Reference: A Grammatical Cohesion In Seloka Journal Introduction
Published by Semarang State University

Samsudin

Historical Science Study Program, Institut Ilmu Sosial dan Ilmu Budaya Samawa Rea, Batu alang NusaTenggara Barat, Indonesia
Email:samsudin@jisbudarea.ac.id

Good writing is one that is cohesive especially in terms of reference. Cohesive is one of the essential textual components to create the organized and comprehensiveness of the texts. This study aims to investigate what are the most frequent reference devices in six journal introduction sections used by post-graduate students at Semarang State University, West Java, Indonesia. This study used qualitative design as an approach to analyze the grammatical cohesive devices. Six journal introduction sections were chosen based on purposive sampling. The journal introduction sections were analyzed using Halliday and Matthiessen (2014) theory that contributing to the cohesion of the text, namely cohesive devices. The results of this study showed that post-graduate students at Semarang State University tend to use demonstrative references more frequently than the other grammatical cohesive devices because in writing journal background the writers used demonstrative much more to showed that next sentences deal with the previous statement such as used the word “this and that”. From 393 occurrences of grammatical cohesive devices presented in the six journal introduction sections, 322 of them were in the form of demonstrative reference. Through this article, the writer wants to help un English post-graduate students to have a better understanding of making introduction sections in their journal article.

Keywords- Preference; Grammatical Cohesive Devices; Seloka Journal; Semarang State University

1. INTRODUCTION

Communication is an important thing in conveying a message to others. A message certainly contains a meaning that should be understood by the addressee. The meaning of communication becomes an important case in terms of transferring intentions. People usually use some ways to convey the message. One of them is writing. Writing is one way to convey intention and purpose. However, most people considered writing is a complex skill. Complexity [1] assert due to the complexity of writing, it can be used to measure the students’ language development in terms of language. This is because university students are demanded to convey the ideas both non-academic and academic writing such as writing text, final project, etc. The ability to write a text play a crucial role for university students in Indonesia because they will be demanded to write the final project as a requirement of graduation [2]. Writing is undoubtedly important for students of college [3]. It becomes the main tool for learning especially students of language department. Then, it is generally assumed as the most essential activity for measuring student’s achievement.

To be able to master writing skill, there are some elements should be understood by the people, namely social function, language features and semantic structures of the text. Besides that, the people must be able to master some competencies such as organization, logical development of ideas, grammar, punctuation, spelling, style, and quality of expression.

In writing a good text whether writing an informal text or formal text such as the final project, there are some things should take into account in writing. Some of them are cohesion and coherence. [4] emphasize the importance of cohesion and coherence discourse to achieve better writing. The final project is academic writing. Hence, it should be considered the use of appropriate cohesion and coherence in writing text to accepted academically. At the university level, students are demanded to write a long text consist of five chapters. The paper of the final project should be effective in conveying the ideas. In this case, the students must understand the use of cohesion and
coherence. In cohesion, there are five cohesive devices, namely conjunction, references, substitution, ellipsis, and lexical conjunction. Cohesive devices are one of the most important things to be understood especially in reference devices. Reference devices are considered a significant thing to give a contribution in writing a better long text because it refers to pronoun, demonstrative and comparative. The use of inappropriate references shows that the writer has a weak ability in writing. Therefore, the mastery of cohesion especially in reference devices is the basic thing should be had by the university students.

That problem leads researcher to investigate whether or not the post-graduate students’ journal introduction sections implement the correct cohesion in terms of reference devices. Besides, the complexity of delivering idea using the correct reference devices is interesting area to be researched. It is because writing a journal introduction sections which considered as the complicated assignment for students will be written by their highest ability. Hence, they will use cohesive devices optimally to achieve coherent journal introduction sections. Therefore, this study is worth to be conducted to reveal the most frequent of cohesive devices which were employed in the journal introduction sections.

Based on the explanation above, the writer thinks that it was really important to conduct the study about these products (Journal Introduction Section of Seloka published by Semarang State University) because these products reflect the postgraduate students’ ability in writing. In in writing journal, essay, or any other writing, the the writer still make many errors in terms of cohesion and coherence commonly and reference devices specially. This previous study was triggered by some studies earlier such as done by Rukmini [5] that conducted a study about the quality of clause complexes in article abstracts written by graduate students at Universitas Negeri Semarang. Then, [6] conducted a study about the cohesion and coherence in undergraduate students’ final project background. However, the previous studies are different from this study in terms of the object of the study. In this case, the writer wants to analyze postgraduate students’ journal introduction in the Seloka journal who has been by Un English department students of Semarang State University. This research aimed to analyze cohesion especially reference in postgraduate students' journal introduction. The reason for conducting this study is the researcher wants to know the quality of Un English department students’ journal introduction sections writing in terms of using a reference to integrate with their journal introduction sections and wants to give a contribution to reference analysis in the journal introduction section. Why the writer analyzed the references in journal introduction section because the reference is one of the part of cohesion to achieve a coherence. It was also important for the teacher to develop their skill in teaching English.

II. METHOD

The design of this study is discourse analysis. This study uses qualitative analysis due to the objects of this study, which are six journal introduction from six journals written by postgraduate students of the un English department. The researcher analyzes the most frequent reference devices and investigates how well reference is achieved in the journal introduction. The primary data of this study are six journal introduction under the different topics that the writer has decided before. The five journal introductions are chosen based on purposive sampling. In collecting the data the writer first read the journal introduction. Then the writer identified grammatical references and classified based in the items of reference. In analyzing the data The writer analyzes the reference devices by using the table of reference checklists which adapted from [7] and [8]. In analyzing the lexical reference devices, the writer also uses an online application for easier the process of analysis. After that, the writer puts findings into some tables and writes the interpretation for each of them.

III. FINDING AND DISCUSSION

A. Grammatical Cohesive Devices

The research problem in this present study deals with the most frequent grammatical cohesive devices namely reference and describes the use of such references because grammatical cohesive devices give contributio to the cohesiveness of a text. Thus, the conducting this research is very important as one of the ways to know the use grammatical reference. There are three types of grammatical cohesive devices: reference, ellipsis and substitution, and conjunction. However, the researcher only focuses on the reference. then, in the five journal introduction sections written by post-graduate students of Semarang State University: the frequency of reference is presented as below:

<table>
<thead>
<tr>
<th>No</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text</td>
<td>Personal Reference</td>
</tr>
<tr>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Sum</td>
<td>27</td>
</tr>
</tbody>
</table>

% 7% 87% 6%
The bold one indicates the most frequent reference. It shows personal demonstrative reference is the most frequent of grammatical cohesive devices use in six journal introduction sections. Reference, in the form of personal reference and the six journal introduction sections, consists of 27 (7%), comparative reference is 24 (6%). While reference in the form of demonstrative reference consists of 322 (87%). Based on the number of occurrence of reference, it shows that demonstrative reference is the most used of grammatical cohesive devices in journal introduction sections written by postgraduate students of Indonesian Language Education at Semarang State University. Here are some examples of grammatical cohesive devices.

Example 1 Personal Reference

Mardikantor (2014) in his research entitled "Critical Discourse Analysis in the Headings (Anti) Corruption in Indonesian Newspapers" explained that the attitudes and views of newspapers on corruption cases in Indonesia were manifested in the editorial discourse of (anti) corruption.

Personal reference in the example above is presented in bold. The word "his" is used to represent the word "Mardikantor" in the previous word. The word "his" is also known as substitution of singular personal "Mardikantor" who conducted the previous research related to the topic of the researcher. The use of the word "his" is one of the techniques must be used to avoid the same word repetition so that the sentence or paragraph flows smoothly.

Example 2 Personal Reference


This example also shows in bold words. The word "his" is used to represent the word "Tahmashi" in the previous word. Tahmashi is a previous researcher who conducted research in which the result of his research is quoted by the later researcher. It means that the later researcher should use the word the third singular person as a substitution if that relates to the human being. In quotation terms as the example presented above, it can also be in Tahmashi's research entitled "Critical Discourse Analysis: Iranian Banks Advertisements" presented a critical discourse analysis of Iranian bank advertisements. If he wants to avoid using the word "his". However, it differs when the previous word is non-human being as the example presented below:

Reporting corruption news certainly uses a medium to convey it to the community, namely language.

The word "it" bolded above describes the word "corruption news" at the beginning of the sentence. The word "it" is used to avoid repeating the same word or words previously mentioned. It is used only for non-humans, namely single objects. But it will be different when the object described is more than 1. Objects that are more than one will use the word "their" as a substitute to avoid repeating the word whether it is an inanimate object or human. The word "it" not only functions to describe the words mentioned earlier, but it can also function as a subject. It is used as a subject when the subject in the previous sentence has been mentioned with the aim that the sentence is effective and good to read.

Thus, from 6 journal introduction sections analyzed, the results show that there are several types of personal references mentioned in that introduction, namely the word he, it, its, they, and their. The use of these words shows that the background of the journal is different from other essays such as essay arguments that can use the words "I, and you" as contained in the results of research conducted by [9] where the result is the most frequent of grammatical cohesive devices use in five argumentative essays is reference. References in the form of demonstrative references and personal references dominate the grammatical cohesive devices in the five argumentative essays.

B. Demonstrative Reference

demonstrative is a determiner or a pronoun that points to a particular noun or to the noun it replaces. There are four demonstratives in English: the "near" demonstratives this and these, and the "far" demonstratives that and those. This and that are singular; these and those are plural. However, demonstrative reference distinguishes its antecedent from similar things. (For example, "Let me pick out the books. I want these, not those.") When a demonstrative comes before a noun, it's sometimes called a demonstrative adjective or a demonstrative determiner ("Son, take this bat and hit that ball out of the park").

Demonstrative reference in this research is shown in the form of word this, the, then, that, there as an example above

This study inventory and explain the forms of lingual units that exist in the ecology of the people in Manggarai language speech.

The word “this” above describes the purpose of study conducted by the researcher. The use of the word “this” show that the thing wants to explain is not far from the speaker or the writer. However, it is different to the word “these”: In the form of pronunciation they are similar, but in sentence they are different. In which the use of word “these” must be followed by plural noun. The another example of demonstrative reference is as follow:

This study shows that there are at least 30 million teenagers in Indonesia who access the internet technology.
The word “this” points out that it refers to the previous research. Then, the word “there” emphasizes the word “Indonesia”. Furthermore, the article “the” emphasizes that the phrase “internet technology” is specific because it is mentioned before in previous paragraphs.

Reference as part of grammatical cohesive devices creates cohesion by creating links between elements in a text. Besides that, [10] states that reference as a form of grammatical cohesive devices has a function to retrieve presupposed information in a text and must be identifiable for it to be considered as cohesive (p. 84). Demonstrative reference keeps track of information through location using proximity references like "this, that, these, those, here, there, then, and the". [1] refer to demonstrative reference as "verbal pointing" to indicate a „scale of proximity” to the presupposed reference. It means that demonstrative reference is used to build cohesiveness in a text by keeping track of information. Therefore, the readers will know which of the information being discussed and where it refers to.

Demonstrative reference is the most used grammatical cohesive devices in the six Seloka journal introduction sections. Then, most of the demonstrative reference which found in that six Seloka journal introduction sections are in the form of "the".

[1] state that the use of "the" commonly referred to as a defining article, acts to specifically identify. It means that the writer of the journal background tries to specify the information given in the background for the readers will easily understand which information being discussed. Besides that, it also creates cohesiveness within a journal background because the information or idea given is hanged together in the background.

C. Comparative Reverence

Comparative reference is an indirect reference using identity or similarity [1]. In this research comparative references are pointed out in the form of the word "more than, more often, same, most, at least, similarities, and difference. The example of the use of comparative reference is shown as follows:

*NET more often utilizes metaphors in the construction of news discourse. Both aspects of the vocabulary have a purpose to affirm and obscure the true meaning.*

The word "more often" bolded above describes the comparison between TV Channels that stated in the previous sentence. The explicit meaning of the example above is the NET channel more often utilizes metaphors in the construction of news discourse than the other channels. This comparative reference is a comparison of quantity, with an Adjunct/ submodifier and *utilizes metaphors* as a referent.

The word "more" includes comparative reference because it has a degree of comparison. It means that the word "more" is used to compare someone or something. Then, in the example above, it is used to emphasize the no. In other words, the word "more" emphasizes that the phrase "more often and more than" is higher than the word "often". Then the other examples are shown below:

a) Fairclough uses discourse to refer to the use of language as a social practice, more than an individual's activity or to reflect on something

b) Language contact events that happen will not cause interference along the system language on the first language has similarities with the system language on second language

c) Second, learners need to see the difference between the present continuous and the other verbs.

The use of comparative reference is dominated by the word "more". Then followed by the word "difference", "other", "most", similarity", "same", and the last is "at least". The dominant word "more" in these journal introduction sections shows that the authors describe something by comparing the real condition of the research object through theories and the previous researches to support their data.

IV. CONCLUSION

From the research finding and discussion, this study has a conclusion related to the research problem. The research problem is dealing with the most frequent of grammatical cohesive devices namely the use of reference in six Seloka Journal introduction sections written by post-graduate students. It is found that reference, particularly demonstrative reference, is frequently used by post-graduate students at Semarang State University in their journal introduction sections. Demonstrative reference is used to build cohesiveness in a text by keeping track of information. Using demonstrative reference much more showed that the writer wants to describe that the previous sentences have connection with the next sentences and also showed that their sentences fulfill standard of cohesion and coherence as one of the good writing indicators.

For further researcher, we suggest analyzing lexical cohesive devices and other grammatical cohesive devices to understand in-deep how to analyze cohesion and coherence in the same sections or other sections. The further researcher, it is suggested to use an interview as part of data collection. Through the interview, the researcher will know the reason behind the occurrence of certain types of cohesive devices in post-graduate students’
journal introduction sections. Besides, it helps the researcher in providing a deeper explanation.

REFERENCES


