

AN ERROR ANALYSIS OF COHESION IN ENGLISH STUDENTS' ESSAY WRITING AT STKIP YDB LUBUK ALUNG

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Abstrak

One of the English academic writing at college is English essays. Since English essay writing is one skill that should be taught to students, English essays must be mastered by students. Although writing English essays is complete and well organized, it still has a big contribution to developing students' writing ability. This research aims to describe the students' errors of cohesion in students' English Essay writing at STKIP YDB Lubuk Alung. The samples of the research were students of the 3rd semester of the English Department of STKIP YDB Lubuk Alung using purposive sampling which consisted of eight students. The instrument of the research was documentation through students' essay writing. This study explores types of cohesion that are classified into two cohesions, namely grammatical cohesion, and lexical cohesion. The grammatical cohesion involves references, substitutions, ellipses, and conjunctions. Meanwhile, lexical cohesion involves reiteration and collocation. The result of this study shows that there are 299 errors of cohesion in students' essay writing. The errors found by grammatical cohesion are 203 and the errors of lexical cohesion are 96. Referring to the research findings, it is recommended that English writing lecturers should more attention to discussing, explaining, and analyzing all these errors to overcome the writing English essays problems dealing with grammatical cohesion and lexical cohesion.

Keywords: Error Analysis, Cohesion, English Essay

Abstrak

Esai Bahasa Inggris merupakan salah satu keterampilan menulis Bahasa Inggris yang harus dikuasai oleh mahasiswa. Sejak keterampilan menulis esai Bahasa Inggris merupakan keterampilan yang seharusnya diajarkan ke mahasiswa, sehingga esai Bahasa Inggris harus dikuasai oleh mahasiswa. Walaupun penulisan esai Bahasa Inggris memiliki pemikiran yang dalam dan terstruktur, namun penulisan esai ini juga berkontribusi besar guna mengembangkan keterampilan penulisan esai mahasiswa. Tujuan dari penelitian ini adalah untuk menggambarkan kesalahan yang terdapat pada cohesions dari penulisan esai Bahasa Inggris mahasiswa STKIP YDB Lubuk Alung. Sampel pada penelitian ini adalah mahasiswa semester 3 di program studi Bahasa Inggris STKIP YDB Lubuk Alung dengan menggunakan Teknik purposive sampling yang terdiri dari 8 mahasiswa. Instrumen pada penelitian ini adalah dokumen dari hasil penulisan esai Bahasa Inggris mahasiswa. Penelitian ini menyelidiki jenis-jenis dari cohesion yang dibagi kedalam 2 kelompok, yaitu grammatical dan lexical cohesion. Grammatical cohesion meliputi refernces, substitutions, ellipsis, and conjunctions. Sementara itu, lexical cohesion terdiri dari reiteration dan collocation. Hasil dari penelitian ini menunjukan bahwa 299 kesalahan dari penulisan esai Bahasa Inggris mahasiswa. Kesalahan grammatical cohesion sebanyak 203 dan kesalahan lexical cohesions sebanyak 96. Berdasarkan hasil tersebut, sangat direkomendasikan bahwa dosen Bahasa Inggris agar lebih memperhatikan pembahasan, penjelasan, dan menganalisa semua kesalahan inib agar bisa diselesaikan pada kesalahan penulisan esai Bahasa Inggris pada grammatical dan lexical cohesions.

Kata Kunci: Analisis Kesalahan, Kohesion, Esai Bahasa Inggris

Introduction

English is an international language that is used by many people around the world. Many aspects of life connect and utilize English to support everything such as education, economics, business, trade politics, and so on. Nowadays, English is not only useful for native speakers but also for people who come from different countries. They use English as a second or foreign language to interact and communicate. For that reason, especially in Indonesia's educational system, English as a foreign language belongs a part of the curriculum. Therefore, students must study English earlier through elementary school until university.

To learn English as a foreign language, there are main four basic English skills that should be obtained by the students at university namely listening and reading, speaking, and writing. Especially on writing skill which is categorized as productive skill, is often regarded as the most important skill to be acquired. It is because writing is a type of language skill that combines the ability to use grammar and organize ideas. It means that writing activities are an activity that is required to have great ability to combine the structure of language, ideas, words, choice, spelling, punctuation, and knowledge of the subject matter. (Linse, 2005) also says that writing is a combination of process and product that involves the act of gathering ideas and working with them until they are presented through comprehension meaning to readers. Then Writing is a medium of communication that represents language through the inscription of signs and symbols. In most languages as cited in (Husni et al., 2023), Writing is a meter of transferring one's ideas or opinions in sentences and a paragraph.

Another aspect to be considered in writing is cohesion. (Halliday & Hasan, 2013) state that the concept of cohesion is a semantic one. It refers to relations of meaning that exist within the text, and that define is a text. Moreover, Eggins as cited by (Badrul, 2005) defines the term cohesion relates to the way the part of discourse art is related together. In binding sentences, they need a tie that is commonly called a cohesive tie. Cohesion or coherence is the intangible glue that holds paragraphs together. Having good coherence in a writing project means that your ideas stick together and flow smoothly from one sentence to the next so that the readers of your work can easily understand where you are taking them. Well-structured and understandable sentences are a clear sign of good grammatical competence. It is an important tool in English language production. An appropriate use of a cohesive device will result in a good arrangement and coherent text. Otherwise, inappropriate use of cohesive devices will result in misunderstanding to the readers.

To achieve cohesion in writing, it is needed cohesive devices. A cohesive device is a word or phrase used to connect ideas between different parts of the text. According to Gerot and Wignell as cited in (Nurhayati, 2012), says that cohesion is the resources within a language that provide continuity in a text, over and above that provided by clause structures and clause complexes. The pronoun, synonym, or transition word is tied to a previous word, phrase, or clause (the antecedent). Furthermore, it can be said that when sentences, ideas, and details fit together clearly, readers can follow along easily and the writing is coherent.

Many types of cohesion are classified by experts. Schriffins (Nurhayati, 2012) argues that cohesive device clues are utilized by speakers and hearers to find the meanings that underline surface utterances. Furthermore, Al-Farra in (Lestari, 2015) defines a cohesive device as the words that are used to find sentences or clauses with each other to create a coherent text such as conjunction, and pronoun which the researcher would like to identify their effect on the students' writing. Additionally, Halliday & Hassan as cited in (Badrul, 2005), (2015:8) classify cohesion in English into categories of grammatical cohesion and lexical cohesion. Grammatical cohesion is the surface marking of semantic links between clauses and sentences in written discourse and between utterances and turns in speech. In grammatical cohesion, the relationship between and within a text is signed employing grammatical elements. Based on Anom et al., (2012:3), grammatical cohesion is divided into four types: reference, substitution, ellipsis, and conjunction. Meanwhile, lexical cohesion refers to relationships between and among words in a text. It involves the repetition of a noun phrase, or the use of another noun phrase that bears a relation to the antecedent noun phrase Gerot and Wignell in (Nurhayati, 2012), (2012:26).

Moreover, (Anom et al., 2013) divides lexical cohesion into two main categories: reiteration and collocation.

For college students, ability and skill in writing are in demand, especially English education students. It is aimed at academic purposes and writing a thesis. Hence, recognizing the use of cohesive devices can be useful for students in terms of understanding in constructing good writing. As supported by (Murcia & Olhstain, 2000) cohesion can be one of the features of well-written text that should be considered in writing a text. It is undeniable that students make mistakes and commit errors in their writing products. However, all of those can be inhibited by realizing the errors and operating on them according to the feedback given. The steps that students follow make the writer realize that if the mistakes and errors of language in constructing a new language system are analyzed carefully, the process of writing shall be understood.

In terms of error correction, the analyses of errors are supposed as a strategy to inhibit the errors that have been made in writing products such as paper assignments. Bootchuy, Pardosi et al., 2019, as cited (Saputra, 2023) Error analysis is the study of learner error, providing a way to examine learner language, being a part of language teaching, finding out whether errors were caused by first language interference or developmental factors. As indicated above, the analysis of students' errors has become an essential need to organize remedial sources, to compose appropriate material and teaching strategies based on the findings of error analysis.

According to (Sawalmeh, 2013), error analysis is a study to describe and systematically explain the learners' errors by using any of the principles and techniques provided by linguistics. It can be said that error analysis is a process based on the analysis of the student's errors. Whereas (Brown, 2000) also states that the fact that learners do make errors and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners' error, called error analysis. There are four types of errors according to Omidipour as cited in (Suningsih, 2016). They are omission, addition, misformation, and misordering. Not much different Omidipour, Dulay, Burt, Krashen in (Hikmatul, n.d.) state that there are four types of error analysis: omission, addition, miss formation, and miss ordering.

Related to the explanation above, writing seems to be the problem of the English Department of STKIP YDB Lubuk Alung. This is seen by the student's ability to write English essays. In addition, students rarely got A scores in writing English essays, as consequently most of them got low s in writing English essays. To be specific, they were required to deal with cohesion because the main point of writing is to show good coherence in a text and deliver the message of the writer. Seeing this condition, the researcher is interested in researching error analysis of students' cohesions in English essay writing at STKIP YDB Lubuk Alung.

Method

This research is categorized into descriptive research because the goal of the research is to explain the cohesion found in essays made by student universities. The researcher used qualitative research means the data tends to be in the form of words rather than a series of numbers. The population was taken from 3rd-semester students of the English Department of STKIP YDB Lubuk Alung. In this research, the researcher took the samples of this research by using purposive sampling. (Patton, 2002) states that purpose sampling is used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources.

The samples of the research were the 3rd semester English Department students at STKIP YDB Lubuk Alung because they already learned to write English essays. In collecting data for this research, the writer used English essay writing. The purpose of this essay was to get data on error cohesion. From this data, the writer can know what error of cohesion the students made. It would be focused on cohesion. In this research, a documentation study was used to search data in written documents. This research was

qualitative content analysis. Elo et al., 2014) as cited by (Saputra, 2023) state that content analysis is a method of analyzing written, verbal, or visual communication messages.

Documentation is very useful for looking for information from written data sources to solve problems through documentation analysis. In this research, the researcher collected the data by taking the document of students' writing middle test and final test from the lecturer. The students' essays helped the researcher to collect the data in this research. As stated by Creswell (2012) documents consist of public and private notes that are obtained by the qualitative researcher related to the subject of the research, categorized as documents are newspapers, meeting notes, personal journals, and letters. Then, this research used qualitative data, so it was analyzed by using the technique of analysis of descriptive qualitative.

Finding

This research was conducted in STKIP YDB Lubuk Alung. It was held from the 5th of January 2022 until the 12th of January 2022. The data was obtained from 8 college students of the English Department STKIP YDB Lubuk Alung which was chosen as the sample of the research. The instrument of the research was documentation of the English Essay which is presented in the table which describes the errors of cohesion of students' essay of English Department STKIP YDB Lubuk Alung.

Table 1 The Overall Result of Students' Error of Cohesion in Essay Writing

Text	Types of Cohesion					
	Grammatical Cohesion				Lexical Cohesion	
	Reference	Substitution	Ellipsis	Conjunction	Reiteration	Colocation
1	2	10	12	12	10	8
2	3	12	10	10	10	8
3	2	10	10	11	12	3
4	3	10	10	12	11	7
5	1	8	9	11	8	3
6	0	8	5	2	0	3
7	1	8	2	9	8	5
	12	66	58	67	59	37
					203	96
Total						299

From the result of the obtained data, it was found that the students' errors of cohesion in contracting English essays. The types of cohesion were grammatical cohesion and lexical cohesion. Grammatical cohesion consisted of reference, substitution, ellipsis, and conjunction while lexical cohesion consisted of reiteration and colocation. From the table above, there were 299 errors of cohesion in students' essay writing. The error from grammatical cohesion was 203 and the error of lexical cohesion was 96.

Table 2 The Result of Occurrences of Grammatical Cohesion

No	Type of Grammatical Cohesion	Frequency	%
1	Reference	12	5,91
2	Substitution	66	32,51
3	Ellipsis	58	28,57
4	Conjunction	67	33
		203	100

From the table above, it shows that the error of grammatical cohesion appears in 203 times including reference, substitution, ellipsis, and conjunction. The findings show that conjunction appears as the most frequent error of grammatical cohesion with 67 occurrences or 33 %. The second position is substitution appears 66 times or 32,51%. Next, an ellipsis with 58 occurrences or 28,57%. The last reference appears 12 times or 5,91%.

Discussion

As a result of the obtaining data, it is found that the errors of cohesion in English students' essay writing at STKIP YDB Lubuk Alung are grammatical cohesion and lexical cohesion. The dominant error of cohesion in English students' essay writing at STKIP YDB Lubuk Alung was grammatical cohesion. Deal with the data analysis results, the writer reflects that so many usages of grammatical errors in the students' essay writing text. This can be reflected in the mistake that they have made in using grammatical cohesion in their writing. In line with (Ahmed, 2010), English essay writing for students is challenging because essay writing has been recognized that creating a coherent, cohesive, well-organized piece of writing is a challenging task.

This is potentially caused by students misunderstanding about applying grammatical cohesion in writing text. Some students often felt confused in using grammatical cohesion. Students should focus on using cohesions in writing English essays to avoid some mistakes that happen again and again. Referring to Wuang, Hui, and Sui, Danny's theory of coherence (2010), as cited by (Andayani et al., 2013), cohesion is the consistency of structure and clear meaning that items of each cohesions should in line with them. It can be concluded that the students do not understand the right rule of grammatical cohesion. When the students can not apply the right rules of grammatical cohesion well on students' writing, as a consequence all of the reader surely felt difficult in comprehending the students' writing results.

Conclusion

Referring to the data analysis and findings above, it can be summarized that the errors of cohesion in English students' essay writing at STKIP YDB Lubuk Alung are grammatical cohesion and lexical cohesion with the total errors appear in 299 times. The dominant error of cohesion in English students' essay writing at STKIP YDB Lubuk Alung was grammatical cohesion, 203 times while the lexical cohesion appears in 96 times. The grammatical cohesion consisted of, ellipsis, substitution, reference, and conjunction. The most frequent is conjunction which 67 times or 33 %. In the other hand, the most frequent of lexical cohesion is reiteration which appears 59 times or 61,46%. It means that most of the students do not understand yet about the use of lexical cohesion in writing English Essays. Therefore, English lecturers should pay more attention to these errors in order to overcome students' errors.

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