Roles of Conjunction in Developing Cohesion-Based Ideas: A Study in Speaking Class

Kasno Pamungkas

English Studies,Faculty of Cultural Sciences
UniversitasPadjadjaran
INDONESIA 40281
kasno.pamungkas@unpad.ac.id

Abstract—**Many researches on English as second language have been conducted in various countries with different first languages. One of the researches is analyzing the second language acquisition of English. This research discusses the progress of the students'English skills in speaking class. It describes the roles of conjunction in order to develop ideas of speaking based on the cohesion. The data are derived from speaking class of LPDP Affirmation awardees' English preparation. The data are taken from the class before the lesson of conjunction and afterwards. Both of the data are compared in order to see the ideas development before and after receiving the conjunction lesson. The results of this research show that there is a correlation between the conjunction lessons with the speaking skill improvement, in which they are able to produce more clauses since the conjunctions could be used as stimulants of generating more ideas.**

Keywords—Conjunction;Speaking; Cohesion-based Ideas

I. INTRODUCTION

Researches on language learning have become an interesting issue since it is not only about the language acquisition, language learning process, but also the techniques on language learning. Tsou suggests remedies to language learners' reticence. Instruction about classroom participation in regular foreign language classes was provided in order to see the influence of remedies regarding the increase of students' oral participation in class and the improvement of students' speaking proficiency [1].In addition, acquisition requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding [2].

Regarding the research on conjunction, Friston introduces the concepts and procedures of "cognitive conjunction," as a new approach to designing and analyzing cognitive activation experiments. This analysis indicates that irrespective of whether subjects name words, objects, letters, or colors, there is activation of the left posterior basal temporal lobe, the left frontal operculum, the left thalamus, and the midline cerebellum [3].

Different from those researches, this one tries to collaborate the conjunction and speaking skill topics. It focuses on the language acquisition of English as SecondLanguage (ESL) especially on speaking skill. In this term, it is not about the syntactic structures, grammarand the form of speaking utterances but with the meaning of the messages conveyed. Often, since English is not the native language, English learners in Indonesia face obstacles in speaking such as syntactic structure, grammar, and cohesion producing continuous and informative utterances. Some are not able to produce information through speaking fluently due to this. They often get stuck in developing ideas, then the number of utterances spoken in particular time is limited. This research, therefore, is conducted to analyze such obstacles and to find their solutions. Since the information produced in speaking should be cohesive, it is necessary to employ the tools of cohesion in which one of them is conjunction.

It is in line with Krazenthat the best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production [2]. By using conjunction, they can produce more information based on their cohesion.

II. THEORETICAL REVIEW

2.1 Cohesion

A text is developed not only with a good structure but also a logical semantic relation. Both of them construct the clause complex or text. In order to construct the text into a meaningful utterance, it is necessary to establish additional relations of the utterances that may involve elements of semantic relationship. Such non-structural resources for texts or utterances are called cohesion [4]. Cohesion could be created by reference, ellipsis, conjunction, and lexical organization.

2.2 Conjunction

She didnot know the rules. Consequently she died.
From the sentence above, it can be seen that there is a relationship of cause that constitute a cohesive bound between the clauses, expressed by the word *consequently*. This type of cohesion is called conjunction. A range of possible meanings within the domains of elaboration, extension, and enhancement is expressed by the choice of conjunctive words or small sets of conjunctions [4]:

1. Elaboration, it consists of two categories: apposition and clarification.
   a. Apposition is representing or restating either by exposition by "i.e" relation such as *in other words, that is, I mean, to put it another way* or by example, the "e.g" relation such as *for example, for instance, thus, to illustrate*
   b. Clarification, not only restating, is reinstating, summarizing, or in some other way clarifying for purposes of the discourse such as *at least, to be more precise, or rather (corrective)* and *by the way, incidentally* (distractive), *in any case, anyway, leaving that aside* (dismissive), *in particular, more especially* (particularizing), *as I was saying, to resume, to get back to the point* (resumptive), *in short, to sum up, in conclusion, briefly* (summative), *actually, as a matter of a fact, in fact* (verifactive)
2. Extension, involving either addition or variation:
   a. Addition: *and, also, moreover, in addition* (positive), *nor* (negative)
   b. Adversative: *but, yet, on the other hand, however*
   c. Variation: *on the contrary, instead* (replacive), *a part from that, except for that* (substractive), *alternatively* (alternative)
3. Enhancement,
   a. Spatio-temporal, being used as text creating cohesie devices: *here, there, behind, nearby, in the same place, anywhere.* Temporal: *then, next, afterwards* (following), *just then, at the same time* (simultaneous), *before that, hitherto, previously* (preceding), *in the end, finally* (conclusive), *at once, thereupon, straightaway, soon, after a while, next time, on another occasion, next day, meanwhile, until that time, at this moment.*
   b. Comparative: *likewise, similarly* (positive), *in a different way* (negative)
   c. Causal Condition: *so, then, therefore, consequently, hence, because of that, for, as a result, for that reason, then, in that case.*

2.3 Second Language Acquisition Theory

In the process of English speaking learning, it is closely related to the learning of English as second language since English is used as daily communication. Therefore, its successfulness is influenced by some hypotheses explained below.

2.3.1. The acquisition-learning distinction

The acquisition-learning distinction is perhaps the most fundamental of all the hypotheses to be presented here. It states that adults have two distinct and independent ways of developing competence in a second language. Language acquisition is a subconscious process; language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language for communication. The result of language acquisition, acquired competence, is also subconscious. We are generally not consciously aware of the rules of the languages we have acquired. Instead, we have a "feel" for correctness. Grammatical sentences "sound" right, or "feel" right, and errors feel wrong, even if we do not consciously know what rule was violated [5].

The second way, it is said that to develop competence in a second language is by language learning. We will use the term "learning" henceforth to refer to conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them. In non-technical terms, learning is "knowing about" a language, known to most people as "grammar", or "rules". Some synonyms include formal knowledge of a language, or explicit learning. Some second language theorists have assumed that children acquire, while adults can only learn [5].

2.3.2. The natural order hypothesis

The acquisition of grammatical structures proceeds in a predictable order. Acquirers of a given language tend to acquire certain grammatical structures early, and others later.

2.3.3. The Monitor hypothesis

While the acquisition-learning distinction claims that two separate processes coexist in the adult, it does not state how they are used in second language performance. The Monitor hypothesis posits that acquisition and learning are used in very specific ways. Normally, acquisition "initiates" our utterances in a second language and is responsible for our fluency. Learning has only one function, and that is as a Monitor, or editor. Learning comes into play only to make changes in the form of our utterance [5].

2.3.4. The input hypothesis

The input hypothesis attempts to answer what is perhaps the most important question in our field, and gives an answer that has a potential impact on all areas of language teaching. The important question is: How do we acquire language? If the Monitor hypothesis is correct, that acquisition is central and learning more peripheral, then the goal of our pedagogy should be to encourage acquisition [5].

2.3.5. The Affective Filter hypothesis

The Affective Filter hypothesis states how affective factors relate to the second language acquisition process.

2.4 Characteristics of Optimal Input for Acquisition

During the learning, we can see the progress of speaking skill by measuring the function of the input. In this research, the input of learning is the conjunction lesson. Below are the characteristics of optimal input for acquisition [5]: (1). Optimal input is comprehensible, (2). Optimal input is interesting and/or relevant, (3).Optimal input is not grammatically sequenced, (4). Optimal input must be in sufficient quantity: a. Quantity requirements for initial readiness to speak, b.Quantity requirements for higher levels of proficiency.

III. METHOD

This research uses descriptive method. According to [6], the aim of descriptive research is to describe condition and phenomenon status. Therefore, it intends to describe the

function of conjunction in developing ideas in speaking skill. Furthermore, this research analyzes the progress of clause production based on cohesion stimulated with the using of conjunction. It is counted based on the number of clause produced by the students doing speaking in the duration of 5 minutes. The duration of their speaking class is 150 minutes. Firstly, the students conducted speaking with the topics of their activities in the family and senior high schools. Having done the speaking, the materials of conjunction are given to them in 60 minutes. Afterwards, they repeated their practice in Speaking Class for 5 minutes with the same topic.

The numbers of clause before and after the lesson of conjunction given are counted and compared in order to see the development of speaking skills.   The progress is manifested in the percentage of the increasing number of clause and comparison of the student number who produce the clauses in certain ranges between before and after the lesson. The data are obtained from speaking class of LPDP awardees" English Preparation class in 2015. They are some candidates of postgraduate students derived from underdeveloped and remote areas located in borders of the Republic of Indonesia. English lessons especially English for Academic Purposes covering speaking, listening, writing, and reading classes are given before entering the postgraduate programs in some universities in Indonesia or abroad.

IV. FINDING AND DISCUSSION

From 21 students of LPDP taken as the data, the findings can be described in the followings. It is found, as described in fig. 1, the progress of each student in producing clauses before receiving the lesson of conjunction compared to after the conjunction lesson.. Pre-condition shows that the students have not sufficient understanding of the conjunction roles in developing cohesive information. Meanwhile, in the post-condition, the students have understood the conjunction roles and employed them in developing idea.

TABLE I. CLAUSES GENERATED BEFORE AND AFTER

No	Name	Number Of Clause	
		Before	After
1	Mustangin	20	30
2	HafizahAwalia	15	23
3	Fadliah M	9	12
4	Ana Mentari	11	21
5	YuyumSistimIlmi	8	11
6	HeniIsmiati	14	21
7	Ardiansyah	21	32
8	Hendri	9	11
9	Muhammad Reza	18	28
10	Sabirin	21	28
11	IqbalBafadal	16	25
12	Atem	15	19
13	DesrinLebagi	23	33
14	SeptianJ.	19	26
15	Hilda Septriani	18	24
16	NuriArdiani	18	31
17	A. Maniagasi	19	20
18	Sartika Sari	22	33
19	Asti NurAryanti	19	34
20	ArifSulaksono	19	29
21	La Ode wahidin	21	27

From table I, it can be seen that there is an increasing number of clause generated by each of the students. Before the lesson of conjunction, the lowest number of clause produced is 8 clauses and turns into 11 clauses which means the increasing number is as much as 37.5 %. Meanwhile, the highest number of clause is 23 before the lesson which turns into 33 clauses that means there is an increasing as much as 43.4 %. In addition, based on the percentage, the highest one of the increasing clauses produced is 91% i.e. from 11 clauses develops into 21 clauses. On the other hand, the lowest percentage is 5.2 % from 19 clauses before increases become20 clauses.
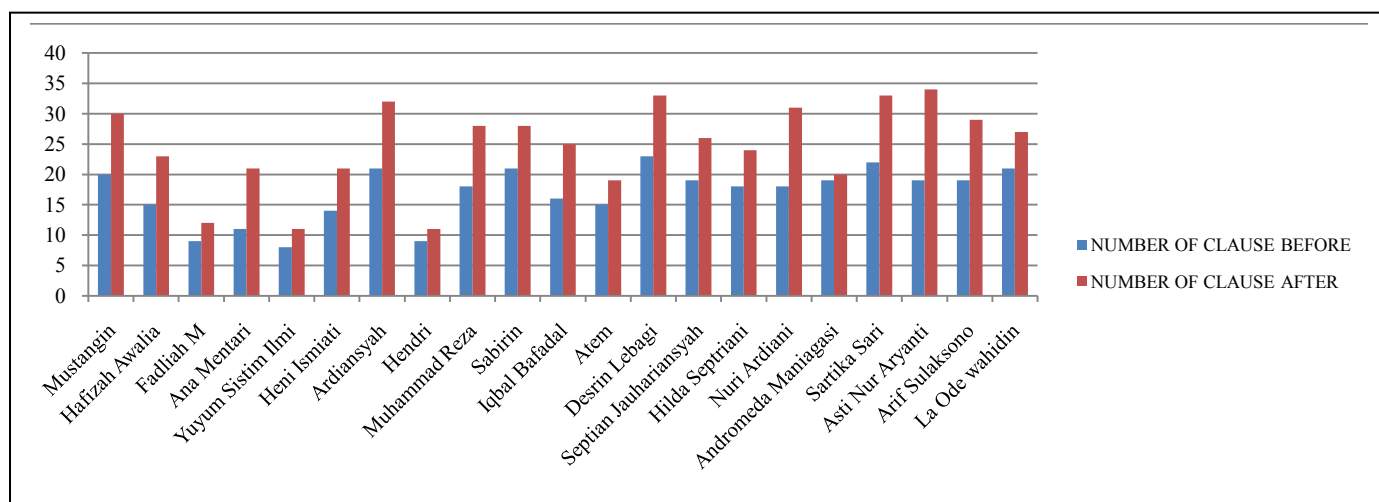

Fig.1:The development of Cohesion-basedIdea of each student

To summarize, the mean or average of developing clauses from all students is 22.7 %. It means that there is significant progress of the student ability in producing clauses due to conjunction lesson. Statistically, the development of cohesion based ideas of each student is illustrated in the figure I.

As many as 21 students, before and after the lesson of conjunction is given, it is illustrated in the following table 2:

TABLE 2: RANGE OF THE CLAUSE AND STUDENT NUMBERS BEFORE AND AFTER THE LESSON

Number of Clause	Number of Student	
	Before	After
≤ 10	3	0
11 – 15	4	3
16 – 20	9	2
21 – 25	5	5
26 – 30	0	6
31 – 35	0	5

There are 3 students producing clauses≤ 10 clauses before the lesson, but they are not found afterwards. It means that there is a significant progress in the minimum number of clause uttered. Although there are decreases in the range of 11 – 15 clauses and 16 – 20 clauses and similar number in the range of 21 – 25 clauses, it is found 6 students who are able to produce 26 – 30 clauses and 5 students in the range of 31 – 35 clauses after the lesson in which it is 0 previously in both of the ranges. Graphically, it is illustrated with the following Fig. 2 to describe the progress of clause production improvement after the lesson of conjunction:
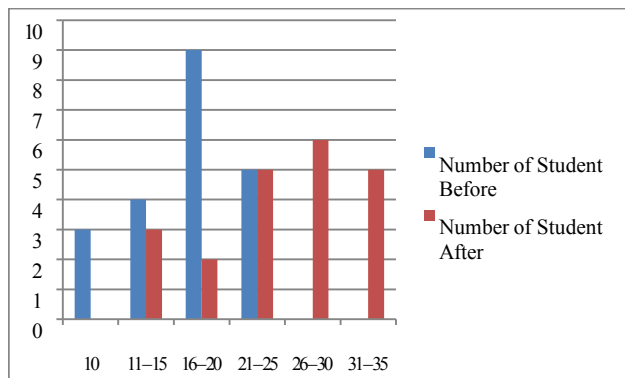

Fig. 2: The Number of Student and the Ranges of Clause Number

Based on the findings in the number of clause generated before and after the conjunction lesson and the number of students producing clauses in a particular range, 10–35 clauses, it is used as the basis of discussion. Previously, before the conjunction lesson, almost all students found obstacles in speaking namely developing the initial idea. In this case, they often get stuck with the idea development. During the stuck, they fill it with silence and filler. After given the conjunction lesson, there is significant improvement of the speaking fluency, since the students are able to use the conjunction better which influences the idea development using the cohesive-based of the conjunction. Therefore, the conjunctions

help the speakers produce more various clauses and by the increasing number of clause production, it means the students" improvement of speaking fluency. Below is the illustration of developing cohesion-based idea by using conjunction taken from a representative data of the learners.
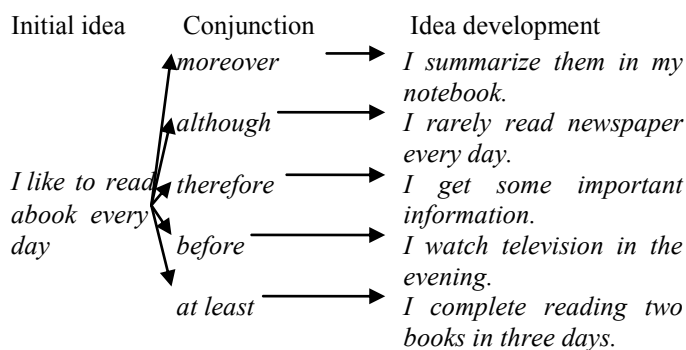

Fig. 3: Initial idea development based on the conjunctions

When the learners produced the initial idea „*I like to read a book every day'*, some of them got stuck to continue their speaking. Then, conjunctions were given to stimulate the following idea as its development . The idea development is cohesive that is influenced by types of conjunction used. Therefore, the initial idea were followed with different cohesive ideas. The conjunction „*moreover'* produced the following idea with „addition" meaning, conjunction „*although*" was followed with „adversative" idea, „*therefore*" was able to stimulate „causal" idea, „*before*" called the „temporal" and conjunction „*at least*" was stimulating „clarify". This illustration is shown inFig. 3.

Another illustration of the conjunction role in improving the speaking fluency of the learners is the following utterances.

"I like to read a book every day, ~~at least~~ I complete reading two books in three days. ~~Moreover~~, I summarize them in my notebook. I read the book ~~before~~ watching television. ~~Therefore~~, I get some important information ~~although~~ I rarely read newspaper".

The conjunctions used above help the learners construct the text into a meaningful utterance by establishing additional relations of the utterances with semantic relations on cohesion. In that case, the conjunction plays an important role in improving the speaking fluency by developing cohesion-based ideas specifically employing conjunctions.

V. CONCLUSION AND RECOMMENDATION

It can be concluded that conjunction has a role in improving the number of the clause in which the number of percentage is 22.7 % from the total number of the clause, as many as 355 clauses, before giving the lesson of conjunction increasing into 518 clauses. In addition, the using of conjunction is able to develop the ideas based on cohesion, for example, the using of additional conjunction can be a stimulant to call additive and paralel information after the conjunction, adversative conjunction can be used to call the contrastive information as their extensions, etc. The number of

conjunction also gets increased and more varied which means that there are more developing ideas. The ideas before the lesson tend to be extension covering addition and adversative. After the lesson, there are more varied extension such as addition, adversative, and variation. While the other conjunction used are enhancement covering spatio-temporal, comparative, and causal.

According to the characteristics of optimal input for acquisition, such number has shown that it is comprehensible. In addition, the optimal input is relevant to the development of cohesion-based ideas since the more conjunction, the more ideas is generated. Beside that, the optimal input is not grammatically sequenced but it has semantic relation. Furthermore, this number shows an optimal input is in sufficient quantity both of readiness to speak and quantity requirements for higher levels of proficiency

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