



An Analysis on Cohesive Devices of Students' Recount Paragraphs Writing

Feby Tri Lestari¹, Indri Astutik², Indah Werdiningsih³

¹ Universitas Muhammadiyah Jember; ffeby6211@gmail.com

² Universitas Muhammadiyah Jember; ffeby6211@gmail.com

³ Universitas Muhammadiyah Jember; ffeby6211@gmail.com

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*Correspondence: Feby Tri Lestari

Email: ffeby6211@gmail.com

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Abstract: Cohesive devices are linguistic elements or techniques used to establish connections and create coherence within a text. They serve to link ideas, sentences, and paragraphs, making the overall discourse more cohesive and facilitating the smooth flow of information. Cohesive devices contribute to the logical organization and understanding of a written or spoken text. By employing cohesive devices effectively, writers can enhance the coherence and cohesion of their texts, allowing readers to follow and understand the information more easily. This study aims to examine how cohesive devices are utilized in recount paragraphs written by students as well as to identify the challenges and underlying reasons for their difficulties in using such devices. The research involved 20 tenth-grade students from MAN 2 Jember and adopted a qualitative analysis research design. The data collection process encompassed documentation, observations, and student interviews. The analysis focused on two aspects of cohesion: lexical cohesion (reiteration and collocation) and grammatical cohesion (reference, substitution, ellipsis, and conjunction). The findings reveal the following: (a) Students employed five types of cohesive

devices in their recount paragraph writing, with reference (31.29%) and conjunction (28.75%) being the most frequent, followed by substitution (12.72%), ellipsis (1.78%), as well as reiteration (13.48%) and collocation (11.95%); (b) Students exhibited varying levels of familiarity and competence with different cohesive devices. The study highlights the importance of comprehensive instruction and support to enhance students' proficiency in using cohesive devices. To address the identified challenges, pedagogical interventions are recommended.

Keywords: cohesive devices, students' writing, recount paragraphs

Introduction

Cohesion is a feature that provides intact continuation by connecting clauses and sentences as the first criteria in writing a text (Coskun, 2011, p. 892). Because there are relationships between the sentences, organizing sentences in a text is not like stacking bricks one on top of the other. Thus, in writing a well-organized text, cohesion must be carefully considered. Furthermore, a cohesive devices is one in which each paragraph ties together, and cohesion is an important aspect of discourse analysis because it creates coherence; however, many students struggle with a lack of cohesive devices in a text (Indriani, 2012). Students are expected to be able to write a cohesive list that consists of several chapters on specific topics. Many students use cohesive devices incorrectly in their paragraphs, which distracts them from understanding their writing ideas (Amperawati, 2019). One simple example is when they use the phrase "on the other hand" to indicate additional information. It demonstrates that some students do not develop cohesive devices, resulting in texts that lack cohesion.

Long processes and numerous procedures are required (Jim A.P, 2010) claims that writing is a complex and challenging talent to acquire. Students should be encouraged to make sure that their content flows through a series of phrases when expressing concepts in writing. The sentences should be connected in order to make them more accessible since a good sentence or text is not decided by its length but rather by its connectivity and coherence. Additionally, it is difficult to write a paragraph that the reader can understand. Cohesion is necessary to draw links between what is being stated and what is intended to be conveyed in a text. Additionally, coherence is regarded as one of the key elements of writing ability and serves as a virtual assurance of writing quality. Therefore, Students must practice writing ever since they start school.

Senior high school students, particularly those in grade X of the IPS class, are required to read a variety of written texts. They include procedure text, report text, narrative text, recount text, and description text. Recount paragraph is chosen to be studied alongside a student writing sample. Therefore, students in senior high school who are learning English are required to be able to write fluently, as naturally as possible, with accurate grammar, coherent and authentic ideas, and a clear purpose. They must also be able to use some writing-related problem-solving techniques and retell past experiences, stories, or events in the past tense.

Recount text is one of the text types that is frequently used in writing. Recounting is a social activity in which we share a personal experience with another person (Siregar, 2021). Additionally, Halimatusyahdiah and Ginting (2022) state that recount text is one of some genres in which someone shared a past experience, story or phenomenon with readers or listeners chronologically. In high school, students must learn a variety of text types, including recount texts. This is based on the KTSP (Kurikulum Tingkat Satuan Pendidikan) School-Based Curriculum that is mentioned in SK (Standar Kompetensi) Competence Standard and KD (Kompetensi Dasar) Basic Competence. Therefore, the writer decided to choose recount text as students' writing activity in this research.

Based on the experience of researcher when doing an internship in class X, it was found that students were able to create recount texts by paying attention to social functions, text

structure, and linguistic features in context, but the problem was that in their recount text essays, they did not pay attention to cohesion devices, such as conjunction (and, but, so, and because) and reference (such, similar, similarly, likewise, different, other, else, differently) or including the use of cohesive devices for sequentially connecting paragraphs and sentences.

Andayani (2014: p.1) said that "the text should be consistent and coherent to obtain an excellent writing". Cohesion is necessary to draw links between what is being stated and what is intended to be conveyed in a text. Cohesion is a sequence of processes that link sentences to produce a complete meaning in a clear and organized manner. Cohesion is classified into two types: grammatical cohesion and lexical cohesion. Reference, substitution, ellipsis, and conjunction are the four processes of grammatical cohesion; reiteration and collocation are the two processes of lexical cohesion (Hasanah, 2017).

In accordance with the research background, the researcher wants to investigate types of cohesion devices used by students in writing recount paragraphs. Then, the researcher also wants to investigate the causes of students' difficulties using certain types of cohesion devices. In the analysis, the researcher wants to focus on types of cohesion devices, namely grammatical cohesion (reference, substitution, ellipsis, and conjunction) and lexical cohesion (reiteration and collocation). Researchers use the procedure of data collection using qualitative methods. The data to be used in this study was obtained from student worksheets and documentation.

The purpose of this research is to find out the most common types of grammatical cohesion and lexical cohesion used in students' recount paragraph writing done by students in the tenth grade at MAN 2 Jember, to find out the students' difficulties in using the types of grammatical and lexical cohesion in recount paragraph writing done by students in the tenth grade at MAN 2 Jember, to find out the causes of students' difficulties using certain types of cohesion in their recount paragraphs written by students in the tenth grade at MAN 2 Jember.

Methodology

This type of research is qualitative research, especially in descriptive analysis research. This method was chosen because the researcher performed a descriptive analysis on the data and provided written results that were supported by the information in the tables. It is ideal for this research since the purpose of this research was to analyze, describe, categorize, explain how cohesion devices made by the tenth student in their recount paragraph writing.

This research applied qualitative descriptive because the researcher focused on the analysis types of grammatical cohesion and lexical cohesion used in writing students' recount paragraphs. Then, the researcher also analyzes the causes of certain types of cohesion devices that are used in writing student recount paragraphs. Data relevant to the research problem will be collected for this qualitative study. Primary data is collected from the test result writing done by students for junior high school in tenth grade. Observations, documentation and interviews were used to collect primary data. The information collected was in the form of student texts and the results of interviews with the students and the

English teacher about difficulties using cohesion devices in writing recount paragraphs. The secondary data used in this study is the result of an analysis of previous research on the types of cohesion devices used in students' recount text writing.

When collecting data for this research, the researcher becomes a data collection tool or instrument. The researcher used observation, documentation, and interviews to collect the data. The researcher used document analysis as an instrument for this data. The documents were taken from the test result of recount paragraph writing done by students. The students were instructed by the researcher to write a recount. In this case, the students were not given any treatment. The researcher explained the paper test's objectives, the general idea of cohesion devices, and the instructions to the students in order to help them understand it. The students were expected to use grammatical cohesion and lexical cohesion. In this research, the instrument data by taking students' written documents, then analyzing sentences that were selected or categorized from recount text into clauses and numbered to find the cohesion devices, so the data that researchers are looking for in this text document are cohesion devices based on their type.

The researcher will categorize, count, and describe the encoded data in this step before analyzing the data. The researcher will present and reconstruct the data from the writing of the students. In order to answer the research question, the researcher elaborates the outcome of the items that were categorized and abstracted.

Then, the data were analyzed by researcher using the descriptive analysis method (percentage). The following formula was used by researcher (Sudjiono, 2010:43):

$$M = Fx/N \times 100\%$$

Fx = sum of total grammatical cohesion found in the texts

N = amount of the text

m = mean

The researcher used specific criteria based on Halliday and Hasan to classify whether or not recount texts are cohesively written, the data criterion being as follows:

Table 3. 1 The Number of Categories of Cohesive Devices In Percentage

Categories	Number of Cohesive Devices in Percentage
Poor	0-25
Fair	26-50
Good	51-75
Excellent	76-100

In addition, after completing several steps in the cohesive device the researcher explains the difficulties and causes faced by students when creating their recount writing by using the correct cohesion devices.

Result and Discussion

The results listed below demonstrate the fact that cohesive devices were used in the students' writing recount paragraphs. The information discovered in the student's essay

was then calculated and displayed using the codes. The table also displays the number and types of cohesive devices used by students in their writing.

Table 1 The Frequency of Cohesive Devices in Students' Paragraph

Text	Types of Cohesion						Total
	Grammatical Cohesion				Lexical Cohesion		
	Reference	Substitution	Ellipsis	Conjunction	Reiteration	Collocation	
1	4	4	0	6	3	3	20
2	11	3	2	13	4	2	35
3	6	1	0	6	2	4	19
4	5	2	0	14	2	0	23
5	8	2	0	4	1	3	18
6	6	3	0	3	2	0	14
7	7	3	0	4	3	1	18
8	7	5	0	9	3	1	25
9	7	6	2	3	3	3	24
10	4	2	0	7	3	2	18
11	10	2	2	7	3	3	27
12	2	0	0	11	2	4	19
13	4	0	1	6	1	3	15
14	5	0	0	3	1	2	11
15	4	0	0	3	2	0	9
16	6	3	0	11	3	4	27
17	2	0	0	3	1	4	10
18	7	2	0	3	3	3	18
19	4	4	0	3	2	2	15
20	4	2	0	4	3	3	16
Total	113	50	7	123	53	47	393
%	28.75%	12.72%	1.78%	31.29%	13.48%	11.95%	

The grammatical and lexical cohesion that is present in the students' recount paragraph essays is shown in the table above. According to the data in the table, grammatical cohesion takes precedence over lexical cohesion. In students' recount paragraph essays, ellipsis is the only one of the four components of grammatical cohesion that is used the least frequently. Conjunction predominates in student writing with 132 appearances. While substitution makes up the remaining 50 appearances and reference takes up 113 appearances in the second position. Conversely, lexical cohesion has a total of 100 appearances. Collocation only makes up 47 of the appearances, and repetition makes up 53.

a. Grammatical Cohesion

The grammatical cohesion of 20 students from X IPS 3 recount text writing samples was examined. The use of grammatical items to connect meanings is known as grammatical cohesion. The four components of grammatical cohesion are conjunction, ellipsis, reference, and substitution. In the students' writing, 393 of all instances feature grammatical cohesion. Its specifics are described below:

1. Reference

As previously stated, 113 or 28.75% out of the total occurrences in students' paragraph writing contain references. We, he, and his, they, our, that, this, it ect of the reference group are found in the data. The most common type of reference found in student writing is a personal reference. Most students refer to the object, subject, or other parts of a sentence that can be replaced with a pronoun using personal pronouns. The pronouns "that," "those," "these," and "this" are used as demonstrative references to refer to objects in terms of their proximity or distance from the speaker. Comparative references, on the other hand, are used in students' writing as a way to compare various items in terms of similarity or difference. Here are some examples of each of the students' sentences:

1. On March 10, 2023, our boarding school held an end-of-year competition that all students are required to participate in. (Text 2)
2. This condition made many Aremania fall unconscious and die on the spot. (Text 16)
3. The Netherlands declared that they had decided to accept August 17, 1945, as Indonesia's de facto independence date, which was earlier than the date formally acknowledged by the United Nations (Text 17)

Using the pronoun "*our*" to refer to "boarding school" creates a personal reference in the sentence. According to Halliday and Hasan's theory, this falls under the category of using personal references. In this sentence, the pronoun "*our*" refers to a group of individuals associated with or connected to the same boarding school. In the second example the word "*This*," a demonstrative that refers to the earlier condition, is used in the sentence as a demonstrative reference. The word "*This*" in that sentence indicates that the writer is referring to the situation that was previously discussed. On the other hand, the use of "*earlier than*" in the third sentence shows a comparison between the date of Indonesian independence accepted by the Netherlands (17 August 1945) and the date officially recognized by the United Nations. This comparison highlights the differences between the two dates that are relevant in the context of Indonesian independence.

2. Substitution

Substitution is the act of changing one thing for another. It is evident from the table above that substitution occurs 50 or 12.75%. Nominal substitution, verbal substitution, and clausal substitution are the three categories that make up substitution. However, there are no clauses or verbal substitutions in the student's essay. Here are some examples of each of the students' sentences:

1. A lot of people attended the event such as the guardians of the students, and the ahlul bait. (Text 1)
2. One of the activities in the event is praying together, as well as the appearance of the students and many other events. (Text 1)
3. Therefore, a lot of competitions were prepared by the committee. (Text 2)

In example 1, Nominal substitution occurs in the phrase "*a lot of people*," which replaces "students who had just graduated from Madrasah Diniyah Nurul Huda A'la" as the people present. In the second example, the pronoun "*One*" is used as a substitution for "One of the activities". This helps avoid repetition and refers back to the previously mentioned activity. In the last example, the use of the pronoun "*a lot*" is a substitution for "a lot of competitions". This helps avoid repetition and refers to the group of events mentioned earlier.

3. Ellipsis

Ellipsis is a type of substitution in which the original item is not replaced by anything else. Verbal, nominal, and clausal ellipsis are the three types of ellipsis. The researcher only found some ellipses in the data. Here are some examples of each of the students' sentences:

1. Before the flood, heavy rains continued from morning until night, then at exactly 9:00 p.m. the river suddenly overflowed until it hit our dormitory. (Text 13)
Here, the word "river" has been omitted from the sentence to make use of ellipsis. The use of ellipses avoids needless repetition by designating "the river" as "until it hit our dormitory".
2. So, all classes from grades 10-12 enlivened this event. (Text 2)
This section contains verbal ellipsis, where the verb "participated" has been left out. In full form, the sentence would be "So, all classes from grades 10-12 participated and enlivened this event."

4. Conjunction

As mentioned by Halliday and Hasan, only conjunctions between sentences or paragraphs are allowed, as opposed to conjunctions within sentences, between phrases, words, or beyond the subject. In the students' recount paragraph, conjunction comes in first place as the most frequently used items. The number of conjunctions in the students' writing is 123, or 31.29%. These 123 occurrences are made up of four different kinds of conjunctions: additive, adversative, causal, and temporal.

a) Additive Conjunction

The words *and*, *or*, *in addition*, *for example*, *also*, *for example*, *such as* of additive conjunctions that are used to demonstrate in text. Here's an example of an additive conjunction:

1. The witnesses, he explained that the accident started when the truck swerved and hit the edge of the sidewalk and finally hit the car in front of it. (Text 3)
2. In the last activity, the closing or prayer and also a meal together. (Text 12)
3. The next day, there were 2 competitions held by the students, such as volleyball and futsal matches. (Text 2)

In example sentence 1 in text 3, the use of Additive Conjunction is seen in the use of "*and*" which connects three consecutive phrases: "the truck swerved," "hit the edge of the sidewalk," and "finally hit the car in front of it." The word "and" in the sentence denotes that the three events happened in a connected and chronologically orderly manner. In the second sentence (Text 12), the Additive Conjunction "*or*" is used to indicate that there are two options for the final activity: closing or praying. The word "*or*" makes it obvious that the two options are connected and significant in relation to the final activity. The phrase "*such as*" in the third sentence demonstrates the use of Additive Conjunction. The Additive Conjunction

"*such as*" is used to add details about the kinds of competitions the students will hold the following day. Even though there are only two examples given (volleyball games and futsal matches), the conjunction "*such as*" suggests that there are other types of competitions that the students hold.

b) Adversative Conjunction

These adversative conjunction items can be found in the text *but, however*, etc. Here's an example of an adversative conjunction:

1. However, in the end the flood ended at 10.05 am. (Text 15)
2. Many residents were displaced as a result of their homes being affected by the powerful earthquake, there is no indication that the earthquake will occur again, but the Meteorology, Climatology and Geophysics Agency is aware that there will be aftershocks. (Text 18)
3. However police said that there were no casualties, but it would cost a lot to rebuild the bridge. (19)

In the example first sentence, to contrast two connected events, the Adversative Conjunction "*however*" is used. The word "*however*" in the sentence highlights the contrast between the necessity of an evacuation due to the flood and the flood's actual end. However, as indicated by the word "*however*," the flooding eventually stopped at 10.05 a.m., despite the fact that the initial circumstances called for evacuation. In the second sentence, there is the use of the Adversative Conjunction "*but*". The word "*but*" is used in the sentence to distinguish between the lack of aftershock indicators and the Meteorology, Climatology and Geophysics Agency's caution to exercise caution because there will be aftershocks. In the third sentence, the conjunction "*but*" in the sentence highlights the contrast or difference between the previous and subsequent information. There were no casualties, according to the previous police report. Later, it was revealed that rebuilding the bridge would be very expensive. In the sentence, the use of "*but*" helps to illustrate the difference between the absence of casualties and the high cost of rebuilding the bridge.

c) Clausal Conjunction

So, thus, because, therefore, are used to express it. Here's an example of an clausal conjunction:

1. This race was the most exciting because it was conducted by female students. (Text 2)
2. The loss of broken furniture, some place broken and other damage is very much. So, it takes a few days to repair it. (Text 9)
3. Because the masses were getting out of control the security forces then took repressive action in the form of tear gas shots. (Text 16)

In the example first sentence, the Clausal Conjunction "*because*" is also used. The preposition "*because*" in the sentence illustrates the cause-and-effect connection between the first and second statements. The word "*because*" in the clausal conjunction adds more information about the cause or factor that makes this race the most interesting. The reason is that female students held this race. In the second example, there is the use of Clausal Conjunction "*So*". The clausal conjunction "*So*" is used to add more detail about the repercussions of losing damaged furniture, damage in some locations, and other damage. The conjunction "*So*" indicates that because of the serious damage, it will take longer to

repair. In the last example, the word "*Because*" in this sentence illustrates the cause-and-effect connection between the first and second statements. The clauseal conjunction "*Because*" is used to add more information about the cause or reason behind the repressive action taken by the security forces.

d) Temporal Conjunction

The following are examples of adverse conjunctions that can be found in the text: *then, next, finally, first, second, next, while, after that, last, in conclusion, etc.* Here's an example of a temporal conjunction:

1. Then, a second witness came and immediately shouted for help to the surrounding residents but the killer ran away. (Text 4)
2. In the last activity, the closing or prayer and also a meal together. (Text 12)
3. And finally, that's one of the events held by our boarding school, hopefully we can all get blessings for the event. (Text 1)

In the first example, the Temporal Conjunction "*Then*" is also used. The word "*Then*" is used in the sentence to denote the time sequence between the second witness's arrival and the subsequent event. The use of the Temporal Conjunction "*Then*" in the sentence adds more detail about the order of events. In the second example, the use of the temporal conjunction "*In the last activity*" demonstrates the activity's temporal context. The phrase "*In the last activity*" in the sentence conveys information about the time context, specifically that the activity took place during the last activity. In the last example, the word "*finally*" in the sentence denotes the end or conclusion of a series of events or previously communicated information. The use of the Temporal Conjunction "*finally*" contributes to the sentence's ability to convey more details about the time sequence. Additionally, the word "*finally*" can be used to affirm or bring to a close the information that has been previously provided. The word "*finally*" in the sentence denotes a resolution.

b. Lexical Cohesion

Building cohesion through the use of lexical items, or things connected to words or vocabulary, is known as lexical cohesion. Reiteration and collocation are the two categories of lexical cohesion. The students' paragraph essay contained 100 instances of lexical cohesion. With 53 or 13.48% of the total occurrences, repetition outnumbers collocation, which accounts for only 47 or 11.95% of the total. The data on repetition and collocation occurrences in the students' paragraph are shown in the table above. Repetition occurs in 13.48% of all instances. The details of the instances of lexical cohesion that were discovered in students' recount paragraph essays are displayed in the table below:

Table 2 Number and Types of Lexical Cohesion

No.	Types of Lexical Cohesion	Frequency	Percentage
1	Reiteration	53	13.48%
2	Collocation	47	11.95%
Total		100	25.43%

Students' recounts of sentences 1 through 3 from Text 18 provide an example of lexical cohesion in action:

The earthquake that occurred on Monday, November 21, 2022 at 12:15 in Cianjur Regency with a magnitude of 5.6, had an impact on the Bogor regency area. *The earthquake* that occurred in Cianjur Regency could be felt in a number of areas around Bandung, Jakarta Bekasi. Residents who felt *the earthquake* in the surrounding area explained that *the earthquake* did not experience any signs but suddenly. The paragraph includes lexical repetition: "*earthquake*" this word is repeated several times in the text to refer to the same event. This gives focus to the main topic of the text. The use of repetition in the text helps convey information clearly and emphasizes elements that are important in the context of the earthquake event.

Sentences 1 through 4 in Text 14 provide another example of lexical cohesion in action: Last Tuesday, our class was assigned to help the teacher conduct research on *plant reproduction*. We were asked to bring *kecamba seeds*. The research will be conducted by treating the *plants* differently. There were *plants* placed in a room without light and an open room with light. In this paragraph includes lexical superordinate: All plants used in research are referred to collectively as "*plants*" in this usage. A variety of plant species are included in this superordinate. The kind of seeds the students brought is referred to as "*kecamba seeds*" in this phrase. "*Kecamba*" refers to a particular kind of seed, whereas "*seeds*" is a superordinate term that encompasses various kinds of seeds. "*Plant reproduction*" is the term used to describe the subject of the research that the class conducted. It is a broader idea that encompasses various facets of plant reproduction.

Sentences in Text 7 provide another example of lexical cohesion in action: A few months ago there was an *illegal race* that took place in *Slawu village*, Jember. Many teenagers saw the race. Several instances of the use of collocations can be seen in the following sentence: The phrase "*illegal race*" designates a prohibited race. "*Illegal*" refers to the illegitimate or law-breaking nature of the race, so the terms "*illegal*" and "*race*" are logically related. The phrase "*Slawu village*" refers to the name of the village. The terms "*village*" and "*Slawu*" are naturally connected because "*village*" designates a particular category of settlement found in Slawu.

Another sentences in Text 9 provide examples of collocation usage that can be observed:

During the *rainy season* in November 2022, the city of Jember was one of the areas that *experienced natural disasters* in the form of flooding. Jember is one of the cities that is also affected by the rainy season. The phrase "*rainy season*" refers to the wet weather. As "*rainy*" refers to a particular type of season distinguished by heavy rainfall, "*season*" and "*rainy*" are logically related terms. The phrase "*experienced natural disasters*" refers to the experience of natural disasters. "*Experienced*" describes experiences or events that the city of Jember has encountered in the form of natural disasters, so "*experienced*" and "*natural disasters*" are logically related. The sentence's use of collocation makes the information flow naturally and logically.

The purpose of this study is to describe the difficulties and root causes of students' difficulties in using cohesive devices in their recount paragraphs. Of course, the researcher explained to the students about the purpose of this study before starting, which is to find the difficulties and the reasons why students have difficulties in using cohesive devices in their recount paragraphs. Based on the 20 students, 6 students will be taken as research

subjects who have different results on cohesive devices in their recount paragraphs. After the researcher chose 3 students as research subjects, then the researcher discussed and asked the English subject teacher of class X IPS 3 MAN 2 Jember regarding the students' ability to communicate so that during the interview the researcher could dig up detailed information about the difficulties and causes.

The researcher conducted direct interviews to collect interview data. The interview conducted by the researcher was in the form of a semi-structured interview, which aimed to dig deeper information and to find out more about the challenges faced by students when using cohesive devices in writing recount paragraphs. There were six questions asked during the interview. The results of the interviews can be seen below.

1. Data Exposure Subject 1

Based on the results of the written test, research subject 1 (S2) fulfills 6 conjunctions, where students mention *and*, *finally*, *such as*, *as well as*. Likewise, the results of interviews conducted with research subject 1 where S2 also explained directly in the recount text that was written with the same conjunction as the results of his written test, namely "*smoothness and ease in the exams...., A lot of people attended the event such as the guardians...., finally, that's one of the events held*. This is in accordance with the following interview excerpt:

"Iya, dikarenakan baru mempelajari dan masih bingung menggunakan cohesive device yang benar. Namun ada beberapa items yang saya kenali ketika mengarang cerita text recount saya misalnya ketika menggunakan conjunction, karena menurut saya itu yang paling mudah dan sudah dipelajari di dalam pelajaran bahasa Indonesia."

In addition, based on the results of the written test subject 1 (S2) only uses 3 collocations, namely where students mention *tasyakuran event*, *gratitude to Allah swt....*, *graduated from Madrasah Diniyah Nurul Huda A'la....*. Likewise, the results of interviews conducted with research subject 1 where S2 also explained directly in the recount text written only 3 times collocation, namely "*On March 14, 2023, our boarding school held a tasyakuran event which was attended by students who had just graduated from Madrasah Diniyah Nurul Huda A'la*". This is in accordance with the following interview excerpt:

"Ada beberapa jenis cohesive devices yang sulit, salah satunya adalah collocation. Karena jenis ini belum pernah saya pelajari secara detail, karena yang saya tahu dan pelajari hanya language figures seperti penggunaan conjunction, references I, my, their dan penggunaan chronological connection seperti first dan second"

"Ketika saya mengarang teks recount saya merasa takut dan saya tidak yakin dengan tulisan saya benar atau salah. Saya juga tidak banyak menguasai items cohesive devices, ketika pelajaran materi recount text dikelas juga hanya dijelaskan tentang pengetahuan yang umum saja"

Based on the narrative fragment, it was recorded that S2 had explained directly that S2 had difficulty in using several types of cohesive devices, one of which was collocation. In addition, S2 explained the cause of the difficulty, namely S2 felt afraid and unsure of his writing, and the learning in class only explained the recount text material in general. Therefore, it is evident that S2 still has difficulties in using cohesive devices.

2. Data Exposure Subject 2

Based on the results of the written test, research subject 2 (S15) fulfills only 3 conjunctions, where students mention *and*, *however*, *in the end*. Likewise, the results of interviews conducted with research subject 2 where S15 also explained directly in the recount text written only 3 times collocation, namely *"in the middle of December and there were Banser who helped us...., However, in the end the flood ended at 10.05 am."* This is in accordance with the following interview excerpt:

"Saya tidak begitu paham tentang materi bahasa Inggris, apalagi seperti tenses, grammar dan salah satunya ini cohesive devices, banyak sekali jenis jenis cohesive devices. Saya juga kurang menguasainya. Yang saya tahu hanya beberapa yaitu when, first, and."

"Iya, saya sama sekali belum pernah mendengar apa itu cohesive devices"

"Mungkin penyebabnya karena materi tentang cohesive devices belum dipelajari secara detail, saya juga terkadang belum bisa mengarang tulisan secara berurutan. Terkadang masih sulit dimengerti dan harus menulis beberapa kali diulang-ulang".

Based on the narrative fragment, it was recorded that S15 had explained directly that S2 had difficulty in using types of cohesive devices. Judging from the explanation, S15 only uses 3 times conjunction in his recount paragraph. In addition, S2 explained the cause of the difficulty, because of the cohesive devices material that has not been studied in detail, and has not been able to compose text in sequence. Therefore, it is evident that S15 still has difficulties in using cohesive devices.

3. Data Exposure Subject 3

Based on the results of the written test, research subject 3 (S3) fulfills only 1 substitution, where students mention *one*. Likewise, the results of interviews conducted with research subject 3 where S3 also explained directly in the recount text written only 1 times substitution, namely *"Arriving at the incident site, Mr. Yudha met with Mr. Ahmad one of the witnesses to the unfortunate incident"*. This is in accordance with the following interview excerpt:

"Iya, saya merasa kesulitan karena masih belum ada materi tentang cohesive devices, namun saya tahu beberapa seperti konjungsi, reference, dan keterangan waktu."

"Additive conjunction, substitution adalah salah beberapa jenis cohesive devices yang menurut saya belum saya ketahui banyak dan reiteration juga sulit."

"Penyebab utamanya adalah saya kurang paham dan kurang suka pelajaran bahasa Inggris, apalagi memahami tentang language features recount."

Based on the narrative fragment, it was recorded that S3 had explained directly that S2 had difficulty in using types of cohesive devices, especially in using substitution. Judging from the explanation, S3 only uses 1 times substitution in his recount paragraph. In addition, S3 explained the cause of the difficulty are lack of understanding and dislike of English lessons and lack of understanding of the language features of recount paragraphs. Therefore, it is evident that S3 still has difficulties in using cohesive devices.

According to Table 1, conjunction was used more frequently than other cohesion devices (28.75%), followed by reference (31.29%), substitution (12.72%), and ellipsis (1.78%), as well as reiteration (13.48%) and collocation (11.95%). According to the grammatical cohesion data analysis discussed above, students can write recount paragraphs that contain all of the

cohesion devices. Not every text uses every type of cohesion device, though. This fact suggested that the students weren't acquainted with any sort of cohesive tool. However, when all sub-types of cohesion were combined into the two main types of grammatical and lexical cohesion. Grammatical cohesion maintained its dominance with 293 over lexical cohesion's 100. The aforementioned fact indicates that most students used grammatical items to create coherence within the essay recount paragraph.

Conjunction turns out to be the most frequently used cohesive item in the students' recount paragraphs, supporting findings from previous studies like Ajeng (2021), who discovered 98 instances of conjunction in the findings of her study. The findings of this recent study, conjunctions were the grammatical cohesion that students used most frequently in the text. Almost every student's writing in the recount text contains this conjunction. There are 123 instances of conjunctions overall. This fact demonstrates that students are already accustomed to using this type of cohesive devices. There are three different kinds of conjunctions that can be r in students' recount texts. They are the following: causal, temporal, adversative, and additive conjunction. The results indicate that the students were acquainted with these instruments. The fact that conjunction is used the most frequently suggests that it is used in student writing more frequently than other devices.

In this research reference was used by students in the text the second most frequently in terms of grammatical cohesion, supporting findings from previous studies like Intan (2020), in the results of his research, reference became the second most frequent occurrence of conjunction in terms of grammatical cohesion, who discovered 162 instances of conjunction in the findings of his study.

In this recent research, reference appeared in every student's recount text writing. 113 items were discovered in the references. This fact suggested that the students were familiar with this type of cohesive devices. All different types of references were used in the students' recount text writing. It made use of comparative, demonstrative, and personal references.

Substitution is in the third position as the most used cohesive item in students' paragraphs. Table 4.1 proves that substitution only appears 50 times in students' recount paragraph writing. This fact shows that students are still not very familiar with this type of cohesive devices. While ellipsis Meanwhile, ellipsis appears the least among other grammatical cohesion. Ellipsis only appears 7 times in students' recount paragraphs. This shows that ellipsis is still not familiar and rarely used by students in their recount paragraphs.

By using lexical items with the same meaning repeatedly, ties in a text can be developed. According to Kuncahya (2015), repetition employs words to create semantic ties both within and between sentences. Repetition is the most frequently used item in table 4.1 above, as shown by the 53 occurrences, while the other 47 occurrences are included in superordinates. Based on the results of the table, it can be concluded that the recount paragraphs of student writing are cohesive paragraphs in the "poor" categories because the rate of percentage is 19.95%. As a result, the author draws the conclusion that student writing lacks the cohesive device that Hasan (1968) claimed played a crucial role in student writing. If a text has texture, it has cohesion. In other words, a text is coherent when its language stretches are connected by ties. Halliday and Hasan (1976) suggested that these

ties might be grammatical or lexical. Cohesion can be defined as the links that hold text together and give it meaning, so if the text makes sense to the reader, it is obvious that the writer accomplished the use of cohesive devices well.

The researcher gathered information from the interview data and in the end, came to the conclusion that students faced some difficulties and reasons when using cohesive devices in writing recount paragraphs. This be a result of students' misunderstandings of how to use grammatical cohesion in writing texts. When using proper grammatical cohesion, some students frequently experience confusion. Even though coherence in writing can be properly maintained in one way, such as by using several supporting sentences in a logical sequence and the ideas are connected by transitions, students often struggle with the proper use of cohesive devices. logical order, with appropriate transitions connecting with the ideas together. Additionally, some students still struggle with a variety of cohesive devices. It is obvious that the students do not comprehend the correct grammatical cohesion rules. All readers must struggle to understand the outcomes of students' writing when they are unable to effectively apply the rules of grammatical cohesion to their writing.

The lack of materials or additional assistance and direction regarding the use of cohesive devices and their various types is the root of the issues that have been raised. Many of them are still unaware of certain cohesive device types.

Conclusion

From the results of the research shows that students frequently use grammatical cohesion rather than lexical cohesion when writing recount paragraphs. The most common grammatical cohesion used by students is conjunction, which is followed by references, substitutions, and ellipses. While the use of substitution, reiteration, collocation, and ellipsis are still less common, the use of conjunctions in students' recount texts demonstrates that students are familiar to using this type of cohesion.

Repetition is the lexical cohesion technique that students use the most frequently. Repetition of words makes it easier to connect sentences in a text in a meaningful way. However, it's crucial to avoid overusing the same words in writing in order to keep it interesting. Although students employ a variety of cohesion techniques in their writing, there are issues with cohesion comprehension and application. Students frequently struggle with understanding the various types of cohesion as well as correctly using grammatical cohesion. This demonstrates the need for more materials and additional help regarding the use of cohesion and its types.

In order to use cohesion in their writing, students need more guidance and understanding. Students will write more coherent recount paragraphs if they have a better understanding of grammatical cohesion rules and the different ways to use lexical cohesion. Students can develop their writing abilities and create texts of higher quality if they have a solid understanding of cohesion.

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