

Cohesion in *Kecil-kecil punya karya*

Cindy Anna Damayanti, Ernie Diyahkusumaning Ayu Imperiani
English Language and Literature
Universitas Pendidikan Indonesia
dcindyanna@student.upi.edu , ernie_imperiani@upi.edu

ABSTRACT

Children need to create cohesion in their writings since it is an important aspect of good writing. Thus, this study aims to analyze cohesion in children's writing in terms of the use of cohesive devices. Using Halliday and Hasan's (1976) theory of cohesion, this study analyzes the type of cohesive devices used in stories written by children and describe the function of the cohesive devices. The data were collected from three stories written by three different children in a book titled 'Rahasia Cempaka'. It is a collection of short stories included in *Kecil-Kecil Punya Karya* project published by Mizan. The three stories are 'Sejuta Maaf Tebusan Perjanjian', 'Isi Hati Seorang Siswa', and 'Solusi Terbaik untuk Anak Paling Baik'. In terms of the type of cohesive devices used, there are four out five types of cohesive devices found in the stories. The types of cohesive devices used are reference, conjunction, substitution, and ellipsis. Personal Reference came out as the most dominant cohesive devices used by children in their writings with 52.73%, while nominal substitutions came out as the least with 0.15% occurrences. In addition, in terms of its function, the cohesive devices found in the stories show that children use the cohesive devices in accordance with their functions to create a cohesive and a comprehensible text. It may indicate the children have good writing abilities and have awareness regarding creating cohesive text.

Keywords: *children's writing, cohesion, cohesive devices*

INTRODUCTION

Nowadays, writing is not only done by adults but also by children. There are numerous novels, short stories, and poems created by children. Children who are still in the early stage of language learning also write as an act of expressing ideas and imaginations. According to Tartakovsky (2018), children need to write as their tools of communication, connection, and creativity. Writing stories for children, for example, can help them entertain themselves, foster their artistic expression, explore their functions and values of writing, stimulate their imagination, clarify their thinking, search their true identity, and also learn to read and write (Tompkins, 2016). However, for children to adequately express their ideas in writing, they need to do more than write things correctly. In fact, they need to create cohesion in texts by using cohesive devices (Struthers, Lapadat & MacMillan, 2013). Hence, their writing will be more understandable for others to read.

In writing, cohesion is deemed to be one of the crucial aspects of good

writing, as it means the action of creating a united work. Cohesion also can be defined as a relation of meaning that exists among words within the text (Halliday & Hasan, 1976). They also argue that cohesion can be realized when the sentences in a text depend on each other. To connect the sentences in a text, writers need cohesive devices. It is because cohesive devices may give a signal to the reader about the relationship between different phrases, clauses, or sentences (Halliday and Hasan, 1994). Martinec (1998) argues that cohesion can be achieved when all the parts of the sentences or paragraphs relate as a whole. According to Paltridge (2006), cohesion means the relationship between items in a text such as words, phrases, clauses, and other items such as pronouns, nouns, and conjunctions. Cohesive devices also help writers in creating comprehensive text. Halliday and Hasan (1976) divide cohesive devices into five types, which are references (the act of pointing), substitution (the use of a substitute), ellipsis (the act of omitting), conjunction (the act of connecting ideas), and lexical

cohesion (the use of repetition and collocation). These five types can also be divided into two groups, which are grammatical cohesion and lexical cohesion, which are useful to create united or cohesive writing (Halliday and Hasan, 1976).

Each type of cohesive devices proposed by Halliday and Hasan (1976) can be classified into several sub-types. Reference has three sub-types which are personal reference, demonstrative reference and comparative reference. Substitution and ellipsis have three sub-types which are nominal, verbal, and clausal. Moreover, conjunction has four sub-types which are additive, adversative, causal, and temporal. Moreover, Halliday and Matthiessen (2014) re-formulated the classification of conjunction into three sub-types which are elaboration, extension, and enhancement. However, this study only focused on the classification of cohesive devices proposed by Halliday and Hasan (1976).

Since cohesion in writing is essential, there have been many studies

conducted to see cohesion in different kinds of texts such as in speech texts (Dina, 2012; Arifiani, 2016; Ratnasari, 2016), dramatic text (Nurliani, 2017), student text with (Abdul Rahman, 2013; Yang, W., & Sun, Y., 2012; Andini, 2019; Nugraheni, 2016) and argumentative text (Yang, W., & Sun, Y., 2012), and even in a short message service (Hartanto, 2015). Overall, the studies conducted on cohesion resulted in different findings. However, they shared similar results that reference or conjunction is the most frequently used cohesive devices in the text.

Most of the previous studies only focus on cohesion in adults' writings or undergraduate students' writings. However, analyzing cohesion in children's writing are still rarely studied. Therefore, to fill the gap, this present study aims to analyze the use of cohesive devices in *Kecil-Kecil Punya Karya* as children's writing. Thus, this study discusses the use of cohesive devices used in *Kecil-Kecil Punya Karya* specifically to examine the five types, which are reference, substitution, ellipsis,

conjunction, and lexical cohesion as proposed by Halliday and Hasan (1976) and to reveal the way the cohesive devices function to the story.

METHODOLOGY

The present study used a qualitative design in the nature of descriptive in order to describe and observe the use of cohesive devices in children's writings. Since the researcher intended to analyze, describe, categorize, and interpret the data, a descriptive-qualitative method is considered suitable. This is also in line with Cresswell (2009) who states that the nature of qualitative research is to analyze, categorize, and interpret data.

The data for this research were taken from three stories in a book titled "Rahasia Cempaka", which is a collection of ten short stories written by ten children from *Konferensi Penulis Cilik Indonesia* 2014. "Rahasia Cempaka" was chosen because it is a book that consists of different stories written by ten different children around 10-12-year-old. "Rahasia Cempaka" was published in 2018 to celebrate one decade of *Konferensi Penulis Cilik*

Indonesia in 2017. "Rahasia Cempaka" is one of the series projects by Mizan Publishing Group, *Kecil-Kecil Punya Karya*. The three stories chosen for this research have a similar theme, which is good deeds. The title of the three stories are "Sejuta Maaf Tebusan Perjanjian", "Isi Hati Seorang Siswa", and "Solusi Terbaik untuk Anak Paling Baik".

Story 1, "Sejuta Maaf Tebusan Perjanjian" tells about a sick girl who is a bully that had a dream about an angel come to her and ask her to ask her friends' forgiveness if she wants to recover. Story 2, "Isi Hati Seorang Siswa" tells about a girl named Lucy who hates theft. Story 3, "Solusi Terbaik untuk Anak Paling Baik", tells about a girl named El, who tries to act nicely to her cousin. Since the focus of the research was to analyze the cohesion in stories written by children, *Kecil-Kecil Punya Karya*, or usually called KKP, is considered as the most suitable data for this research. The data were analyzed using Halliday and Hasan's (1976) theory of cohesion analysis.

In analyzing the data, several steps were done. First, the texts chosen from “*Rahasia Cempaka*” were broken down into clauses. Then, the clauses were placed into a table for easier and faster analysis. The next step was that the cohesive devices were identified by bolding the devices found then putting the code of the bolded part into the table. The codes used are ‘rper’ for personal reference, ‘rdem’ for demonstrative reference, ‘rcom’ for comparative reference, ‘enom’ for nominal ellipsis, ‘evrb’ for verbal ellipsis, ‘ecla’ for clausal ellipsis, ‘snom’ for nominal substitution, ‘svrb’ for verbal substitution, ‘scla’ for clausal substitution, ‘cadd’ for additive conjunction, ‘cadv’ for adversative conjunction, ‘ccau’ for causal conjunction, ‘ctem’ for temporal conjunction, ‘lrtr’ for lexical cohesion reiteration, and ‘lcol’ for lexical cohesion collocation. After putting the code, the cohesive devices were classified into several types using Halliday and Hasan's (1976) theory of analyzing cohesion. The next step was that the contribution of the cohesive

devices in the story was discussed. The last step was that the findings were interpreted and conclusions were drawn.

FINDINGS AND DISCUSSION

This section presents the findings and discussion of the study. The first findings and discussion is on the types of cohesive devices as proposed by Halliday and Hasan (1976). The second, it discussed the findings on the function of cohesive devices in the story. The findings of this study discover that there are 651 cohesive devices evident and three function of cohesive devices found in the stories written by children. Further explanation of each finding is discussed in the following sub-section.

Types of Cohesive Devices

From the five types of cohesive devices proposed by Halliday and Hasan (1976), the findings show that in the three stories, the lexical cohesion is not used by children in their writings in *Kecil-Kecil Punya Karya*. The absence of lexical cohesion might indicate children's writing preference which prefer to use simple types of cohesive devices only such as ‘aku or I’ and ‘dan or and’. The

types of cohesive devices that are evident in the text are reference, substitution, ellipsis, and conjunction which belong to grammatical cohesion. However, some subtypes of substitution and ellipsis were not found in the three stories written by the children. The distribution of the types of cohesive

temporal conjunction (10.30%), causal conjunction with (5.00%), adversative conjunction (1.97%), comparative reference (0.61%), nominal and verbal ellipsis (0.30%) each, and nominal substitution (0.15%).

Reference

Reference, according to Halliday and

Table 1.
Type of Cohesive Devices Used in Children's Writings

Types of Cohesive Devices		Story 1	Story 2	Story 3	Total	Percentage
Reference	Personal	151	136	61	348	52.73%
	Demonstrative	29	56	17	102	15.45%
	Comparative	2	-	2	4	0.61%
Ellipsis	Nominal	1	1	-	2	0.30%
	Verbal	1	1	-	2	0.30%
	Clausal	-	-	-	-	-
Substitution	Nominal	-	1	-	1	0.15%
	Verbal	-	-	-	-	-
	Clausal	-	-	-	-	-
Conjunction	Additive	28	26	24	78	11.82%
	Adversative	5	5	3	13	1.97%
	Causal	12	13	8	33	5.00%
	Temporal	26	23	19	68	10.30%
Lexical	Reiteration	-	-	-	-	-
	Collocation	-	-	-	-	-
Total		255	262	134	651	100%

devices is presented in table 1.

Table 1 shows that the most dominant cohesive devices that used in stories written by children are reference with personal reference as the subtype with 52.73%, followed by different subtypes of reference which is demonstrative with 15.45%. Then, it was followed by additive conjunction with 11.82%,

Matthiessen (2014), is the act of pointing, a word may point to another word as a form of linking to inside or outside the text. In the analysis, all the sub-types of references are used. In total, there are 68.79% or 454 occurrences of reference in the children's writings. The 454 reference used by the children in their writings consisted of 348 personal

reference, 102 demonstrative reference, and four comparative reference. Further explanations about each sub-types discussed below.

Personal Reference

According to Halliday and Hasan (1976), personal reference includes three classes of personal pronouns (such as I, you, they), possessive determiners (such as my, our, his), and possessive pronouns (such as mine, yours, theirs). Personal reference is used to represent a person. In the analysis, there are 348 personal reference items in total found in the three stories written by children in *Kecil-Kecil Punya Karya* with 151 occurrences in story 1, 136 in story 2, and 61 in story 3.

From the analysis, nine personal reference items are found in the stories written by children. These items are ‘*aku* or I’, ‘*kamu* and *kalian* or you’, ‘*dia* or he or she’, ‘*mereka* or they’, ‘*kita* or we’, ‘-nya or his or hers’, ‘-ku or my’, and ‘-mu or your’. In the data analysis, personal references are used to point out the main characters in the stories written by children. The use of personal reference is to avoid repetition of

characters' names. Further explanation about the use of personal reference is presented as follow.

Example 1

Aku semakin tidak mengerti. Bagaimana bisa kertas kusam ini ada di sakuku? Hm... kalau harus meminta maaf kepada banyak orang, bagaimana? Aku tidak bisa berjalan. Aduh... Tiba-tiba di jendela terlihat aku sedang didorong dan dicemooh seseorang. Orang itu tertawa melihatku menderita. Satu detik kemudian aku dan orang itu menghilang. Aku melotot tajam.

(I don't understand. How can this old paper be in **my** pocket? Hmm must apologize to a lot of people, but how? I couldn't walk. Ouch.. suddenly at the mirror was **me** being pushed and bullied by someone. That person laughed seeing **me** suffer. A second later that person disappeared. I glared sharply.)

The example above is taken from story 1. It tells about the main character experience after having a weird dream about an angel coming to her and asking her to seek forgiveness from her friends. I, the main character got a vision about her being bullied by someone because the main character was a bully. From Example 1, there are five personal reference items *aku* or I used and one personal reference item ‘-ku or my’. In the example, the personal reference ‘*aku* or I’ and ‘-ku or my’ refers to the main character named Ariana who is a bully in the story. ‘*Aku* or I’ used as a subject of

the clause. Another personal reference occurred in the story can be seen in the following example.

Example 2

"Ariana..." panggil seseorang lembut. **Aku** menoleh dan berdiri. "Hah? **Aku** bisa berdiri sekarang? Yuhuuu..." Belom sempat lompat, seseorang memegang lenganku. **Aku** melihat orang itu bersinar putih terang, sehingga **aku** tidak bisa melihat wajahnya. "Ariana, kalau mau bisa berdiri dan bebas bergerak, **kamu** harus berjanji kepadaku," tutur sosok bersinar itu. "Oke, **aku** mau," kataku. Sosok itu semakin erat memegang tanganku. Ariana. orang itu memanggilku kesekian kalinya, "ayo, **kita** berjanji!" **Aku** dan orang itu menautkan jari kelingking. "**Kamu** harus meminta maaf kepada semua orang yang telah **kamu** sakiti," jelas sosok itu.

("Ariana ..." someone called softly. I turned and stood up. "Huh? I can stand now? Yuhuuu ..." Haven't even tried to jump, someone grabbed my arm. I saw the person shining bright white, so bright I could not see her face. "Ariana, if (you) want to stand up and be free to move, you have to promise me," said the glowing figure. "Okay, I want to," I said. The figure held my hand tighter. Ariana. that person called me for the umpteenth time, "come on, we promise!" That person and I linked my little finger."You have to apologize to everyone you have hurt," explained the figure.)

Example 2, is taken from story 1 that tells the moment when the main character, Ariana, meets the angel called the glowing figure who asked her to ask her friends' forgiveness. It contains the conversation between the main character and the angel. In Example 2, there are variations of personal reference items

used such as '*aku* or I', '*-ku* or me and my', '*kamu* or you', and '*kita* or we'. Personal reference '*aku* or I' in example 2 still refer to the main character which is Ariana. On the other hand, personal reference '*-ku* or me and my' refers two different character, the first is Ariana and the second is the angel or the glowing figure. '*-ku* or my' is the possessive form of I that refers to the main character, Ariana and the other character in this context, the glowing figure. Personal reference 'me or my' used to replace Ariana and the glowing figure. Here, the personal reference '*kamu* or you' used by the other character which is the glowing figure to mention the main character Ariana in the conversation between them. The other personal reference used is '*kita* or we' that refers the main character and the glowing figure together. In the example the glowing figure asked the main character to promise by having a pinky promise.

Both example 1 or 2 were taken from story 1 that used the first person point of view, resulted '*aku* or I' as the most dominant personal reference used

by a child. Another example to explain more about personal reference shown below.

Example 3

Saat tangan El hampir mendarat di pipi Ine, El teringat nasihat gurunya saat kelas lima. Marah itu tidak ada gunanya. Hanya membuat diri kita lelah dan membuat orang yang kita marahi sakit hati. Walau dia merusak barang kita, memukul kita, doakan saja yang terbaik. Misalnya yang jail, kita doakan agar jadi anak baik.

(When El's hand almost landed on Ine's cheek, El remembered **her** teacher's advice in fifth grade. Getting angry is no use. It only makes **us** tired and makes the people **we** scold hurt. Even though **she** ruined **our** things, hit **us**, just pray for the best. For example the ignorant child, **we** pray to be a good kid.)

Example 3 was taken from story 3 that uses third-person point of view. It tells the part when El, the main character of the story, get mad at her little cousin, Ine and almost hit her. El remembered her teacher's advice about facing ignorant child. There are seven personal references occurred in example 3. Those are '*-nya* or **her**', '*kita* or **us** or **we** or **our**', and '*dia* or **she**'. Personal reference '*aku* or **I**' is rarely used in story 3 because it use the third person point of view. Personal reference '*dia* or *-nya*', more frequently used than personal reference '*aku* or **I**' with 18 occurrences for '*-nya*

or his or hers' and 13 occurrences for '*dia* or **he** or **she**'.

The other personal reference found is '*mereka* or **they**' with 10 occurrences in total and appeared mostly in story 2. Further explanation shown below.

Example 4

Mereka tersakiti dibalik jeruji. Wajah-wajah melas. Mengharap keibaan menjemput. Kau! Kejamnya dirimu. Kau curi semua harta orang tak bersalah. Tak miriskah hatimu melihat tangisan mereka? Jika itu harta mereka satutunya. Pasrah diri mati menjemput. Jika itu harga berharga mereka. Tangisan iba mereka lantunkan. Wahai pencuri. Tolong sadarlah secepatnya.

(**They** are hurt behind bars. Welded faces. Expect emotion to pick up. You! How cruel you are. You stole all the innocent people's property. Isn't it sad for your heart to see **their** cry? If it's **their** only treasure. Resigned to death pick up. If that is **their** precious price. **Their** cries of pity are chanted. O thief. Please get up quickly.)

The example above was taken from a poem in story 2 that created by the main character named Lucy for the thief that appeared on the news and made her upset. Personal reference '*mereka* or **they** and **their**' here refer to the victims of thieves. The main character wanted to give the poem to the thieves to make them realize that stealing is very bad and can hurt many people. This personal reference used as personal pronouns and

also possessive pronouns such as in '*tangisan mereka* or their cry'.

Demonstrative Reference

Demonstrative reference is the verbal form of pointing. According to Halliday and Hasan (1976), it is used to identify location on approximate scale using reference. Demonstrative reference has neutral system (the) and selective system (such as this, that, here, there). In the analysis, there are 102 occurrences of demonstrative reference found; 29 from story 1, 56 from story 2, and 17 from story 3.

The demonstrative reference items found in the three stories are item '–nya or the', 'itu or that', 'ini or this', 'sini or here', 'sana or there', and 'si- or the'. The most frequently used demonstrative item is 'itu or that' with 56 occurrences and appeared mostly on story 2. This is followed by the demonstrative reference item '–nya and si or the' with 23 occurrences in total and also occurred mostly in story 2. To be more specific about the used of demonstrative reference item, some examples provided below.

Example 5

Koran yang sama! Bukan nama korannya yang sama, bukan pula bahan koran, dan tidak pula font-nya. Topiknya sama. Mengangkat pencurian Sang Saka Merah Putih di Istana Negara. Entah bagaimana pencuri itu bisa lolos dari mata para penjaga. Pencuri itu belum diketahui asal-usulnya.

(Same newspaper! Not **the** same newspaper name, not **the**-newspaper material, and not **the** font either. **The** topic is the same. Eliminating **the** theft of **the** Saka Merah Putih at **the** State Palace. Somehow **that** thief could escape **the** eyes of the guards. **That** thief's origins are unknown.)

Example 5 was taken from story 2. The passage is about the same news that the main character read about the theft of Indonesia national flag. There are six demonstrative reference items found. Those are '–nya and sang or the' and 'itu or that'. 'The' is a definite articles used to correlate something in general or to what have been mentioned earlier (Andini, 2014). 'The' in the passage refers to the information that considered as an information that have been known by the reader. 'That' in the passage refers to the entity of thief. It used to keep the participation of thief's track in the story. While, the occurrences of *sini* or here and *sana* or there are explain in Example 6 and Example 7.

Example 6

Besok Bunda akan ada meeting di Singapura sama Ayah. Kamu di sini saja ya, jaga rumah. Nanti malam, Ine, saudaramu dari Java, datang nemenin kamu," lanjutnya. El terbelalak. Hah? Yang benar saja? Ine itu masih kecil, masa harus nemenin aku, sih? El membatin. "Aku bisa sendiri di rumah dan Ine enggak usah ke sini." (Tomorrow Mom will have a meeting in Singapore with Dad. You stay **here**, watch the house. Tonight, Ine, your sister from Java, comes to accompany you, "she continued. El wide-eyed. Huh? Really? Really? she's a kid, how can she accompany me anyway? El thought. "I can be alone at home and Ine doesn't need to get over here.")

Example 6 was taken from story 3. This passage tells about El, the main character who will be left alone at home while her parents go to Singapore for a meeting. There are two demonstrative reference item 'sini or here'. Both demonstrative reference items 'sini or here' refers to the house where the main character, El, lives. 'Sini or here' used to point out a location that near to the speaker, which is the speaker and main character's house.

Example 7

Lucy merogoh saku. Ada pensil dan selembar kertas disana.
(Lucy reached into her pocket. There is a pencil and a piece of paper **there**.)

This example was taken from story 2. It tells about the main characters' finding in her pocket, which is a sheet of paper. There is only one demonstrative

reference item 'sana or there'. 'Sana or there' used to refer to a certain distance that is far from the speaker. In this matter, 'sana or there' refers to the main character's pocket.

Comparative Reference

Comparative reference is a reference that relates to things in contrast. It is used to reveal nominal and adverbial group differences. According to the findings, there are four occurrences of comparative reference item, which are 'seakan and seperti or as if', 'lebih baik or better', and 'begitu or like that'. Further explanation illustrated in Example 8 and Example 9.

Example 8

"Mbak yang baik, Ine mau boneka asli. Enggak mau boneka bohongan. Kayak boneka barbie di toko-toko begitu," Ine merengek.
(“A good sister, Ine wants real dolls. I don't want fake dolls. **Like** Barbie dolls in stores, "Ine whined.)

The example was taken from story 3. It tells about Ine, a character, who was whining to El, the main character. Ine wanted a real barbie doll while El was about to make a fake-barbie doll. In the example, comparative reference item 'begitu' used to compare between the

real barbie dolls and the fake one that the main character made in the story.

Example 9

Setelah itu, aku menyemburkan air kumur ke arah Rayya. Sementara Rayya sibuk dengan bajunya yang basah, aku mencubit badan Rayya. "Aw!"

"Ada apa, Non Ariana?" teriak Bi Lenie dari dapur. Langkah Bi Lenie terdengar akan masuk kamar. Ugh, lebih baik aku tidur saja!

(After that, I spit out mouthwash toward Rayya. While Rayya was busy with his wet clothes, I pinched Rayya's body. "Aw!"

"What's wrong, Non Ariana?" Bi Lenie shouted from the kitchen. Bi Lenie sounded about to enter the room. Ugh, I'd **better** sleep!)

The example was taken from story 1. It tells the moment when the main character of the story 1, Ariana, bullied the other character which is her friend, Rayya. In the example, comparative reference item used is 'lebih baik or better'. It used to show the comparison between what the main character had done and what she should have done.

Conjunction

According to Nugraheni (2016), conjunction in a text act as a bridge to join the main idea and supporting ideas in a paragraph or essay. Meanwhile, Halliday and Hassan (1976) describe conjunction as words that link phrases, clauses, or sentences, and give a

connection between them. In the analysis, all the sub-types of conjunction used. In total, there are 29.09% or 192 occurrences of conjunction that consisted of 78 additive conjunction, 13 adversative conjunction, 33 causal conjunction, and 68 temporal conjunction. Further explanation about each sub-types discussed below.

Additive Conjunction

According to Halliday and Hasan (1976), additive conjunction is a form of coordination. It used to connect additional ideas. From the findings, there are 78 additive conjunction that comes from three different stories. Story 1 has 28, story 2 has 26, and story 3 has 24 additive conjunction. These numbers make the additive conjunction as the highest sub-types of conjunction used in the data. Examples of additive conjunction are illustrated as follow.

Example 10

*Eh, tapi itu apa, ya? Seikat bunga menawan **dan** kartu warna-warni? Aku mengambil kartu itu. "Kamu harus meminta maaf agar bisa berjalan **dan** penyakitmu hilang." Apa maksudnya? Teka-teki kartu **dan** mimpiku sama.*

(Uh, but what is that? A charming bunch of flowers **and** colorful cards? I took the cards. "You have to apologize for being able to walk

and your illness is gone." What does it mean?
Card riddle **and** my dreams are the same.)

In example 10, the additive conjunction '*dan* or **and**' are used to connect two ideas as a form of coordination. They are also used to add idea or information in the clause or sentence. In this context, '*dan* or **and**' are used to connect two things that the main character saw which are a bunch of flowers and colorful cards, to connect two things that are desired by the main character which are able to walk and recovered, and to connect two things that becoming a mystery for the main character which are card riddle and dreams.

Adversative Conjunction

According to Halliday and Hasan (1976), adversative conjunction is used to connect two different things or to contrast ideas. From the findings, there are 13 occurrences of adversative conjunction items in total. They are consisted of five items from story 1, five items from story 2, and three items from story 3. Further explanation are discussed through examples below.

Example 11

Walau penjagaan diperketat, Lucy yakin pencuri itu tetap bisa lolos. Lagi pula, polisi tidak mengetahui isi hati si Pencuri, kan?

(**Although** the security was tightened, Lucy was sure the thief could still escape. **Besides**, the police don't know the Thief's heart, right?)

Example 11 tells about the main character thoughts on the theft. In the example, there are two adversative conjunction items used. Those are '*walau* or **although**' and '*lagi pula* or **beside**'. Here, the adversative conjunction item '*walau* or **although**' used to contrast two different condition. In this context, the two different conditions are '**the security was tightened**' and '**the thief could escape from the jail**'. In addition, the adversative conjunction '*lagi pula* or **beside**' is used to contrast two different condition which are even though the thief was in jail, the police cannot know the thief's intention. More explanation is presented in example 12 below.

Example 12

*"Ine sayang, dua tahun lalu, iya, Ine bisa ajak Mbak main. **Tapi** sekarang, Ine mainnya sama kucing saja, ya, Mbak lagi enggak mau main." El berkata lembut kepada saudaranya.*

("my dear Ine, two years ago, yeah, Ine was able to invite me to play. **But** now, Ine plays with cats, yeah, I don't want to play anymore." El said softly to her sister.)

Here, the adversative conjunction item ‘*tapi* or *but*’ is used to connect two moments which happened between the main character, El, and Ine. The first moment is two years ago when El, the main character, and Ine played together and the second moment is in this moment when El, the main character, does not want to play with Ine anymore.

Causal Conjunction

According to Halliday and Hasan(1976), causal conjunction used to express causal relation. In another word, it used to connect one event that happened as the effect of the other event. There are 33 causal conjunction item evident in total that comprise of 12 appeared in story 1, 13 appeared in story 2, and 8 appeared in story 3. The most frequently used causal conjunction is ‘*karena* or *because*’ which appeared 14 times in the data. More explanation about causal conjunction presented below.

Example 13

“Sesungguhnya orang yang meminta maaf itu hebat ***karena*** dia telah mengalahkan egonya sendiri. Ariana, ayo minta maaf. Berikan sejuta permintaan maafmu untuk menebus kesalahanmu. Dan untuk perjanjian kita ***karena*** kamu telah berjanji dalam mimpi.”

(“Indeed, the person who apologized was great ***because*** he had defeated his own ego. Ariana, let's apologize. Give a million apologies to make up for your mistakes. And for our agreement ***because*** you promised in a dream.”)

The example above was taken from the story 1. The passage show the advice from the angel for the main character, Ariana. There is one causal conjunction item ‘*karena* or *because*’ which are found twice. ‘*Karena* or *because*’ used as connector between two events. The first evident, ‘*Karena* or *because*’ used to show that a great person becomes great as the result of defeating his or her ego. The second evident, ‘*karena* or *because*’ is used to show the result of promising to the angel that she wants to get better, the main character, Ariana, had to seek forgiveness from her friends.

Another example is provided below for more explanation abour causal conjunction.

Example 14

Aku melihat orang itu bersinar putih terang, sehingga aku tidak bisa melihat wajahnya.
(I saw the person shining bright white, **so** I could not see her face.)

In the example, there is another causal conjunction besides ‘*karena* or *because*’ which is ‘*sehingga* or *so*’. ‘*sehingga* or

so' is a simple example of causal conjunction item. It is used to connect cause and effect. The cause in the example is, '*orang itu bersinar putih terang* or the person shining bright white' and the effect is '*aku tidak bisa melihat wajahnya* or I cannot see her face'.

Temporal Conjunction

Temporal Conjunction is used to state the order of the events. According to Halliday and Hasan (1976), temporal conjunction is a form of sequence in time. From the findings, there are 68 temporal conjunction items found in total. Those numbers made temporal conjunction as the second most frequently used subtypes of conjunction after additive conjunction. The total number consists of 26 temporal conjunction items in story 1, 23 temporal conjunction items in story 2, and 19 temporal conjunction items in story 3. Further discussion regarding temporal conjunction presented on the example.

Example 15

Terakhir aku membully, ketika kelas empat. Aku menjatuhkan dan meledek Rayya. Sebelum bercerita, aku akan memperkenalkan diri. Namaku Ariana Humayra. Biasa dipanggil Ariana.

(Recently I was bullying, when the fourth grade. I dropped and teased Rayya. Before telling a story, I'll introduce myself. My name is Ariana Humayra. Usually called Ariana.)

The example above contains three temporal conjunction items which are '*terakhir* or recently', '*ketika* or when', and '*sebelum* or before'. As mentioned before that temporal conjunction is a form of sequence in time, the three items are used to show the sequence of time in the passage.

'*Terakhir* or recently' is used to show what the character has done in recent time. '*ketika* or when' is used to show the time when it is happening. In this context, '*ketika* or when' appeared to present the time when the character bullied someone which actually have not been done. Lastly, '*sebelum* or before' used to show the moment prior to the next moment.

Ellipsis and Substitution

The last two grammatical cohesive devices found in the three stories written by children in *Kecil-Kecil Punya Karya* were ellipsis and substitution. Ellipsis is the act of omitting something from the

text, while substitution is the act of replacing an element in a clause.

The occurrences of ellipsis are four in total, while substitution is only one.

From the three sub-types of ellipsis, there are only two sub-types of ellipsis appeared. The sub-types of ellipsis appeared are nominal ellipsis and verbal ellipsis. Nominal ellipsis means ellipsis within nominal group and verbal ellipsis means ellipsis within verbal group (Halliday and Hasan, 1976). Further explanation regarding ellipsis showed below.

Example 16

*Cahaya matahari menerpa wajah. (itu)
Membuatku ingin berguling bersama penguin di Kutub Utara.*
(Sunlight on the face. (it) Makes me want to roll with penguins at the North Pole.)

In the example, '**(itu)** or **(that)**' is omitted from the sentence. The sentence supposed to be started with something to connect to the previous sentence such as '**itu** or **it**'. The used of ellipsis is to avoid redundancy in the text. The item in this example included in nominal ellipsis.

Example 17

Berkali-kali dia menatap ke ujung jalan. Sosok yang dicarinya tak muncul-muncul juga. (Sosok yang dicari-carinya adalah) Ardia.

(She looked at the end of the road many times. The figure she was looking for did not appear either. **(The figure she was looking for was) Ardia.**)

For example 17, the item included in verbal ellipsis. It is a verbal ellipsis because the structure does not adequately express its systemic features.

While in substitution, there is only one sub-type appeared, which is nominal substitution. The presence of substitution is explained below.

Example 18

Lucy menatap getir koran di tangannya. Koran yang sama!
(Lucy looked at the bitter newspaper in her hand. **The same** newspaper!)

From the example, 'sama' or the same' substitute form of the other newspaper.

Functions of Cohesive Devices in The Story

This part explains the function of the cohesive devices used in the findings. Based on the findings, the most frequently used cohesive devices is reference and the second is conjunction. As mentioned earlier, Halliday and Matthiessen (2014) state that reference is used as the act of pointing and Halliday and Hasan (1976) argue that

conjunction function as form of connecting. Besides the two cohesive devices items mentioned earlier, there is another function of cohesive devices which is reducing redundancy that realized through ellipsis and substitution. The next part shows the function of all cohesive devices types that appeared in the three stories discussed.

Pointing

Based on the data analysis, there are several reference items found. Those are '*aku* or I', '*kamu* and *kalian* or you', '*dia* or he or she', '*mereka* or they', '*kita* or we', '*-nya* or his or hers', '*-ku* or my', '*-mu* or your', '*-nya* or the', '*itu* or that', '*ini* or this', '*sini* or here', '*sana* or there', '*si-* or the', '*seakan* and *seperti* or as if', '*lebih baik* or better', and '*begitu* or like that'.

Basically, those reference items are used to point out something. It could be a person (personal reference), a thing or an event and a place or a location (demonstrative reference), and a comparison (comparative reference). From the findings, in the three stories, those reference items mostly used to

refer to the characters of the stories. the use of personal reference in the three stories function as tools to point out the character and emphasize the use of different point of views in the three stories. Since the story 1 used the first-person point of view, there are more personal reference items that used to refer to the main characters themselves. Moreover, the presence of dialogues enhance the occurrences of the personal reference. The example presented below.

Example 19

"**Kamu** harus meminta maaf kepada semua orang yang telah **kamu** sakiti," jelas sosok **itu**. "You have to apologize to everyone **you** have hurt," explained the figure.

The example above show the use of personal reference item in a dialogue. '*Kamu* or you' used in the dialogue because it is said by the other character, which is the figure, to the main character. '*Kamu* or you' used to point out the presence of the main character in the situation in the story.

The other frequently used reference is '*itu* or that' and '*-nya* or the' as the demonstrative reference item. Those

items used to point out things in general or things mentioned previously.

Although the findings show that reference is the most occurred cohesive devices, comparative reference only appeared four times in total.

Connecting

Other function of cohesive devices beside pointing is connecting. This function is realized by using conjunction. Based on the findings, there are several conjunction from the four sub-types found, such as ‘*dan* or and’ (additive conjunction), ‘*walau* or although’ (adversative conjunction), ‘*karena* or because’ (causal conjunction), and ‘*sebelum* or before’ (temporal conjunction). Those conjunction used to connect or link words, phrases, and clauses in the three stories. Additive conjunction function as connector for two or more coordinating items. Adversative conjunction function to connect two or more contrasting items or situations. Causal conjunction function as a link for caused and effect situation or items. Lastly, temporal conjunction function as a link to connect time and context in clauses or sentences.

Further explanation on function of temporal conjunction presented below.

Example 20

Pada hitungan ketiga, dengan serentak semuanya menerbangkan balon. Bersamaan dengan itu dadaku sesak. Badanku sakit, tapi setelahnya aku bebas.

(On the count of three, everyone flew balloons together. At the same time my chest was tight. My body hurt, but after that I'm free.)

The example above shows some evident of temporal conjunction in the story. It shows that the temporal conjunction function as connector to the time when something occurred. In this matter, ‘*pada hitungan ketiga* or on the count of three’ used to connect the time and the context when the character release the balloons. Then, ‘*bersamaan dengan itu* or at the same time’ function as the connector to time when everyone releases balloons together and the character felt the pain.

From the findings, the cohesive devices used by children in their writings represented through the three stories are in line with its functions. The use of references and conjunction in the three stories are used appropriately. The reference used to refer to something and

the conjunction used to connect words, phrases, clauses, or sentences.

The findings show that the use of cohesive devices are not used carelessly, but with careful consideration so that readers can read stories written by these children well.

Reducing

The last function of cohesive devices found in the analysis is to reduce the possibility of having a redundancy text. This function is applicable for ellipsis and substitution. Ellipsis used to omit a part of the sentence, while substitution used to change or substitute words, phrases, or clauses with a substitute form. Both cohesive devices used to avoid or reduce redundancy in a text that could make the text ineffective.

Even though the use of these cohesive devices types is not as frequent as the others two devices, they are used appropriately in every sentences create by children.

CONCLUSIONS

Based on the findings of the analysis, several conclusions might be drawn

from this study. Regarding the five types of cohesive devices proposed by Halliday and Hassan (1976), there are only four types of cohesive devices appeared in the data. The types of cohesive devices used by children are reference (68.79%), conjunction (29.09%), ellipsis (0.61%), and substitution (0.15%). This number shows the occurrences of cohesive devices that are unevenly distributed. Moreover, the items or words as cohesive devices used are not so varied as well. The variation of cohesive devices items indicates that children have a limitation on vocabulary that includes cohesive devices items.

The findings on the use of types of cohesive devices are in line with the study conducted by Dina (2012), which shows that reference and conjunction are the most frequently used cohesive devices. However, the appearances of reference and conjunction have a different amount of numbers. It implies that the use of reference and conjunction are common in writing.

Regarding the function of the cohesive devices in the story, 651 cohesive devices found in the analysis are used appropriately as its function. In the three stories, the reference used a referring form. Then, the conjunction in the three stories contributes to the cohesion of children's writing since it is used as a connector. Also, even though ellipsis and substitution are used much less frequently, they still function as tools to avoid text redundancy which can affect readers understanding of texts. It can be concluded that the use of cohesive devices according to their functions, may indicate that the children have good writing abilities. This further indicates their awareness of creating cohesive text to increase readers' understanding.

Based on the conclusions above, there are some recommendations and suggestions for further studies regarding cohesion in children's writing. This study presents the types of cohesive devices used by children in *Kecil-Kecil Punya Karya*. Since the data for this study was taken from a published book that went through a long editing process,

it is strongly recommended that further studies use unpublished books or stories as data to ensure authenticity. Moreover, the absence of lexical cohesion in this study can be a recommendation for further study to analyze it more thoroughly.

References

- Abdul Rahman, Z. A. A. (2013). The use of cohesive devices in descriptive writing by Omani student-teachers. *Sage Open*, 3(4), 2158244013506715.
- Andini, M. N. (2019). The Use of Cohesive Devices in Texts across Genres: A Case Study of Students an an English Language and Literature Program. Universitas Pendidikan Indonesia.
- Arifiani, D. M. (2016). An Analysis of Grammatical and Lexical Cohesion in Emma Watson's Speech Text on Gender Equality. Syarif Hidayatullah State Islamic University.
- Creswel, J. W. (2009). Research design: Qualitative, quantitative, and mixed methods approaches. Los angeles: University of Nebraska–Lincoln.
- Dina, U. (2012). Grammatical And Lexical Cohesion in translated text of Susilo Bambang Yudhoyono's speech of Jakarta bomb attacks.
- Halliday, M., & Hasan, R. (1976a). *Cohesion in English*. London: Routledge.

- Halliday, M., & Hasan, R. (1976b). *Cohesion in English*. London: Longman.
- Halliday, M. A. K., Matthiessen, C., & Halliday, M. (2014). *An introduction to functional grammar*. Routledge.
- Halliday, M. A. K., & Webster, J. J. (Eds.). (2009). *Bloomsbury companion to systemic functional linguistics*. A&C Black.
- Hartanto, B. (2015). Analisis Unsur Kohesi dalam Wacana Bahasa SMS (Short Message Service). *Indonesian Language Education and Literature*, 1(1), 90-106.
- Martinec, R. (2009). Cohesion in action. *Semiotica*, 120(1-2), pp. 161-180. Retrieved 14 Nov. 2019, from doi:10.1515/semi.1998.120.1-2.161
- Nugraheni, R. (2016). Cohesive Devices in Learners' Writing. *LLT Journal: A Journal on Language and Language Teaching*, 18(1), 51-62.
- Nurliani, H. (2017). Cohesion in Oedipus the King by Sophocles: A Discourse Analysis. Universitas Pendidikan Indonesia.
- Paltridge, B. (2006). *Discourse Analysis: An Introduction*. London: Continuum.
- Ratnasari, D. (2016). The Use of Cohesive Devices in the Speech of Speaking IV Students of English Education Study Program of the Academic Year of 2014/2015. *English Language Teaching Journal*, 5(3).
- Struthers, L., Lapadat, J. C., & MacMillan, P. D. (2013). Assessing cohesion in children's writing: Development of a checklist. *Assessing Writing*, 18(3), 187-201.
- Tartakovsky, M. (2018). How To Inspire Your Kids To Write and Why It's So Important. *Psych Central*. Retrieved on November 12, 2019, from <https://psychcentral.com/blog/how-to-inspire-your-kids-to-write-and-why-its-so-important/>
- Tompkins, G. E. (1982). Seven reasons why children should write stories. *Language Arts*, 59(7), 718-721.
- Van Dam, F. (2010). Development of Cohesion in Normal Children's Narrative. University of Utrecht.
- Yang, W., & Sun, Y. (2012). The use of cohesive devices in argumentative writing by Chinese EFL learners at different proficiency levels. *Linguistics and Education*, 23(1), 31-48.