



**STUDENTS' PROBLEMS WITH COHESION IN WRITING
HORTATORY EXPOSITION TEXTS AT THE SECOND GRADE
STUDENTS**

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Abstract: The aim of this study is to identify and describe the language errors in students' exposition essays and the problems that cause students to often make mistakes in writing exposition texts. This research is expected to be helpful as capable documentation and a reference in various studies regarding language errors of students' essays by academics and the general public. The research is based on the use of two cohesion devices, namely lexical and grammatical, and the elements of these devices that affect students' writing errors. The results of this research are as follows: (1) the most findings are found in reference errors, followed by repetition, conjunction, adverbials, pronouns, and grammatical ellipsis errors, and finally occupied by lexica and substitution which are not found at all in the writing of hortatory exposition student texts. (2) The problem of why students find it difficult to understand learning about the importance of coherence in writing argumentation texts in English is a need for more attention and interest in learning writing skills.

Keywords: Student's Problems, Cohesion, Writing

INTRODUCTION

Writing skills in English are becoming more important these days; students must have good writing knowledge to learn English. It is not uncommon for students to feel less confident when they have to write words in English because of their limited vocabulary and grammar. A lack of vocabulary mastery will lead to problems with the use of language, especially in grammatically constructing sentences. In mastering writing skills, students are challenged and cohesion, lexicon, grammatical range, and accuracy (Fathi and Rahmi, 2020).

One's writing activities need to be monitored ideally to overcome error, such as writing activities carried out by students at school so that it becomes a difficult task for teachers to teach writing skills. Yanti (2011) stated that writing is complex and challenging to teach and learn, requiring mastery of grammatical and rhetorical devices and conceptual and judgmental elements. The teacher is a crucial factor influencing students' writing skills; a curriculum that supports students to become more accustomed to writing activities in English is needed. Even though it has been realized that mastery of written language is essential, teaching writing skills still needs more attention.

However, the new learning curriculum guides students to be more active in their interests and talents by expressing themselves by speaking more so that writing activities decrease, with reduced writing activities, students' knowledge of what must be considered in writing texts in English is decreasing. Nassima, (2015) categorizes EFL students' difficulties in writing into spelling errors, grammar, coherence, cohesion, and linguistic accuracy. One of the most important things students must learn is cohesion. Cohesion refers to using vocabulary and grammatical structures to connect ideas within a text. Cohesive devices are words and expressions that show relationships between parts of text and ideas, such as cause and effect, time, addition, or comparison and contrast. However, because writing is seen as the most challenging skill, many students need help using cohesion in writing. Cohesion and coherence are two crucial components based on writing skills, guaranteeing quality writing dreams.

However, students often need more coherent writing. Another obstacle is that students often need to use more suitable cohesive devices, such as constructing incorrect grammar, vocabulary, sign words, and connectors that make up the entire text in disordered writing. They are connected to the coherence use error found in student essays. Sako, (2017), stated if any of the language's components are missing, the information being transmitted cannot be interpreted correctly and is considered to have been written in error. One of the errors that students often need to correct in writing is the error in using cohesion devices. Based on the previously described, the researcher is interested in describing the problem of why it is difficult for students to understand learning about the importance of cohesion in writing argumentation texts in English. To address the problem, this study is guided by the following research questions what error do students often make in writing hortatory exposition texts and what problems affect students often make error using cohesion devices in writing exposition texts.

The Aims of the study are as the following, the aim is to identify and describe the language errors in students' exposition essays and the problems that cause students to often make error in writing exposition texts. This research is expected to be helpful as capable documentation and a reference in various studies regarding language errors in students' essays by academics and the general public. The constraints of this study are contemporary research that focuses on the use of two cohesion devices, namely grammatical and lexical cohesion and the elements of these devices that affect students' writing errors. This writing ability is essential to master because it is productive and expressive, supported by other language skills, such as listening, speaking, and reading.

RESEARCH METHODE

Research Design

This research uses descriptive qualitative research as its research design. This design aligns with the research objectives: to determine and analyze what problems cause students difficulties in writing according to the cohesive device in writing argumentation texts. Qualitative research is research that is descriptive and tends to use analysis. Process and meaning are highlighted in

qualitative research; the theoretical framework is used as a guide so that the research focus follows the facts in the field. Similarly, (Kim et al., 2017) also pointed out that qualitative descriptive research has been recognized as necessary and applicable to research questions aimed at determining who, what, and where to experience and gain insight from informants about phenomena that are not fully understood.

Population and Sample

The population in this study were 120 second grade MIPA students at SMA Negeri 4 Praya in the 2022/2023 academic year. According to Sugiyono, (2011) population is a generalization area consisting of objects / subjects that have certain qualities and characteristics set by researchers to study and then draw conclusions.

The sample is part of the population that the researcher wants to study, according to Sugiyono, (2011) the sample is part of the number and characteristics possessed by the population. In this sampling technique the author uses Samples in Simple Random Sampling (Simple Random Sampling) According to Kerlinger (2006), simple random sampling is a method of drawing from a population or universe in a certain way so that each member of the population or universe has the same chance of being selected or taken. The sample used by researchers is 30 MIPA second grade students whose writing results are taken randomly.

Data Collection Procedures

The data collection technique is used in collecting data related to this research. The data collection techniques used in this study are two instruments that document analysis and questionnaires.

Documents

The data collection technique in documents takes research sources or objects from documents or records in written form. This research collect the results of student writing assigned by the previous teacher in a long formal text with a writing structure consisting of a thesis, argument, and recommendation.

The document reviewed in this study is a hortatory exposition text, which is a text that explains an issue with the aim of persuading or influencing readers that something should be done or not done. The document reviewed focuses on the writer, especially the writer's ideas, in writing hortatory exposition; the tense used is simple present tense, evaluative adverbs such as understandably, predictably, and surprisingly.

Document review in this study uses the method of reading, understanding, tracing, finding errors, and explaining. The researcher reads and decomposes the sentences written by

the students one by one, then uses two cohesion categories, namely grammatical and lexical as a reference to find errors in cohesion devices in the students' writing.

Questionnaire

The technique of collecting data is by giving a set of questions or statements to other people who act as respondents to answer questions from researchers. This research uses a closed questionnaire in the form of multiple-choice questions containing cohesion to measure the extent of students' knowledge about cohesion.

In general, the researcher included questions in the questionnaire about students' difficulties in writing English texts and the extent of students' knowledge and understanding of the tools included in cohesion. The questions in the questionnaire were made by the researcher to find students' problems in writing cohesive texts both from learning methods, teaching materials and the way teachers teach.

FINDINGS AND DISCUSSION

This chapter consists of research findings and discussion. The data that were collected and analyzed based on the determine research questions. The whole data were taken from students' hortatory exposition text and questionnaire.

The research entitled Student's Problems with Cohesion in writing hortatory exposition texts the second-grade students of SMA Negeri 4 Praya; a qualitative approach was used in this study. A qualitative approach is used. The descriptive method is the direct approach to describing the research results. Approach this qualitative approach is used differently to calculate the presentation of cohesion aspect errors in students' writing.

The result of this study is a description of cohesion aspect errors in hortatory exposition text writing and what problems students experience in writing texts with correct cohesion aspects. The subject in this study is the writing of hortatory exposition text of eleventh grade MIPA 4 students; thirty student writings presented, while the object of study in this research is paragraphs that have errors regarding cohesion aspects.

The total number of paragraphs containing grammatical and lexical cohesion and coherence errors from thirty hortatory exposition texts is one hundred and fifty; the object of study has been adjusted with the problem formulation in this research. Based on data selection which has been done as part of the analysis process namely by reading carefully repeatedly, the results of the description of cohesion errors in grammatical and lexical markers and coherence errors found can be seen in the table.

Grammatical Cohesion Error

Table 1. Recapitulation of Grammatical Errors in Hortatory Exposition Texts Written.

No.	Cohesion Devices		Total
1.	Grammatical cohesion	Reference	29
		Ellipsis	3
		Substitution	12
		Conjunction	15

The table above explains that students made more than one error in each paragraph written. The data above shows that there are a total of 114 errors found in 30 students' writings in the aspects of grammatical cohesion and lexical cohesion. The researcher found 49.1% errors in the use of reference devices in the use of pronouns to avoid repetition, then 5.0% errors in the use of Ellipsis, then errors in Substitution devices by 20.3% and errors in including the right Conjunction words as much as 25.5%.

Lexical Cohesion Error

Table 2. Recapitulation of Lexical Errors in Hortatory Exposition Texts Written.

No.	Cohesion Devices		Total
1.	Lexical Cohesion	Adverbials	-
		Repetition	9
		Ellipsis	21
		Pronouns	12

Furthermore, there were 0% errors in the use of adverbs, 21.4% student errors in Repetitions, then there were 50% Lexical Ellipsis errors because many of the students who wrote students often repeated adjectives or adverbs excessively, and 28.6% errors in the use of pronouns in a sentence.

The following is a discussion of the errors of inter-sentence cohesion devices in paragraph writing in the hortatory exposition text of students in class X MIPA SMA Negeri 4 Praya. The number of errors found when viewed from the type of cohesion is divided into two, namely lexical cohesion errors and grammatical cohesion. The grammatical cohesion errors with the total percentage of referencing errors as much as 58.4%, and the percentage of lexical cohesion errors is 41.6%.

Questionnaires

The following are the results of respondents' answers to the questions asked by the researcher to find out what problems cause second grade class MIPA students of

SMA Negeri 4 Praya to have difficulty in writing using correct cohesion devices. based on the results of distributing questionnaires to 30 respondents, the total score of how many students answered yes and no to each question was obtained.

In additions, student's questions consist of 10 questions about the student's problem with learning cohesion devices in writing. The results of student's answers can be seen as follows:

The range of respondents' answers on the variable of what problems cause students to have difficulty in writing using the correct cohesion devices. The majority of students responded about the lack of learning about the importance of cohesion devices in text writing.

First statement indicator that students "write an essay assignment in English" respondents (100% yes and 0% no) From the yes answers given by 30 students, the results show that they have done writing assignments in English given by the teacher both in the form of Descriptive Text, Recount Text and other types of texts and have often done it, it means that students are not unfamiliar with writing texts in English.

Second statement indicator about Feel confident to write in English. that students respondents (0% yes and 100% no) from the NO answers thirty students answered that they were not confident, when asked if they were confident to write texts in English, based on students' responses in statement number one, students have often done writing assignments in the language but they are still not confident to write in English

Find it difficult to write paragraphs in English, there are 28 (93.3%) students admitted to having difficulty in writing paragraphs in English, some of them had difficulty starting to string words together and felt lacking in English vocabulary, some other students were less interested in learning to write and did not like the activity. While for the two (6.7%) who answered no, they liked learning to write and string words in English so it was not too difficult for them to write paragraphs in English.

Have been taught about cohesion devices specifically in writing English texts, the majority of students answered that they had never been taught about cohesion devices especially in writing English texts, the learning they received about writing was the structure of the text which was taught according to the chapter in the textbook in each semester.

The performance factor that is widely found is the need for more concentration of students. Many students need help to concentrate when learning to write texts in English. Students have never been taught cohesion devices and elements to consider in writing. There needs to be more interest in students in learning more about the importance of cohesion devices in writing correct texts. Another factor is that because in each writing

lesson, students are only given assignments according to what theme is discussed in each chapter, no specific directions are included in the teaching materials to discuss the rules and knowledge of cohesion.

The next factor is that students' understanding of cohesion devices in writing English texts is completely absent; based on interviews with subject teachers, students' understanding of what cohesion devices are very low, so students' ability to write hortatory exposition texts using grammatical devices and lexical cohesion that is correct is almost inevitable. Another obstacle is the ability of students far enough to recognize and understand the correct text-writing system suitable for cohesion devices.

The obstacle and problem of why students find it difficult to understand or learn about cohesion is a need for more attention and interest in learning writing skills. Materials such as textbooks and the curriculum taught do not facilitate learning about cohesion devices in the writing structure. Another factor is that students generalize the rules of the language they are learning, causing errors; this can also happen because of ignorance of the boundaries of the rules of a language that the teacher may need to explain thoroughly, especially those related to hortatory exposition material.

Based on students' responses to the questionnaire mostly felt less confident about writing in English, in addition to language barriers and lack of vocabulary, students must learn about cohesion devices. Thus, lexical and grammatical cohesion errors do not necessarily occur just like that but are influenced by several causative factors, namely performance and competence factors. These two factors influence each other, as do the roles of students and teachers in learning. Therefore, to reduce or minimize the existence of cohesion errors in the hortatory exposition of student texts, teachers and students must cooperate in the learning process, especially teachers who must create methods and media that vary in the learning process.

CONCLUSION

Based on the discussion above regarding the causes of lexical and grammatical cohesion errors, it can be concluded that the most common cohesion errors made by students are reference errors which are mostly found in reference errors in the Grammatical cohesion category, then followed by repetition, conjunction, pronouns, and ellipsis errors in the lexical cohesion category, and the last is lexical ellipsis and substitution errors and adverbials which are not found in the students' hortatory exposition writing text. Then the problem that affects students often make error in the use of cohesion devices in writing English texts is the lack of special learning about cohesion devices so that learning about grammatical and lexical cohesion becomes very foreign to students. The need for more adequate teaching materials on learning cohesion devices, either from subject books or teacher teaching materials needs to be improved. Many students need help concentrating when learning to write in English, and it is difficult to understand that

several other factors also influence learning. Regarding competency factors, namely, the need for student knowledge of cohesion devices in language, students need clarification in applying the correct devices in hortatory exposition texts. Therefore, to reduce or minimize the existence of cohesion errors in student writing, teachers and students must work together in the learning process, especially teachers must create methods and media that vary in the learning process.

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