

Analysis of Cohesive Devices in Teaching Dialogues

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Abstract—This study aimed to identify the types of cohesive devices used by the teacher during the teaching-learning process. The data were analyzed using Halliday and Hasan's theory (1976) taken from the transcript of the English teaching video recorded in the private high school in Lampung. The method applied in this research was a descriptive qualitative method that provides an overview and interpretation of objects in the actual situation. The results of this study show that the most frequent cohesions that appeared in the conversation are reference 30,77%, ellipsis 33,33%, conjunction 23,08 %. Meanwhile, the occurrences of substitution were 5,13%, and lexical cohesion which included reiteration 7,69%, and collocation (0%) in lexical cohesion. In the teaching dialogues, simple sentence is preferred such as giving explanation, instruction, or complaining about something. In addition, omitting words is mostly used than substituting, also more ellipsis than substitution. Discourse cohesion devices used in the teacher conversations include all cohesion except the collocation as Halliday and Hasan stated, here the researcher found that the cohesive devices that were mostly used by the teacher were the ellipsis and references.

Keywords—*cohesive device, Halliday and Hasan's theory, collocation, ellipsis, substitution.*

I. INTRODUCTION

Examining what language is for, breaking down the utilization of language, and how a language works are significant. Language is a coordinated framework wherein every unit has a significant impact that is connected. It was this thought that Boey (1970) had as a top priority when she said that: The etymologists attempt to check the hypothesis by mentioning target observable facts of real language information and alter the hypothesis in the light of what he sees to be the examples or consistencies fundamental the information [1].

Speakers need to sort out the design and content of what they need to say. They need to bundle their message by what they figure their audience members

do and don't have the foggiest idea, just as grouping everything reasonably. On the off chance that those speakers choose to work out their message, making a composed message, they at this point don't have audience members giving quick intuitive criticism. Subsequently, they need to depend on more unequivocal primary instruments for the association of their texts. In this extended viewpoint, speakers and authors are seen as utilizing language not just in its relational capacity (for example partaking in friendly connection), yet additionally in its text-based capacity (for example making all around shaped and fitting text), and in its ideational capacity (for example, addressing thought and involvement with a lucid way). Brown & Yule (1996) distinguished three elements of language, for example ideational, relational, and printed capacities [2].

In the way to deal with text semantics De Beaugrande & Dressler (1981), text, oral or printed, is set up as an informative event, which needs to fulfill seven guidelines of textuality [3]. If any of these guidelines are not fulfilled, the text is considered not to have satisfied its capacity and not to be informative. The norm of textuality incorporates Intentionality concerns the text maker's disposition that the arrangement of events ought to establish a durable and intelligent text instrumental in satisfying the maker's goals that characterize and make literary correspondence just asset the guidelines for conveying.

Text-centered concepts like cohesion and coherence. The way the sections of the surface text are typically associated inside a grouping is referred to as cohesion. Coherence, then again, concerns how the parts of the text-based world, for example, the ideas and relations that underlie the surface text, apply to the circumstance.

Hassan and Halliday believe that using semantic linkages strengthens the text. As a result, linguistic attachment is used as one method of having a long-

lasting conversation. To be sure, syntactic and lexical attachment whether they are viewed as an interaction or an item or both is an endeavor to give an overall perspective on talk investigation. In this way the examination subject that the specialist attempts to explore those two cohesions that identified with the space of talk investigation.

Classroom interaction between teachers and students is one of the sorts of text. In that communication, it can be discovered the utilization of grammatical and lexical cohesion in oral production during the classroom activities so the languages instruction can be clear and intelligible. This review was likewise expected to uncover what kinds of syntactic and lexical attachments are shown in the educator's oral creation. An endeavor is made to show how different grammatical and lexical cohesive devices. To accomplish this objective, four significant kinds of grammatical cohesion have been contemplated for example reference, substitution, ellipsis, and conjunction. Furthermore, reiteration and collocation in lexical cohesion are also discussed in terms of classroom discourse to know what happens in teacher classrooms that matters.

II. LITERATURE REVIEW

A. Cohesion

Discourse analysis can be partitioned by composing an oral talk. Discourse writing is a talk that is passed on recorded as a hard copy. Oral discourse is a sort of talk conveyed orally or straightforwardly with verbal language [4]. This kind of talk is frequently alluded to in discussion or through the oral conveyance of data, for example, in a talk or presentation. McCarthy (1991:25) states that an in-composed essayist has for the most part had the opportunity to ponder sentences the person is going to write [5]. Meanwhile, as indicated by Yabuuchi (1998) spoken talk has a forte that is set on its suddenness of language creation [6].

Cohesion is characterized as the arrangement of etymological means we have accessible for making surface (Halliday & Hasan, 1976:2) i.e., a message's ability to be deciphered in its entirety (as opposed to detached sentences) [7]. Attachment happens "where the understanding of some component in the text is subject to that of another. The one assumes the other, as in it can't be successfully decoded besides by response to it [7].

According to Halliday & Hasan (1976), Cohesion comprises grammatical and lexical cohesion. Grammatical cohesions refer to the reference, replacement, ellipsis, and combination. Lexical cohesions refer to reiteration and collocation [7].

Reference is the connection between a talk component and a first or following component. Reference manages a semantic relationship through

replacement and ellipsis manage the connection between linguistic units: words, sentence parts, and provisos. Reference is characterized as the data for the referential significance, the personality of the specific thing that is being alluded to. Reference comprises personal, demonstrative, and comparative references.

Substitution is the replacement of one thing by another such as nominal replacement, verbal, and clausal substitutions. Ellipsis is the exclusion of a thing wherein the type of replacement is supplanted by nothing. All in all, it tends to be viewed as zero substitution. Ellipsis comprises nominal ellipsis, verbal ellipsis, and clausal ellipsis.

A conjunction is a relationship that shows how the ensuing sentence or condition ought to be connected to the former or the accompanying sentence such as additive, adversative, causal, and temporal conjunctions.

Lexical cohesion is connections between the substance words such as nouns, verbs, adjectives, and adverbs which are utilized in resulting fragments of discourse. Two kinds of lexical cohesion can be recognized by reiteration and collocation [7].

B. Review of Previous Studies

The following description is discussed some previous research on cohesive devices in speaking genres' research in the use of cohesive devices:

Al-Khalidy (2018) conducted a review to explore the utilization of cohesive devices in speech. The finding showed that the most cohesions showed up in the discourse are conjunction, reference, and lexical cohesion [8]. Meanwhile the events of ellipsis, substitution, and lexical collocation were the least. It additionally showed that the lucidity of the discourse was endeavored through the presence of relatedness of reference and semantic association. Relatedness of structure was not utilized however numerous as the others since the discourse might have been the second creation of the composed text in particular scripts recently ready by the speakers.

Hong Lien (2016) investigates the types and frequency of cohesion ties of the third-year English majors' replies to talking assignments, as well as the effectiveness of these cohesivities in the cohesion of students' speaking performances at Hanoi National University of Education [9]. (1) Grammatical cohesion (conjunction) and lexical cohesion both contribute to the cohesion of the talking projects completed by English majors at Hanoi National University of Education, but the former is more frequently used than the latter; (2) K63B's understudies executed cohesiveness ties more consistently than K63A's subordinates; (3) albeit the understudies' exhibitions show a specific amount of errors, understudies in the two classes have shown their capacity in fulfilling the models utilized for the speaking task; (4) and valuable

activities, explicitly in comparability, collocation and scholarly vocabulary are thoughtfully added for understudies to work on their English skill overall and their speaking specifically.

Putri (2018) looked at how lexical cohesive devices are utilized to aid the cohesiveness of President Joko Widodo's discourse text [10]. The presence of lexical coherent devices was discovered in 26 portions of the two conversation texts. The finding reveals that 29 reiterations, 3 superordinate, 5 unordered lexical sets, 5 antonyms, 5 synonyms, 4 the same ordered series, and 2 complementing lexical elements occur in the two conversation texts. Then, by certain capacities, the lexical cohesive devices can maintain the message's cohesiveness: to maintain the relationship among sentences within the message so that they are meaningfully related to each other, and to underline the explanation that the speaker considers significant so that the message of that assertion can be conveyed well to the audience, and as differing in lexical cohesive devices. Furthermore, the lexical coherent strategies seen in the two texts are critical in framing a strong text.

Sitepu (2014) looked studied the cohesiveness of George W. Bush's "Address to the Nation 9-11" discourse [11]. There are 76 pronouns, which include 48 personal pronouns, 16 demonstrative pronouns, 12 interrogative pronouns, and no possessive pronoun; there are also 2 substitutions, 49 conjunctions, which include 43 coordinating conjunctions, 4 adversative conjunctions, 3 causal conjunctions, 2 temporal conjunctions, and no correlative and subordinating conjunctions; and there are no correlative and subordinating conjunctions.

Raharjo & Nirmala (2018) looked at the generic structure and cohesive devices in accounting students' final project report presentations [12]. Referents and conjunctions are shown to be the most common grammatical cohesion devices utilized by accounting major students. Exophoric (alluding to external things) and endophoric (alluding to internal elements) were used as referents (alluding to substances in the text). The anaphoric referents made up the majority of the endophoric referents (alluding in reverse to the part or thing previously expressed or referenced). A few

conjunctive were utilized textually to flag progress of thoughts), some hypotactically to connect subordinate clauses to their main clauses, and some practice to join (main) clauses. The type of lexical cohesion that is mostly used is repetition. Textually, a few conjunctive were used to indicate thought progression, hypotactically to connect subordinate clauses to their main phrases, and practically to combine (main) clauses. Repetition is the most common type of lexical cohesiveness.

To the best of my knowledge, no prior studies have ever been done on the cohesion of teaching dialogue. This motivated the researchers to research cohesion since cohesion can show the connectivity of oral text production.

III. RESEARCH METHODOLOGY

The participant in the study was a non-natives speaker of English teacher having experience in teaching English as a foreign language at Muhammadiyah Bandar Lampung Indonesia high school. The data were taken in offline teaching before Pandemic Covid-19 to get more detailed actual events than recently analyzed. The reason for choosing an English teacher as the subject of this research was because much similar research was done mostly to investigate from the students' point of view, at the same time here the researcher wanted to take other points of view from the teacher's point of view. The study was a qualitative study that employed documentation through the transcript of teacher conversations. The researcher presents data collection through audio-visual materials (video recorder) which is transcribed into documents. After getting the data, the researchers analyze and observe it many times, then identify cohesive devices, classify the data based on each sort, after that make a summary and conclusion of the finding.

IV. RESULTS AND DISCUSSIONS

In the conversations that the teacher makes with students in the classroom during teaching activities in English class, the teacher uses a cohesion device according to Halliday & Hasan (1976), In the graph below, there are numerous types of cohesiveness items:

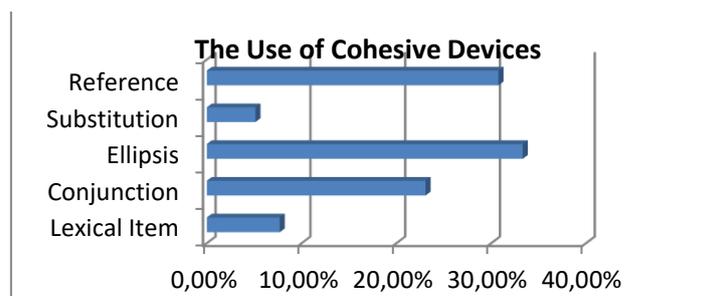


Fig. 1. Cohesive Devices Used by the Teacher.

From the data result explained above, it is concluded that during teaching English, the teacher mostly produced reference 30,77%, ellipsis 33,33%, conjunction 23,08 %. Meanwhile the occurrences of substitution 5,13%, and lexical cohesion which included reiteration 7,69% were the least. It also showed that the participant did not produce collocation in lexical cohesion 0%.

The table below describes the frequency of use of references, substitution, ellipsis, conjunction, and lexical cohesion in the teacher’s oral production produced by the teacher. The results of the analysis of the data obtained are as follows:

TABLE I. REFERENCE

Total use of reference	The percentage of reference used in teacher’s oral production			
	The types of references	Types of reference that appear in the dialogue	Total number of reference	%
20	Person	We (1), You (2), Your (1), It (1)	5	25%
	Demonstrative	The (3), There (4), This (4), That (1), Here (1)	14	70%
	Comparative	Same (1)	1	5%

TABLE II. SUBSTITUTION

Total use of cohesion	The percentage of substitution used in teacher’s oral production			
	Types of substitution	Types of substitution that appear in the dialogue	Total number of substitution	%
46	Nominal	It (1), Not (2)	3	6,52%
	Verbal	-	0	0%
	Clausal	-	0	0%

TABLE III. ELLIPSIS

Total use of cohesion	The percentage of ellipsis used in teacher’s oral production		
	The types of ellipsis	Total number of ellipsis	%
46	Nominal	11	23,91%
	Verbal	2	4,35%
	Clausal	0	0%

TABLE IV. CONJUNCTION

Total use of conjunction	The percentage of conjunction used in teacher’s oral production			
	The types of conjunction	Types of conjunction that appear in the dialogue	Total number of conjunction	%
9	Additive	Or (2), and (1), what else (1)	3	33,33%
	Adversative	But (1), beside (1)	2	22,22%
	Causal	So (2)	1	11,11%
	Temporal	Next (1)	1	11,11%
	Consequence	In order to (1), means (1)	2	22,22%

TABLE V. LEXICAL ITEM

Total use of cohesion	The percentage of lexical used in teacher’s oral production		
	The types of lexical cohesion	Total number of lexical cohesion	%
46	Reiteration	3	6,52%
	Collocation	0	0%

From the data transcription that has been analyzed, the researcher found 40 cohesive devices used by the teacher during speaking the class. The highest cohesion mostly used by the teacher was ellipsis. It took 13 sentences or 33.33%. The teacher’s oral production categorizing ellipsis can be seen as follow; “Meisi saya suru pindah biar gak ke Uti” (Meisi I asked you move, in order not to be with Uti) the statement “*biar gak ke Uti/ in order not to be with Uti*” refers to ellipsis because there is omission word

“move”, the researcher assumption was the teacher wanted to say “*biar gak pindah duduk di samping kursi milik Uti*” / not to move beside Uti’s seat. That is what the researcher stated the sentence was not normative language.

The second rank was the reference that took 12 sentences or 30.77% as can be seen as follow; “*Itu yang dimaksud dengan moderate*” (It is called moderate), the word “*itu/ that*” refers to the existential personal reference.

On the other hand, the least cohesion that the teacher did not mostly use as a substitution. It took only 2 sentences or 5.13%. The researcher assumed that the teacher did not comprehend in substituting the sentences; therefore the teacher chose ellipsis that functioned similarly to substitution. The teacher production of substitution can be seen in this sentence; “Seberapa strong atau stress nya seorang kamu itu, sebuah keharusan, kemudian apakah dia hanya mengikutinya” (How strong or stress you are, it is an obligation, then, does it just follow it?). In this case, the writer assumed that to use a complete sentence, the teacher chose to substitute the word modality into pronoun (it), the teacher tried to shorten the sentence. In the use of the conjunction, it takes 9 sentences or 23.08%.

Furthermore, the lexical cohesion takes 3 sentences or 3.79 percent of the time, which is classified as reiteration, so the teacher did not use collocation lexical cohesion in the oral cohesion, which is also common in everyday conversation, where spoken language has some issues that are not present in written because the writer usually has a little time to think about what to say. As a result, spontaneity is present in spoken language. As a result, the speaker may make slips of the tongue in spoken language, which can be remedied as the conversation progresses. When the speaker utters a specific verbal account, it is related to Brown, G & Yule (1983) hypothesis. However, several international and paralinguistic elements available to the speaker can be used to adapt the spoken language to the interlocutor. The speaker can also assure comprehensibility by changing the utterances and then moving to a communicative context where the interlocutor exhibits signs of understanding.

In conclusion, this research finding shows that in the classroom activity, the teacher mostly used simple sentences in giving an explanation, instruction, or complaining to simplify the sentences. It was dominantly in omitting than substituting. In addition, the researcher found more ellipsis than substitution. Discourse cohesion devices used in the teacher conversations include all cohesion except the collocation as Halliday and Hasan stated, here the researcher found that the cohesive devices that were mostly used by the teacher were the ellipsis and references. The researcher assumed the hearers or students may have trouble in understanding the text or teacher’s instruction because the teacher fail to identify the cohesive ties and understand the ideas that she was trying to express because she needs to apply more appropriate cohesion ties in English sentences as clearly and naturally, it was assumed because the finding of some inappropriateness of the language used by the teacher, the teacher did not comprehend the normative language and it mostly used the Indonesian language. Therefore, the researcher

suggests the teacher needs to be trained to have explicit knowledge of cohesive techniques that will help students to understand the difficult texts, especially in an oral text.

ACKNOWLEDGMENT

The researchers express our gratitude to some parties that have participated and helped in completing this research especially to the University of Lampung especially the Accounting Department in Economics and Business Faculty that has given any financial and non-financial support to this research. Moreover, we thank the head of SMA Muhammadiyah Bandar Lampung and the English teacher as participants in this study.

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