adverbs
	Temporal adverbs
	Other
Conjunction	Additive
	Adversative
	Causal
	Temporal

RESEARCH FINDINGS AND DISCUSSION

1. The Students’ Error in Using Cohesive Devices in Essay Writing

Kind of errors made by the students can be explained by classifying the errors. In this study, kinds of errors in using cohesive devices can be classified based on types of each cohesive device. There are two types of cohesion categories that are analyzed and found in this study. They are reference such as demonstrative reference and personal reference, and conjunction such as

additive conjunction, adversative conjunction, and causal conjunction. It is identified from forty-eight literature students’ in writing essay with title “Cellular phone for children”. A total of 73 cohesive errors in the writing essay compositions of 48 students were identified. The findings show that errors in conjunction cohesive is the most common that reaches 47 errors, followed by errors in referential that reaches 26 errors. The frequencies and percentages of errors from each category and subcategory are presented in Table 4.1.

Table 4.1 The learners’ frequency and percentages of errors in cohesion categories and subcategories

Cohesion Categories	Number of errors	Percentages of errors	Cohesion Subcategories	Number of errors	Percentages of errors
Reference	26		Personal Pronoun	22	84,62 %
			Demonstrative	4	15,38 %
			Locative Adverb	0	0 %
			Temporal Adverb	0	0 %
			other	0	0 %
			Substitution	0	
			Verbal	0	0 %

Ellipsis	0	Clausal	0	0 %
		Nominal	0	0 %
		Verbal	0	0 %
Conjunction	47	Clausal	0	0 %
		Additive	18	38,30 %
		Adversative	22	46,81 %
		Causal	7	14,89 %
Lexical	0	Temporal	0	0 %
		Collocation	0	0 %
		Reiteration	0	0 %
Total	73		73	

Table 4.1 reveals that the majority of the conjunction errors are adversative conjunction. Then, the majority of second most frequent

errors are additive, and causal. The data presentation from each of the error type is shown in table 4.2, it is according to each cohesion categories

Table 4.2 The learners' frequencies of errors based on Surface Structure taxonomy

Categories of Cohesion	Misformation	Addition	Omission	Misordering	Total
Reference	14	4	8	0	26
Substitution	0	0	0	0	0
Ellipsis	0	0	0	0	0
Conjunction	7	13	3	24	47
Lexical cohesion	0	0	0	0	0
Total	21	17	11	24	73

Based on data in the table 4.2, it can be concluded that the errors on cohesive devices are in two categories. They are 47 errors in conjunction and 26 errors in reference. In conjunction, the errors come from 7 errors of misformation, 13 errors of simple addition, 3 errors of omission, and 24 errors of misordering. In reference, the errors

come from 14 errors of misformation, 4 errors of addition, and 8 errors of omission.

Table 4.3 Surface Structure Taxonomy Errors Percentage

No	Type of Error	Number of Errors	Percentage of Errors
1	Misformation	21	28,77 %
2	Omission	11	15,07 %
3	Addition	17	23,29 %
4	Misordering	24	32,88 %
Total error		73	

Furthermore from table 4.3, based on the surface taxonomy, it can be seen that there are 21/ 28, 77% errors of misformation, 11/ 15, 07%

errors of omission, 17/ 23, 29% errors of addition, and 24/ 32, 88% errors of misordering from the total 73 errors.

2. The Causes of Error Made by Students

a. The Data From Document Analysis

Furthermore, the data collected from document analysis, questionnaire, and focus group interviews are to find out the causes of errors. They are categorized to intralingua interference. In this study, there are four causes of error according to intralingua errors, they are ignorance of rule, incomplete application of

rule, and false concept hypothesis. In this study, the researcher finds the following causes of error described in the table

After the causes of students' error are classified in their types, the researcher arranges the types and its percentage of errors into table as follows:

Table 4.16 Errors percentage of each cause

No.	Type of Error	Number of cause	Percentage of causes
1.	Ignorance of rule restriction	6	8, 22 %
2.	Incomplete application rule	11	15, 07 %
3.	False concept hypothesized	56	76, 71 %
Total		73	100%

Based on the table above, it can be classified that false concept

hypothesized is the highest cause of errors by 76, 71% errors. Then, the

next rate is incomplete application of rule by 15, 07 %, and the lowest rate is ignorance of rule restriction by 8, 22 % errors.

Besides of the causes above that included into intralingua error, in general there are some factors that

influence the students in using cohesive devices. From the interview and questionnaire, the researcher find out that there are factor from the students, the lecturer, and the activities of English writing class.

1. Data From Questionnaire

Table 4.17 Percentage of Questionnaire Result

Number of Question	answer "yes"	Percentage	answer "no"	Percentage
1	34	70, 83 %	14	29, 17 %
2	26	54, 17 %	22	45, 83 %
3	40	83, 33 %	8	16, 67 %
4	41	85, 42 %	7	14, 58 %
5	34	70, 83 %	14	29, 17 %
6	41	85, 42 %	7	14, 58 %
7	18	37, 5 %	30	62, 5 %
8	47	97, 92 %	1	2, 08 %
9	43	89, 58 %	5	10, 42 %
10	33	68, 75 %	15	31, 25 %
11	18	37, 5 %	30	62, 5 %
12	23	47, 92 %	25	52, 08 %
13	35	72, 92 %	13	27, 08 %
14	29	60, 42 %	19	39, 58 %
15	43	89, 58 %	5	10, 42 %

The question is about cohesive devices, 85, 42 % students said that they are difficult to use appropriate reference in their writing. They still confuse to use kinds of reference. In using conjunction, 70, 83 % students still difficult to use conjunction correctly, they tends to use same

conjunction in their writing. Then, 85, 42 % students always repeat same sentence in their writing. It indicates that they do not use ellipsis and substitution to avoid repetition. Moreover, 62, 5 % students said that they do not know about cohesive devices.

Discussion

1. The Error Made by the Second Semester English Department Students of Cultures Sciences Faculty of Sebelas Maret University in the Academic Year 2014/2015

1) Conjunction Error

Conjunctions are words or phrases which explicitly draw attention to the type of relationship between one sentence and clause and another. It is used to connect and join the phrase and clause which has the additional information. In this research, conjunction is one of cohesion type that students make an error. Among conjunction type, adversative takes the highest frequency which implies that writing texts essay are much concerned with adding more information, but is has an error in using its cohesion. Almost of students make the error in writing adversative conjunction “but”. Most of them state “but” in the beginning of sentence. It is included into misordering error, in which misordering is the wrong order on target language.

It can be seen from the chunk “it can solve many problem with high technology and sophisticated facilities. But how about the user?”. The correct cohesion should be “it can solve many problem with high technology and sophisticated facilities, but how about the user?”. Grammatically, the correct adversative conjunction to replace the word “but” in the beginning of the sentence is by using “however” as alternative conjunction or the students

can omit the full stop before the word “but” and change it by using comma.

Finally, the use of causal conjunction also reveals error. It can be seen in the following sentence “So, because the bad effect of cellular phone, the children...”. The student use double causal conjunction that make this sentence grammatically incorrect. It should be “because of the bad effect of cellular phone, the children..”.

2) The Error of Reference

The reference is used to mention and to show someone and something that has been said previously in the text. The use of reference also contributes quite great part of error in text cohesion. Then, the first is demonstrative reference error. The sentence “there are some problem can be found, the parent must pay attention for this”. This sentence reveals the error when the use of “this” is wrongly used, because it relates to “problems”. It should be “there are some problem can be found, the parent must pay attention for these problems”. In this sentence, “problems” is plural, so it should be use “these”. Grammatically, demonstrative pronouns are used for pointing out things. Sargeant (2007: 27) explains that the writer uses the use of demonstrative pronoun “this

and these” when the writer is talking about things near, and “that and those” when the writer is talking about things far. The different is in the single thing uses “this and that”. However, the plural thing uses “these and those”.

In this case, from that sentence, the researcher states that error into misformation error, it is the wrong form of morpheme. According to Dullay et al (1982: 158), “misformation errors are characterized by the use of the wrong form of the morpheme or structure. It means that misformation occurs when structure and morpheme are formed incorrectly. For example, out of the set *this/ that/ those/ these*.

There is no percentage error of substitution, ellipsis, and lexical cohesion. It does not mean that the students do not make errors on that cohesion type. From the interview and questionnaire, the researcher find that the student do not use three of those types because they do not know about that type. They never hear about substitution, ellipsis and lexical cohesion. Besides, the students also avoid to use cohesive devices, because they are afraid to make error in their writing. They tend to write in Indonesian rule, so they avoid to use cohesive devices.

Then the students’ error is classified into Surface Strategy Taxonomy, the students’ error can be seen from the following explanation.

1. Omission Error

This error occurred when the writer omit one or more than one morphemes in the sentence. The students omit the word which should be placed as the well construction of the sentence. In the sentence “And also can reduce the percentage of kid napping”. The students omit the personal pronoun that refer to cellular phone. It should be “Besides, **it** can also reduce the percentage of kid napping”. In this sentence, “it” is as the reference of cellular phone. The students omit the subject of this sentence.

2. Addition Error

This error occurred when the writer state the word which must not appear in the sentence. In the sentence “... having this facility, **but** beside that there are so many benefit for the young generation for having cellular phone”. The students use double conjunction in this sentence. “But” is better not appear, because “beside that” is stated to show the addition information. It should be “... having this facility, beside that there are so many benefits for the young generation for having cellular phone”.

3. Misformation Error

This error occurred when the writer use the wrong form of the morphemes or structure. In the sentence “**So, because** the bad effect of cellular phone, the children ...”. There are two conjunctions on that sentence, the conjunction is chosen in inappropriate way. It is not necessary to put “so” in the beginning of sentence. This form

is like Indonesian form, it looks the students is influenced by their mother tongue. It should be “**Because of** the bad effect of cellular phone, the children ...”. The sentence shows the cause of cellular phone for the children.

4. Misordering Error

This error occurred when the writer state the word in the wrong place. In the sentence “**And** if the parents does not care about their children who often use cellular phone,

it will ...” it is incorrect to place “and” in the beginning of sentence, because “and” is used to connect more than one information, so it is necessary to choose alternative conjunction that can use in the beginning of sentence, like as moreover, furthermore, etc. The sentence should be “Moreover, if the parent does not care about their children who often use cellular phone, it will ...”.

2. The Causes of Error in Using Cohesive Devices by the Second Semester English Department Students of Cultures Sciences Faculty of Sebelas Maret University in the Academic Year 2014/2015

a. Intralingua Error

There are three types of intralingua errors; they are ignorance of rule, incomplete application of rule, and false concept of false analogy. The first is ignorance of rule restriction. It is a factor of error occurring when the learners do not obey or ignore the rule of target language. The students ignore the restrictions of the structures and they do not obey the structure of target language. In the sentence “They need to socialize with their friend **and** society **and** not be individual kid”. The student ignores the use of “and” as coordinating conjunction. Grammatically, it is not allowed to use “and” twice in one sentence. Besides, there is no subject after “and”. It can be concluded that the student still influenced by Bahasa

Indonesia. They do not obey in using conjunction in target language.

The second cause is incomplete application of rule, it is a factor of error caused by students that use incomplete rule in target language to make a correct utterance. The purpose is to try simple rule to be of smaller operation. They make error by forming the sentence in which the word that should be included and ordered in that sentence. The sentence “they bought them cellphone, iPad, laptop, tablet without control...”, it should be “they bought them cellphone, iPad, laptop, **and** tablet without control...”. The student omit the using of conjunction “and”. James (2001:63) said that incompleteness is a global concept that refers to an overall insufficiency across of the

target language. Mostly the students' error of omission is caused by the incomplete use of conjunction and personal reference. This condition reveals the error caused by incomplete application of the structure in making nominal sentence in which to be as the main part to link the subject and noun, adjective and adverb.

The last is the cause of false concept hypostasized. It is a kind of causes of error that is caused by the students wrongly hypothesized about target language. The students do not know the different function of certain structures of the target language. False analogy happens when the students wrongly assumes that the new item of sentence behaves like other sentence. In the sentence "Inappropriate content when they are browsing the internet with the cellular phone. **Because** cellular phone can be considered as a private". It is wrong assumption of using conjunction, "because" is used to show effect, "besides" is used to add information. It should be "Inappropriate content when they are browsing the internet with the cellular phone. **Besides**, cellular phone can be considered as a private". According to Richard (1974:178), the false concept is the developmental error that derived from faulty comprehension of distinctions in the target language. The students do not know the different function of certain structures of target language.

In line with Norrish (1983), he said that the causes of language learners' errors as arising from carelessness, interference from the learner's first language, translation from the first language, contrastive analysis, general order of difficulty, overgeneralization, incomplete application of rules, material-induced errors and a part of language creativity. In writing, learners easily make errors because information has to be transmitted without any aid from sources other than the language itself. However, there is a danger that the language learner will tend to focus on the errors rather than on the presumed aim of the piece of writing: communication

b. The Other Causes

From the interview with some students, there are the other cause of their error in using cohesive devices, they are:

- 1) Lack of writing practice.
Lack of writing activities may lead to weakness in the writing skill as a result a lot of errors in students essays will occur. The students said that, they are given homework to write, but they did not write seriously, they sometimes only copy and paste from internet what they want to write. This condition make the students not practice their writing properly.
- 2) Based on the findings and the results, the Second Semester English Department Students of

Cultures Sciences Faculty of Sebelas Maret University in the Academic Year 2014/2015 make many error in using cohesive devices due to many reasons that have been tackled earlier. The students said that the lack of vocabulary, motivation, writing activities and teaching methods are among the reasons behind the weakness in English writing skill especially using cohesive devices in their writing.

From the questionnaire, the researcher find that most of students difficult to use the type of cohesive devices because of their understanding. They do not know about cohesive devices. Only 37, 5 % students (18 students) know about cohesive devices. Unfortunately, they tend to repeat cohesive devices to avoid the error. They use same (conjunction and reference) in their writing.

In line, the research conducted by Liu and Braine (2005), they found that the Chinese undergraduate non-English major were not able to use a variety of cohesive devices in their writing. In the last, the researcher suggests to use remedial teaching to solve the students' error in using cohesive devices.

3. Remedial Teaching

Remedial teaching is used to address students who have problems with the previous materials taught. Moreover, a remedial teaching is a specially

designed for alternative strategy based on the need analysis carried out by observing the learners' deviated behavior, in order to put it on the right track. The teacher can provide learning activities and practical experiences to students according to their abilities and their needs to help them to improve their basic knowledge in different subject. According to the result of this research, the common difficulties encountered by the Second Semester English Department Students of Cultures Sciences Faculty of Sebelas Maret University in the Academic Year 2014/2015 is in using cohesive devices especially in using references and conjunctions.

Remedial materials cover the problems of error, which are found in this research in using cohesive devices especially for references and conjunctions. For the remedial material of reference, it should covers demonstrative reference and personal pronoun reference as the error in this research. Moreover, for remedial materials of conjunction, it should covers additive conjunction, adversative conjunction, and causal conjunction.

In addition, related to teaching procedures of remedial teaching, the teacher should specifically design meaningful learning situations, language environments especially for writing class. From the result of this research, the research found that the students make many error in using

references and conjunctions. So that, the lecturer is suggested to apply Project Based Learning. PBL is an approach to instruction that teaches curriculum concepts through a project. The project is guided by an inquiry question that drives the research and allows students to apply their acquired knowledge.

Bell (2010) conducted a research using Project Based Learning in part of a middle school interdisciplinary study on Greece, students were instructed to choose a particular aspect of Greek life that interested them. Students chose one particular topic area, such as performing arts, visual arts, science, military, daily life, government, and so forth. After students selected a topic, they designed an independent inquiry. In this case, PBL is believed can improve their writing.

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