

Grammatical Cohesion Found on the Web Blog Diary Report of Students Teaching Practice Overseas in Universitas PGRI Semarang: A Study of Discourse Analysis

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Abstract

This research is to find out how the use of grammatical cohesion in the web blog diary report of students teaching practice overseas, which was the requirement of the internship program. Because grammatical cohesion was one of the important criteria and principles in a text. This research was expected to contribute to the development of the quality of writing especially on the writing report. So the story could be understood and useful for the readers. Thus, the purpose of the writing report can inspire readers. The method used to analyze grammatical cohesion was a descriptive analysis seen in each paragraph. The cohesion aspects analyzed were grammatical cohesion aspects. The subject of this research chose one text daily report by the students teaching practice program. The results of this study indicated that the text had aspects of grammatical cohesion. Aspects of cohesion in which discourse could convey a message to readers. In this way, the contents of the text could make the reader into feeling what the writer feels.

Keywords: discourse, grammatical cohesion, web blog diary

Introduction

Language is used in every daily human activity which certainly has a close relationship with social phenomena. Language is used as a tool to convey one's thoughts and feelings to others. Every person has a different background, thus, in conveying one's thoughts or ideas must use different or varied languages. Because the differences in the background include differences in educational backgrounds, the origin of residence, work, age, social experience, and so forth. That background affects the success of communication.

Communication can use spoken or written language, one example of written language is discourse. Discourse is the most comprehensive set of languages in the form of a series of related, cohesive, and coherent sentences in accordance with the context of the situation, thus forming a single unit of information. Information in a discourse is demanded to have the integrity of the discourse structure. The presence of cohesion and coherence is very important so that discourse can be understood easily.

Text is communication through written. The text contained a meaning for communication. Behind the text, there was a discourse that part of the text. A discourse is a language unit that is bound by unity. Unity can be seen in terms of form and terms meaning. Therefore,

discourse is always realized in the form of a series of sentences. A discourse can be found in the form of a sentence, it can even be in the form of a phrase or word. According to Alwi, et al, (2003, p. 43) discourse is a series of interlocking sentences so that a harmonious meaning is formed between the sentences.

According to Moeliono (2004, p. 34), to get a good and complete discourse, the sentences must be cohesive. Only with such a cohesive like that, the element of discourse can be interpreted, according to its dependence on other elements. Cohesion allows the establishment of semantic relations between elements in the discourse. It means that cohesion is also a semantic organization, which refers to the linguistic linkages found in a speech that forms a discourse. Halliday and Hasan further divided the cohesion of meaning into two parts namely grammatically and lexically which had to have cohesion contained in a unified text (Halliday & Hasan, 1976, p. 4-6)

Cohesion analysis can help distinguish stages of writing development and might provide methods of explaining concretely some of the differences between good and poor student writings (Ayub, Seken, & Suarnajaya, 201, p. 3). This researcher focused on the grammatical cohesion found on the web blog diary written by the students teaching practice overseas. Cohesion analysis can help distinguish stages of writing development and might provide methods of explaining concretely some of the differences between good and poor student writings.

Literature Review

Previous of Research

The previous study was written by Andayani, O. P., Seken, K. I. D. & Marjohan, A. entitled "An Analysis of the Cohesion and Coherence of the Students Narrative Writings in SMP Negeri 2 Banjar". This study attempted to describe and explain (a) the cohesion of English narrative writings produced by the students under study; (b) the coherence of English narrative writings produced by the students under study; (c) the problems encountered by the students under-study in creating cohesion and coherence in their English narrative writings. This study was designed as a qualitative study. This study was conducted on 30 students of the ninth grade in SMP Negeri 2 Banjar.

Then another previous study was written by Suwandi (2016) entitled "Coherence and Cohesion an Analysis of the Final Project Abstract of the Undergraduate Students of PGRI Semarang. This article attempts to reveal the coherence of the abstracts of the final project reports of the undergraduate students of PGRI University Semarang, Indonesia. Its objectives are (1) to reveal the micro-level coherence, how each sentence is connected to the other to make logical relations, and (2) to discover the macro-level coherence, the right use of cohesive devices like the conjunction, reference, substitution, or ellipsis so as to make the whole text coherent. Several abstracts of the students' final projects were selected randomly to be analyzed. Since it is qualitative research, the data were in the level of words or sentences.

The difference research between the previous study with this research was the researcher used different subjects. This research used web blog diary report text. The analysis of this research focused on the grammatical cohesion finding only.

Review of Related Theories

Discourse

Discourse is the most complete language unit and is the highest or largest grammatical unit in the grammatical hierarchy. However, the realization of discourse can be in the form of a complete essay (whole, books, encyclopedia series, etc.), paragraphs, sentences, phrases, even words that carry the full mandate (Kridalaksana: 2008). Meanwhile, Alwi (2003, p. 419) discourse is a series of related sentences that connect one proposition with another proposition that forms a unity. Here the discourse is illustrated by sentences arranged sequentially in one meaning. The sentences arranged are interrelated to each other so that the fourth sentence may not be clear meaning if there is no third sentence, the third sentence may not be clear meaning if there is no second sentence, and so on. It can be concluded that discourse as a text and context together. The focus of discourse analysis is to describe the text and context together in a communication process. It was also about the importance of the elements of discourse, namely context, participants, intertext, and situation. Discourse is a form of practice social, as a form of applying the dialect relationship between real events and institutions with the social structure that occurs.

Text

A text is considered incoherent when the words or sentences in each paragraph are not fitting together well. They are just like a list of points or ideas with no connection to each other, which results in readers' difficulty in following the writer's ideas (Suwandi, 2016, p. 2).

Cohesion

The definition of cohesion was familiar in the study of language. It was part of the system of a language. Halliday and Hasan (2013, p. 4) stated that the concept of cohesion was a semantic one. It referred to relations of meaning that exist within the text, and that define it as a text. Cohesion helped readers or listeners to understand some missing pieces which were not present in the text but were necessary to its interpretation.

Grammatical cohesion

According to Matthiessen (2014, p. 603) in cohesion, there was a grammatical cohesion. In grammatical cohesion, there were four items were attached which were reference, substitution, ellipsis, and conjunction. Each of them stands as a grammatical cohesive device that has its own character.

Web Blog Diary Report

Web blog diary was a text that written by the students teaching practice overseas in Universitas PGRI Semarang. So it was a text that tells the story of the student's internship for a month. It was one of the requirements to have a report through a web blog. The students would write everything they activities on the web blog diary report (Prastikawati & Asropah, 2020).

Method

This research was descriptive qualitative research. This study used a document or text study approach. The study of documents or texts was an approach that focuses on the analysis or interpretation of written material based on the context. This study used a document or text study approach because in this study the material under study was a discourse from someone's post on the web blog.

The data of this study were the discourse quotations from someone's post contained on a web blog. According to (Creswell, 2014) the qualitative descriptive method serves to describe phenomena that can be found daily. Then, data sources are all things that can provide information about data. Based on the source, data sources can be divided into two kinds, there are primary data sources and secondary data sources. The data of this study were discourse posts from one of the students teaching practices. The primary data source in this study was on a web blog as a daily report, while secondary data sources were literature, articles, journals, and sites on the internet that were relevant to the research conducted.

This study examines aspects of cohesion that exist in the discourse of the text on the web blog daily report. The data used in this study was written data. The researchers choose one text written by the students entitled "10th day: NUEST, Gabalon Campus. The Exploration Begin." In this case, the researcher read the whole story and comprehended sentence by sentence in each paragraph. Then the researcher used the note technique and grouped the data into each data group to found aspects that existed in cohesion. After that, the researcher analyzed the cohesion of the data obtained by the researcher.

Finding and Discussion

In this section, the use of grammatical cohesion in the web blogs diary report test was marked by the usage of cohesion that was introduced by Halliday and Hasan in 1976, namely: Reference, Substitution, Ellipsis, and Conjunction. This was the finding of every paragraph from the text. It showed below:

Reference

Paragraph 1

We were going to spend our week here

We went to NEUST Gabaldon Campus with Mam & Mr. Esteban they're couple Teacher

Paragraph 2

Since Gabaldon is quite far from Cabanatuan City we went there in the very early morning

We went there at 5 am and arrived there around 6 a.m.

we were very welcomed by the director and teachers there

There was also a Welcoming dance by students there

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Paragraph 3

We also got introduced to our Cooperating Teacher and Student Buddies

After the welcoming ceremony, we were brought by teachers to the director's office and try some of food that already served there.

Paragraph 4

*Then we were headed to our guest house like a private villa
my Cooperating teacher asked me to follow her*

Conjunction

Paragraph 1

Let's get more and more adventurous

This was our 2nd week, and we were going to spend

Paragraph 2

We went there at 5 am and arrived there around 6 a.m.

After arriving at NEUST Gabaldon Campus,

we were very welcomed by the director and teachers there and we had our welcoming ceremony

Paragraph 3

We also got introduced to our Cooperating Teacher and Student Buddies

My Cooperating Teacher is Mam Miranella G Tiangco and my Buddies is Kuya Gian and kuya Philipp!!

After the welcoming ceremony we were brought by teachers to the director's office and try some of food that already served there

Paragraph 4

Then we were headed to our guest house like a private villa

and my Cooperating teacher asked me to follow her

after the introduction, me and my teacher mentor

and she asked me to teach about english literature

Mam Maya also borrowed me the material book for my guidance in making Lesson Plan and students' activity and Lesson Material for my teaching practice tomorrow.

Figure 1: The Use of Grammatical Cohesion

Text	Type of Grammatical Cohesion				Total
	Reference	Substitution	Ellipsis	Conjunction	
Paragraph 1	2	-	-	2	4
Paragraph 2	6	-	-	4	10
Paragraph 3	2	-	-	6	8
Paragraph 4	2	-	-	7	9
Total	12	-	-	19	31

Based on the table above showed that there were four types of grammatical coherence namely reference, substitution, ellipsis, and conjunction. The finding grammatical cohesion from the web blog diary report there were references and conjunction. From the table that has been shown, there was no substitution and ellipsis type grammatical cohesion.

According to the four paragraphs, there was 2 reference in paragraph 1, 6 references in paragraph 2, 2 references in paragraph 3, and 2 references in paragraph 4. Also there 2 conjunctions in paragraph 1, 4 conjunctions in paragraph 2, 6 conjunctions in paragraph 3, and 7 conjunctions in paragraph 4. It concluded that there were 12 reference findings in the text and 19 conjunction findings in the text. The total finding of the grammatical cohesion was 31 types.

Discussions

It showed from the finding above that the grammatical cohesion findings were reference and conjunction. The researcher explained more kinds of grammatical cohesion.

The reference findings there were two types of reference findings. Demonstrative reference the researcher find a word *that*, and *there*. There was 1 finding of *that* in the text, and there were 7 *there* in the text. Then, there was personal reference *our*, *they*, and *her*. There were 3 *our* references, 1 *they*, and 1 *her* that found on the text.

The conjunction is refers to words, such as 'and', 'however', 'finally', and 'in conclusion' that join phrases, clauses, or sections of a text in such a way that expresses the logical semantic between them. (Platridge, 2012; Prastikawati & Setianingsih, 2020).

Based on the web blog diary report there were two types of conjunction findings. There were coordinative conjunction and subordinative conjunction. Coordinative Conjunction, the conjunction that connects two or more elements that are of equal importance or have the same

status. Conjunction found was *and*. There were 13 conjunctions *and* found in the text. So, *and* was the dominant conjunction that the writer used in which writing the web blog diary.

Subordinative Conjunction, The conjunction that connects two or more clauses, and that clause does not have the same syntactic status, one of the clauses is a clause. In this type of conjunction, there were several conjunctions found in this discourse, each of which has a different purpose. Conjunction found were *after* and, *then*. There were 3 *after*, and 1 *then* found in the text.

Conclusion

According to the finding and discussions, the researcher concludes there were some grammatical findings on the web blog diary report by the students teaching practice overseas in Universitas PGRI Semarang. The result showed that there were two types of grammatical cohesion findings, namely reference, and conjunction. So the text written by the writer didn't use the other grammatical cohesion types, namely substitution, and ellipsis. Then, based on the discussion above there were demonstrative references which were *that* and *there*. There were also personal references, namely *our*, *they*, and *her*. Lastly, for the conjunction, there were coordinative conjunction and subordinative conjunction. The coordinative conjunction was *and*. For the subordinative conjunction *after* and *then*.

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