

CONJUNCTIVE RELATIONS: HOW DO THEY DESCRIBE THE STUDENTS ACADEMIC WRITING QUALITY?

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Abstract

This research investigates conjunctive relations in the writing of fourth- semester students at Universitas PGRI Semarang. In this case, the student's essay, particularly the cause-and-effect essay, is examined for conjunctive relations using Halliday and Matthiessen's theory. The purpose of this study is to find out variety that relates to the quality of cause and effect essay written by the fourth semester students academic writing to the use of conjunctive relation. Halliday classifies conjunctions into five categories: additive, adversative, causal, continuative, and temporal. Researchers conduct qualitative research based on the type of data being analyzed, which is presented in words rather than numbers. In addition to the theory and research methods examined by the researcher in accordance with qualitative data. The study's findings show that cause and effect essays are frequently used by academic writing students. The essay distinguishes five types of conjunctive relations: additive, adversative, causal, temporal, and continuative. The most common conjunctive in the academic writing of students in the fourth semester of the English Education Study Program at Universitas PGRI Semarang for the 2022/2023 academic year is the type of causal relation. This research means that the conjunctive relation used by students academic writing in cause and effect essays are appropriate. Specifically, the dominant use of causal conjunctions.

Keywords: Cause and Effect Essay, Conjunctive Relation, Students' Academic Writing, Writing

a. Introduction

English is an international language, or one of the most widely used languages in the world. It is well-known for its various applications in fields such as politics, science, arts, tourism, and business, in addition to academia. In general, the English language requires four skills: reading, listening, writing, and speaking. To effectively master English, learners must possess the aforementioned skills (Amayreh & Abdullah, 2021).

Universitas PGRI Semarang has an English Language Education study program. Students in this study program take one course, Academic Writing. This course aims to help students improve their academic writing skills in English, whether through essays or texts. However, several studies have been conducted to look into the writing problems of Indonesian EFL students. According to the research, EFL students struggle with linguistic, cognitive, and psychological issues. Furthermore, EFL students in Indonesia struggle with grammar, coherence, paragraph organization, diction, and spelling errors when writing essays. There is also research on the writing ability of Indonesian EFL students, which involves asking students to complete writing assignments within a set time frame. Their findings revealed that grammatical errors, including the use of plural forms, articles, verb tenses, clauses, passive voice and prepositions existed in students' writing (Toba, 2019).

b. Literature Review

Writing is an important part of academic success because it allows students to improve their linguistic skills and thinking. As a result, it is one of the most difficult skills to develop in human literacy, but most students and teachers understand it. According to Amayreh & Abdullah (2021), Writing is the most difficult language skill for non-native speakers because it requires critical, rational, and systematic thinking, which makes it difficult for a writer to choose what to write. Writing is the most difficult language skill for non-native speakers because it requires critical, rational, and systematic thinking, which makes it difficult for a writer to choose what to write. Nonetheless, the connection in writing is extremely important. It can be seen in how students use conjunctions to connect sentences. Semantically, students directly translated words from Indonesian to English. Another issue with writing is that students' paragraphs lack cohesion and coherence. Students don't use conjunctions in a variety of ways. They used the same type of conjunction too frequently after that. Students also do not use proper conjunctions in scientific writing. It tends to use one type, as well as conjunctions to.

Writing is a learning process at this stage that allows students to control their vocabulary and develop well-organized ideas in written form. Writing in English is one way for students to learn the language. In contrast, writing necessitates more concentration. According to Arianto (2019), All writing components, including grammar, spelling, consistency, and cohesion, must be perfect. How to write in a foreign language is a subject that students must learn in school or at university. While writing like this is a skill that should be taught in schools, many children struggle to write in English. It is clear that there is a student shortfall in producing

English texts. In addition to incorrect grammar usage, children struggle to make clear connections between words, phrases, sentences, and paragraphs. In academic writing, students must be able to construct logical content using conjunctions in addition to producing grammatical sentences.

Conjunctions in the text are one way to connect words, phrases, sentences, and paragraphs coherently (Arifah, 2019). The conjunction is an important part of writing the text. The conjunction system is made up of connectives, which are cohesive resources that connect clauses, clause complexes, and paragraphs within a given text. In his book *Introduction to Functional Grammar* (2013), Halliday defined lexical and grammatical coherence in written discourse. Cohesive relations are also considered prepositions. A conjunction adjunct usually comes first in a sentence. Conjunctive expressions appear in two or more or less synonymous forms with or without demonstrative, preposition, and adverb, or in phrase like as a result, or followed by a preposition such as of and that such as instead of that, as a result of that, inconsequence of that (Arianto, 2019). It is determine that they fall under the category of conjunctions.

Conjunctive relations were used to analyze academic writing among students at Universitas PGRI Semarang. It can be used to demonstrate the reader's intended implementation. There are four relations that may exist in combination, according to Halliday & Matthiessen (2014): additive, adversative, temporal, and causal. First, an additive relation is about combining or adding two speech acts, such as two assertions "and, besides, either". Second, the adversative relation is used to evaluate each speech act or phrase. In an adversative relation, the conjunction is either "similarly, rather, by contrast". Third, a temporal relation organizes a statement or an event by using the conjunctions "once, then, first". Finally, a causal relation is used to describe a speech act's statement or event by explaining the what, why, and how of the situation. In a causal relationship, the conjunctions "needless to say, nevertheless, and anyway" are used.

In this research the researcher discusses the types and frequency of conjunctive relations utilized in writing. Because the conjunction is essential for connecting words, phrases, and sentences in writing, this study will investigate the usage of conjunctive relation in the academic writing of students in the fourth semester of the English Education Study Program at Universitas PGRI Semarang. The theory of Halliday & Matthiessen (2014) will be used to investigate the writing in this study.

c. Method

This research employs the descriptive qualitative research method Creswell (2014) states that qualitative research involves several procedures, including description and reporting, the development of key concepts, theory generation, and testing. The purpose of this study was to determine the conjunctive relationship between students' academic writing during the fourth semester of the English Education study program at Universitas PGRI Semarang in the academic year 2022/2023. As a result, the researcher employs qualitative research because it is relevant to the object under investigation, and the theory of qualitative research, as well as the methods provided, remain appropriate for the research.

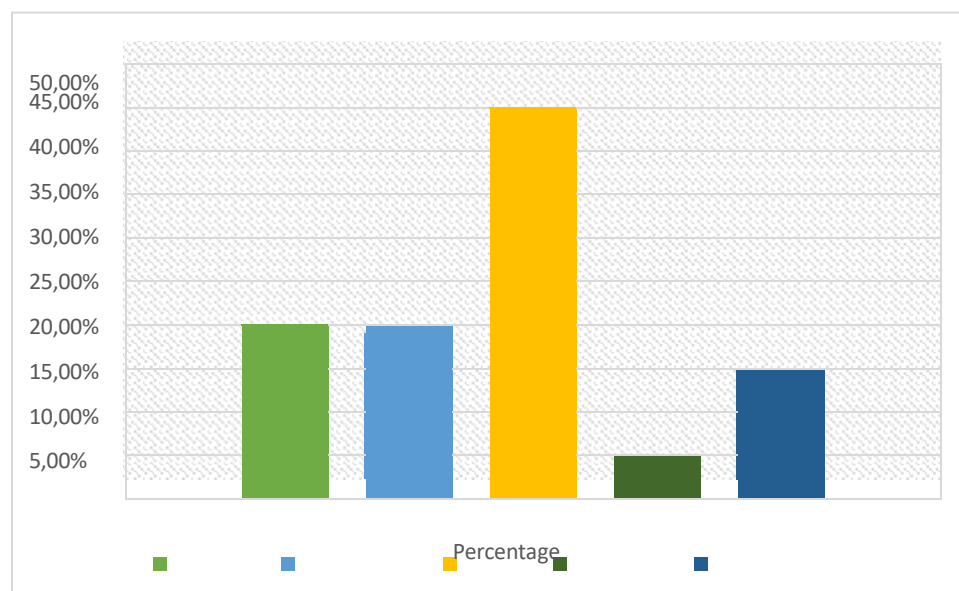
Clauses extracted from transcripts of group assignments in writing courses served as the unit of analysis for this research. Fourth-semester academic writing students in class 4A completed collaborative writing assignments, which resulted in several cause and effect essays. In this study, the researcher analyzed conjunctive relations found in student assignments using the theory of M. A. K. , & H. R. Halliday (1976). In this study, the researcher used a case study as the research method. The researcher collected data from group assignments in writing courses. The documentary material used in content analysis was derived from academic writing assignments given to student groups.

d. Finding and Discussion

This research is intended to analyze the conjunctive relation found in Students' academic writing of the fourth semester of English Education Study Program of Universitas PGRI Semarang, in the academic year 2022/2023. The objectives of this research was to found the variety that relates to the quality of cause and effect essay written by the fourth semester of students academic writing to the use of conjunctive relation.

Based on the analysis of the conjunctive relation in students' academic writing of the fourth semester of English Education Study Program of Universitas PGRI Semarang in the academic year 2022/2023 revealed 24 conjunctive relations. The causal relation had the highest percentage in students' academic writing. To find out variety that relates to the quality of cause and effect essay written by the fourth semester of students academic writing to the use of conjunctive relation it was shown in the following chart:

Figure 4. 1 The Percentage of Conjunctive Relation



The chart above represented the percentage of conjunctive relations from the highest to the lowest, with causal (46%), additive (21%), adversative (17%), continuative (12%) and temporal (4%). As a result, the variety that relates to

the quality of cause and effect essay written by the fourth semester of students academic writing to the use of conjunctive relation was causal relation.

Discussion

The researcher provided a detailed explanation of the data that was analyzed. So that it can be better understood. The data analysis revealed that students' academic writing in Universitas PGRI Semarang mostly used causal relation in their writing. Causal relation shows the relation of result, reason, purpose, and conditional relation (M. A. K. , & H. R. Halliday, 1976). It was very reasonable because the student's academic writing was cause and effect essay. Students' academic writing used causal relation lines up with the research by Setyaningrum & Andris Susanto (2019).

Academic Writing students collaborated in groups to write cause-and- effect essays. Students created texts that followed appropriate text structures. A cause-and-effect essay examines the causes and consequences of a specific issue or problem. The student-written text is complete, beginning with the introduction, cause, effect, and conclusion. Students list several causes and effects in a problem related to the topic. After writing the cause and effect, a conclusion can be drawn. As a result, students' texts included numerous causal conjunctions in sentences because they were appropriate for the type of text created.

The following is an examination of conjunctive relationships found in students' academic writing. The presentation of data analysis is primarily determined by the types of connecting relationships found in students' cause-and-effect essays. Some are additive, adversative, causative, temporal, or continuous.

1. Additive

Additive relation type had the total occurrences with 5 ties or 20,83%. The relations which were found in students' academic writing was sentences connections were expressed as "additive" (simple) with 3 ties or 12,50%. Then in the "additive" (complex) with 2 ties or 8,33%.

Example 1:

(ADD-01) *“Physical bullying can cause serious injuries. **And** can be very traumatic for the victim.”*

Based on the data presented above, the word "and" represented an additive conjunctive relation. It was a simple additive (external and internal) that could be expressed as "and", "and also", or "and...too". The additive relation served to link the information in the second and previous sentences. The first sentence describes cause of physical oppression. The second sentence describes the situation at the next cause. As a result, the conjunction "and" connects the first and second sentences.

2. Adversative

The adversative relation type had a total of 4 ties, or 16,67%. In the proper +,,and with one tie, or 4,17%. The contrastive simple relation was 4,17%. Then Contrastive relation emphatic with one tie or 4,17%. Correction of

meaning resulted in one tie or 4,17%. Some examples of sentences were as follows:

Example 1:

(ADV-01) *“How to deal with bullying in children and adolescents is needed very important. **But** you also need to pay attention to early intervention efforts to prevent your child from becoming victim.”*

Based on the sentence presented above, the conjunctive "but" was classified as adversative, and it was part of an adversative relation (proper) that indicated a containing relationship. The conjunctive "but" in the data above implied the sentence before it. It connected the next sentence with a contradictory idea about something that could be understood from the context, making it more internal in its meaning. It meant that the context situation reached the source of the expectation in the previous information. Example 2:

(ADV-02) *“Technologies have made life really easy for us as information to anything under the sun is available at our fingertips. **However**, we should understand that even when technology has made this a better place to live; we should not compromise human values while enjoying it.”*

In that example, the conjunctive "however" could be classified as adversative. In adversative, it is part of contrastive relations (as opposed to), indicating emphatic. "At the same time" and "as against that" are two conjunctive relations of the same type as "however". In the above data, the conjunctive "however" served to emphasize the previously stated contrastive idea. In other words, it established a contrasting logical connection with the previous sentence.

Example 3: (ADV-03) *“In conclusion, with the impact experienced by the victim in his social life, there will definitely be a sense of revenge to get back at the perpetrators of bullying. **But** it's not good to reply with the same action because it will make the problem worse.*

From the above example, the conjunctive "but" was classified as adversative in the contrastive relation (simple) type. The conjunctive "but" in the data above demonstrated the contrast impact of the preceding sentence. It connected the next sentence with the contradictory idea of reply to bullying action.

Example 4:

(ADV-04) *“Depression can be caused because the victim is under pressure from the surrounding environment which makes him feel useless, stupid, or feels that no one cares about him. **In contrast** to depression, trauma is usually caused by something physical that makes him not want to do that again and becomes afraid.”*

From the sentence above, the conjunctive "in contrast" is classified as an adversative type and is part of an adversative relation (correction of meaning) which shows it contains a relation. The connecting word "in contrast" in the sentence above connects the previous sentence. The previous sentence explains the meaning of depression. Then in the next sentence explains the meaning of trauma or things that arise due to depression. So these two

sentences contain explanations that are still related to the same topic of bullying and are connected by the conjunction in contrast.

3. Causal

The next kind of conjunctive relation was causal. This causal relation is the most conjunctive found in this research. The frequency of causal types is 11 ties, or 45,83%. In the causal type, sentence relationships are classified as "general" (simple), with 3 ties totaling 12,50 %. Specific result for 1 tie or 4,17%. Meanwhile, the reversed causal had 7 ties, totaling 29.17%. Some examples were as follows: Example 1:

(CAU-01) *“Driving while playing on a cell phone definitely reduces concentration. **So** it can cause a traffic accident.”*

In the preceding example, the connecting word "so" is classified as a causal general simple type. In the causal type, "so" in the data above is part of a straightforward cause-and-effect relationship. Functions to demonstrate the impact of an event on the preceding sentence. In the sentence above, the connecting word "so" in the second sentence means "for this reason," which carelessness will result in accidents.

Example 2:

(CAU-02) *“Another effect is causing accidents when replying to short messages while driving will certainly increase the risk of accidents even higher. **As a result**, the concentration becomes diverted because you are more focused on replying to short messages.* In the example sentence above, the connecting word "as a result" is classified as a specific result. This connection represents an event that resulted in the previous sentence. In the preceding sentence, the conjunction "as a result" refers to the result of responding to messages while driving.

Example 3:

(CAU-03) *“Bullying also has a very harmful effect on the next victim’s life. **Because** victims of bullying will always think that they are at the lowest level among other people around them, especially if the victim is a school-age child.”*

From the example sentence above, the conjunction "because" was classified as adversative in the reversed causal type. The connecting word "because" in the sentence above shows an explanation of the impact of the previous sentence. The next sentence explains thoughts about bullying victims.

4. Temporal

The temporal type contains a total of 1 tie or 4,17%. It was complex punctiliar. The following was an example.

(TEMP-01) *“Firstly, technology can coordinate change of plans. **In the early days**, there was no point of informing the family members if the day’s plan got changed.*

The word "In the early days" served as the conjunctive relation in the preceding example. The conjunctive "In the early days" in the preceding sentence belongs to the temporal type, which was used as part of the here and

now relationship. It indicates the time of the situation that has been discussed. Thus, it serves as a link between the first occurrence in the previous sentence and the second event described in the situation in the next sentence.

5. Continuative

The last conjunctive relation found in students' academic writing was continuative. The continuative type had 3 ties, or 12,50%. This relation indicates continuity or continuation (as in an idea or action). The example was described as follows:

(CONT-01) *“Do you remember when the only TV at home wa in the family room? Now, just about everybody has their own personal device.*

The conjunctive "now" in the above sentence was of the continuative type of conjunctive relation. In the sentence above, "now" implies the preceding sentence. It serves as a logical relationship that indicates the continuation of the conditional sentence. It simply continued the sentence by adding a new point to the previous sentence. The phrase "now" in the preceding sentence refers to the current state of having a personal device.

The percentage of conjunctive relations found in the fourth of students' academic writing shows causal relations as the most dominant conjunctive relations. Data from highest to lowest numbers are causal (46%), additive (21%), adversative (17%), continuative (12%) and temporal (4%). In the title causal type, the relationships contained in the writing of academic writing students are expressed in the form of general simple causal relationships and specific results. A causal conjunction is a conjunction that contains a relationship between an effect and a cause. Academic writing students use causal conjunctions in their writing, namely cause and effect essays. After conducting research on 6 groups, there were 3 groups that were more dominant in using causal relation. Meanwhile, other groups use other conjunctive relations.

e. Conclusion

From the research conducted by researcher, the researchers discovered five different types of conjunctive relation in students' academic writing: additive, adversative, temporal, causal, and continuative. The causal type was the most dominant relation, with the total occurrences were 11 ties (45,83%). The additive type came next, with 5 ties or 20,83%. The adversative type has a total of 4 ties, or 16,67%. The next conjunctive relation was the continuous type, with 3 ties or 12.50%. Last, the temporal type has 1 tie or 4.17%.

The variety that relates to the quality of cause and effect essay written by the fourth semester students academic writing to the use of conjunctive relation was the causal relation type. It because cause and effect essay was a type of expository essay that explores it was topic by discussing the issues causes and consequences. So the conjunctive relation that most used was causal. The data from highest to lowest were causal (46%), additive (21%), adversative (17%), continuative (12%) and temporal (4%) data. In the causal type, the relationships contained in student

writing were written in the form of simple general causal, specific result, and reversed causal relation.

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