CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher aims to present and analyze the data taken from 10 backgrounds of study written by English education department students of UIN Sultan Maulana Hasanuddin Banten, the data to be analyzed is grammatical cohesive devices are, reference, substitution, ellipsis, and conjunction.

A. Findings

After analyzing 10 backgrounds of study on the undergraduate theses, the writer found four kinds of grammatical cohesion are: reference, substitution, ellipsis, and conjunction. Here are the examples of using grammatical cohesive devices found in theses background of study written by undergraduate students of Uin Sultan Maulana Hasanuddin Banten the data will be presented to illustrate some examples to understand the different types of grammatical cohesion:

1. Reference

Reference is once a component in a text refers to another for understanding the previous or next sentence[1]. Reference can also be referred to as the attachment of sentence elements that define one sentence to another.

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[1] Setiawan, F., & Taiman, T. (2021). Cohesion and Coherence in Written Texts of Health Medical Laboratory Students. *Indonesian EFL Journal*, *7*(1), 59-68.

Nowadays, emerging science and technology can be utilized to improve teaching and learning processes. Educators agree that the use of new technology helps them a lot in **their profession.** (TBS, 2016, par 1)

The sentence above refers to grammatical cohesion in a type of reference, grammatical cohesion above is included in the possessive pronouns 'their profession' refers back to noun 'educators'.

Brown states that teaching is showing how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. **It** means the teacher as a facilitator in the learning process must think creatively about how English can be learned well and make students interested to learn. When students are interested to learn, **they** will enjoy the learning process. (TBS, 2016, par 2)

The sentence above refers to grammatical cohesion in a type of reference the word 'it' is a personal pronoun that refers back to the noun 'teaching' and the subject plural pronoun 'they' is referred by the previous word 'students'.

Learning English language only emphasis on speaking, writing, reading rather than listening. Therefore, the

studies of listening did not receive **more attention** from scholars and it causes learning listening to be neglected by English teachers without exception in Indonesian setting. (TBS, 2016, par 4)

The sentence above refers to grammatical cohesion in a type of reference, grammatical cohesion above is included in the comparative reference 'more attentions' which is used to compare identities between the previous word 'speaking, writing, and reading.

Writing is a very important subject because we have to share an idea from our brain in writing form. **It** is not easy to choose the words and combine them into a good paragraph. Besides, we have to pay attention to the grammatical sentence. So, **it** is normal if many people are reluctant to write because **they** assumed writing is a difficult activity even though **they** did not try it. (FW, 2016, par 1)

The sentence above refers to grammatical cohesion in a type of reference the word 'it' is a personal pronoun that refers back to the noun 'writing' and the personal plural pronoun 'they' is referred by the previous word 'many people'.

> Writing is a process that declines an ideal plan, which is complex, movable, and multifaceted. As it were, writing is not a simple activity that could be done immediately in a spontaneous way, writing is a complex process that requires effort. The complex process of writing requires writers to express and pour **their** ideas to make a connection between writers and readers. (FW, 2016, par 2)

The sentence above refers to grammatical cohesion in a type of reference, grammatical cohesion above is included in the possessive pronouns 'their' refers back to noun 'writers'.

> Besides, most issues happen when the writers' statement looks clear for them but in fact, **it** is exactly not clear for the readers since **they** could not always realize the writer's purpose in **their writing**. The requirements of composing ideas, thoughts, or arguments is not a simple thing to do since the mastery of writing ability is the one that thought to build and understood properly and perfectly. (FW, 2016, par 3)

The sentence above refers to grammatical cohesion in a type of reference the word 'it' is a personal pronoun which refers back to noun 'writers' and the personal plural pronoun 'they' is referred by the previous word 'readers' and the last word 'their writing' is possessive pronouns refers back to noun 'writers'

> Writing guide, use figure out things at least two ways.
> Otherwise, **it** makes **our** thoughts visible, allowing us to
> expand, contract, modify or discard **them**. (FW, 2016,
> par 4)

The sentence above refers to grammatical cohesion in a type of reference, grammatical cohesion above is included in the personal reference 'it' refers back to the noun 'writing guide'. The word 'our' is a possessive pronoun and 'them' refers to a personal plural pronoun.

> **We** need to use argumentative sentences as supporting
> arguments to prove our claim. Based on the facts above,
> **we** can assume that supporting arguments can help
> students develop **their** writing ability especially in
> enhance their critical writing ability. (FW, 2016, par 9-
> 10)

The sentence above refers to grammatical cohesion in a type of reference, grammatical cohesion above is included 'we' is personal pronouns, and 'their' refers back to noun 'students'.

> In the globalization era, students are required to master three fundamental skills for the 21st century. They are 1) foundational literacy; 2) competencies; and 3) character qualities. The first is foundational literacy. **It** refers to how students apply core skills to everyday tasks. The second is competencies which refer to how students approach complex challenges. Characters refer to how students approach **their** changing environment.
> (NT, 2016, par 1)

The sentence above refers to grammatical cohesion in a type of reference the word 'it' is a personal pronoun that refers back to 'foundational literacy' and 'their' is a possessive reference referred by the previous noun 'students'.

> Writing as one of the language skills is very important for some reasons. The first reason is that writing is important for senior high school students. Writing can help the students to focus on accurate language use, such as grammar and vocabulary. **It** may well provoke

language development of the students because **they**

think as they write. (NT, 2016, par 2)

The sentence above refers to grammatical cohesion in a type of reference the word 'it' is a personal pronoun that refers back to the noun 'grammar and vocabulary' and the personal plural pronoun 'they' is referred by the previous noun 'students'.

First, Grammatical Problems. Most of the students still

have a problem in making a sentence. **They** confuse

about what tenses they should take because **they** do not

understand the tenses itself. (NT, 2016, par 4)

The sentence above refers to grammatical cohesion in a type of reference, grammatical cohesion above is included 'they' is personal plural pronoun refers to previous noun 'students'

Some of the students said writing is a very difficult and

boring activity because when **they** want to make a

sentence or paragraph, **they** have to get an idea. Then

they also need a vocabulary to make a sentence and to

make a good paragraph **they** have to know about the

structure of the text. (NT, 2016, par 5)

The sentence above refers to grammatical cohesion in a type of reference, grammatical cohesion above is included 'they' is personal plural pronoun refers to previous noun 'students'

> One of the failures of a teacher in providing the learning process is determined by the skill in using teaching media and methods. The teachers need to get interesting learning in aims to enhance student attraction for active and creative enterprising. **It** is also submitted by Azhar Arsyad said that the use of learning media in the learning process to generate new desire and interests and generate motivation and stimuli in learning activities. (NT, 2016, par 6)

The sentence above refers to grammatical cohesion in a type of reference the word 'it' is a personal pronoun that refers back to 'using teaching media and method'.

> Speaking is, however a skill that deserves attention every bit as much as literary skills, in both first and second languages. **Our** learners often need to be able to speak with confidence to carry out many of **their** most basic transactions. **It** is the skill by which they are most

frequently judged, and through which **they** may make or

lose friends. (AS, 2016, par 3)

The sentence above refers to grammatical cohesion in type of reference, grammatical cohesion above is included 'our' is possessive pronoun and 'their' is possessive reference refers back to 'learners' the word 'it' is personal pronoun refers back to 'learners' and the last word 'they' is personal plural pronoun refers to the previous noun 'learners'

Technology makes human life easier and **more effective**

and also become an integral part of the world of

education. From time to time, the development of

technology has become a learning medium that allows

students to understand learning materials. Brinton notes

that authentic materials serve to strengthen the direct

relationship between the language classroom and the

outside world for students. News videos are attractive

for learners and may enhance **their** motivation to

improve their speaking ability. (AS, 2016, par 4)

The sentence above refers to grammatical cohesion in a type of reference, grammatical cohesion above is included in the comparative reference 'more effective' which is used to compare similarities or identities between

previous word 'technology'. The word 'their' is a possessive reference that refers back to the noun 'learners'.

> English as an international language plays a more and more important role in many parts of **our** life nowadays. Mastering English especially speaking skills, is importantly needed for the students to allow **them** to communicate with other people globally. (AS, 2016, par 7)

The sentence above refers to grammatical cohesion in type of reference, grammatical cohesion above is included 'our' is possessive pronoun and 'them' is personal plural pronoun refers to noun 'students'.

> To actively engage the students in the learning process and enhance **their** motivation of learning the language, it is highly recommended for the teacher especially to create good media, make a conducive situation and creative activities. **It** is in line with what Nunan said that teachers should help their students by establishing strategies to manage all forms of communication to ensure that all students have fair and equitable opportunities to develop **their** interpersonal speaking

and listening skills through large and small group

discussions. (AS, 2016, par 8)

The sentence above refers to grammatical cohesion in a type of reference, grammatical cohesion above is included 'their' is possessive reference refers back to 'students' the word 'it' is personal pronoun refers back to 'teacher' and the last sentence 'their' is possessive reference refers back to 'students'.

Moreover, the target respondents were eight semesters

of English students, because **it** will be useful for **them**

to prepare good speaking skills for the presentation of

their research results. Speaking skill will be better if **it** is

supported by the real environment or authentic material

as the students. This strategy is expected to help the

students solve the problems and improve the students

'speaking achievement. (AS, 2016, par 9)

The sentence above refers to grammatical cohesion in a type of reference the word 'it' is a personal pronoun that refers back to 'English students' and the last sentence 'them' is a personal plural pronoun that refers to the noun 'students'. The last word 'it' is a personal pronoun that refers back to the noun 'speaking'.

Writing skill is the most difficult skill because the students must focus to select ideas. Because of this, many students give up because **they** have little vocabulary and do not understand proper spelling and grammar. Based on David Nunan, spoken and written language is a similar range of board functions, to provide information to entertain. But they are different in using side. **He** says that……. Written language is used to communicate with others who are removed in time and space. (MV, 2016, par 1)

The sentence above refers to grammatical cohesion in a type of reference the word 'they' is personal plural pronoun refers to previous noun 'students' and 'he' is personal pronoun refers back to 'David Nunan.

That was happened because of some factors. The first factor was students have to be able to create **their** idea to make a narrative text. It was not interesting enough for the students. Second, the students were lack vocabulary. **It** made the students were difficulty in writing narrative text. (MV, 2016, par 4)

The sentence above refers to grammatical cohesion in a type of reference the word 'their' is possessive reference refers back to 'students' and 'it' is personal plural pronoun refers to 'lack vocabularies'

> On the other hand, the specific problem faced by the students in writing narrative text is to create cohesive and systematic sentences when **they** write the story. In other words, we use time order to organize **our** sentences. Hence, they need media to help students in creating their ideas, making **their** writing cohesive or systematic and making series of events that is constructed in chronological order. (MV, 2016, par 5)

The sentence above refers to grammatical cohesion in a type of reference the word 'they' is a personal plural pronoun that refers to the previous noun 'students' the sentence 'our' is a possessive pronoun and 'their' is possessive reference refers back to 'students'.

> Grammar is central in the teaching and learning of language. **It** is also one of the more difficult aspects of language to teach well. Many people, including teachers, hear the word "grammar" or "tense" and think of a fixed set of word forms and rules of usage. **They** associate "good" grammar, especially tense with the

> prestige forms of language, such as **those** used in
> writing and presentations, bad or no grammar with the
> language used in conversations or used by speakers of
> nonprestige forms. (AMM, 2013, par 3)

The sentence above refers to grammatical cohesion in a type of reference the word 'it' is a personal pronoun which refers back to 'grammar' the word 'they' is personal plural pronoun refers to the previous noun 'teacher' and the last sentence 'those' is pointed to 'grammar or tense'

> Writing is a combination of all English skills. When
> students write, **they** accommodate their whole aspect of
> English knowledge. In teaching writing, especially in
> Advertisement text, students use the simple present. **It**
> means that students have to understand simple present
> tense in nominal and verbal form to write advertisement
> text. (AMM, 2013, par 4)

The sentence above refers to grammatical cohesion in a type of reference the word 'they' is a personal plural pronoun that refers to the previous noun 'students' and 'it' is a personal pronoun that refers back to 'simple present'.

> The elective programme, **it** aims to provide a framework
> for teaching and learning English based on kurikulim
> 2013. This programme is used to build the lessons

around teenager lives. All three levels allow learners to practise the four skills, listening, speaking, reading and writing which eventually help them develop **their** discourse competence. (AMM, 2013, par 6)

The sentence above refers to grammatical cohesion in a type of reference the word 'it' is a personal pronoun which refers back to 'elective programme' the word 'their' is possessive reference refers back to the personal plural pronoun 'them'.

In an interaction, **it** is impossible for a person to be in line. with another person. For example, in a discussion in class, **you** and **your** group become a paper presenters. (UH, 2016, par 4)

The sentence above refers to grammatical cohesion in a type of reference the word 'it' is a personal pronoun which refers back to 'an interaction' the word 'you' is a personal pronoun and 'your' refers to possessive pronouns.

Thus, people use disagreement in their communication to express **their** own opinion. The main point is the people try to politely turn down someone else's offer or to express **their** different opinion without hurting other people's feelings. (UH, 2016, par 6)

The sentence above refers to grammatical cohesion in a type of reference the word 'their' is possessive reference refers back to the personal plural pronoun 'people'.

> Writing as a part of language skills must be taught maximally by the teacher to the student. **It** needs many aspects that have to be studied and to be practised regularly because in writing the student do not only have to keep **their** purpose of writing but they also think about how to organize **their** ideas. Harmer stated" writing is used for a wide variety of purposes **it** is produced in many different forms. (AMP, 2015, par 3)

The sentence above refers to grammatical cohesion in a type of reference the word 'it' is a personal pronoun that refers back to 'writing' the word 'their' is possessive reference refers back to the personal plural pronoun 'student'.

> Many students have much vocabulary but **they** could not pour **it** into a written. Students did not have enough vocabulary so **they** can't write, **they** did not master grammar. (SF, 2015, par 3)

The sentence above refers to grammatical cohesion in a type of reference the word 'they' is a personal plural pronoun that refers to the previous noun 'students' and 'it' is a personal pronoun that refers back to 'vocabulary'.

> Language has an important role in human life. **It** is used by humans to communicate with one another. Almost all people around the world use English to communicate, **it** is commonly called English as an international language. (FIS, 2015, par 1-2)

The sentence above refers to grammatical cohesion in a type of reference the first 'it' is a personal pronoun that refers back to 'language' the second 'it' is also a personal pronoun that refers back to 'English.

2. Substitution

Substitution is the process of replacing some element with another[2]. To put it another way, replacement is the process of replacing one language part with another to explain a part of the sentence meaning.

> Brown states that teaching is showing how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. It means the teacher as a **facilitator** in

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[2] Dang, D. (2020). Grammatical cohesion in political discourse of Vietnamese newspapers and English newspapers. *International Journal of Advanced Scientific Research and Management*, *5*(2), 1-5.)

the learning process must think creatively about how English can be learned well and make students interested to learn. (TBS, 2016, par 2)

Recently, the use of technology in language learning may vary, for instance, as a **media** or facilitation for teaching and learning language process. One of the most influential media in language learning is audio media. (TBS, 2016, par 3)

Based on the example above in the second paragraph, the word 'facilitator' is a nominal substitution replace by 'teacher'. In the third paragraph, the word 'media' is a nominal substitution replace to 'technology'.

Even though they were English students', speak English in daily activity is something unusual, because English is a **second language** for them. (AS, 2016, par 8)

Based on the example above in the eighth paragraph the word 'second language' is clausal substitution replace to 'English.

Based on the situation, the writer did an observation in MA Raudhatul Muta'alimin Sidadung – Baros at the second grade of students. Based on the **researcher** observation. The students got a low score on the writing

test. On the writing test, the students were asked to write a narrative text based on the topics that the writer had given. (MV, 2016, par 3)

Based on the example above in the third paragraph, the word 'researcher' is a nominal substitution replace to 'writer'.

To learn the English language, especially writing, students must increase their knowledge by having confidence and a lot of practice. **The child** acquires the ability to make as a speaker, writer or hearer. (AMM, 2013, par 2)

Based on the example above in the second paragraph the word 'the child' is a nominal substitution replace to 'students'.

The media that were used by the teacher to support the teaching and learning of writing were not sufficient, furthermore, students had low motivation in composing a story, they also faced the problem of vocabulary mastery because many of students felt difficulty to understand English writing, their writing is very difficult to be understood by the **other people**, many of students felt difficulty to develop writing skill because of lack of vocabulary. (AMP, 2015, par 5)

Based on the example above in the fifth paragraph the word 'other people' is clausal substitution replace to 'students'.

> However, it can be an important tool and it is used to interact with other people who have different languages and cultures all over the world. Many countries use English as a second language. In Indonesia, English has become the first **foreign language** that is taught from elementary level up to university. (SF, 2015, par 1)

Based on the example above in the first paragraph the word 'foreign language' is clausal substitution replace to 'English.

> Language has an important role in human life. It is used by humans to communicate with **one another**. Therefore, language is a communicative tool we must know how to express what we feel, express our ideas and ideas to others. (FIS, 2015, par 1)
>
> In Indonesia, English is a foreign language that is generally taught in high school. English can be used as an **introductory language** in the learning process, support the language skills of learners and the one basic skill in English speaking. (FIS, 2015, par 3)

Based on the example above in the first paragraph the word 'one another' is a nominal substitution replace to 'humans'. In the third paragraph the word 'introductory language' is clausal substitution replace to 'English.

3. Ellipsis

Ellipsis is something not spoken in conversation, and the definition is not noticeable, but it could be managed to understand. In other words, an ellipsis usually happens when it is being structurally expected to be present but is not shown. As a result, something is missing[3]. So, the ellipsis is the omission of a word in a sentence whose meaning can still be understood.

> Writing skill is the most difficult skill because the students must focus to select ideas. Because of this, many students give up because they have little vocabulary and do not understand proper spelling and grammar. Based on David Nunan, spoken and written language is a similar range of board functions, to provide information to entertain. But they are different in using side. He says that……. Written language is used to communicate with others who are removed in time and space. (MV, 2016, par 1)

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[3] Ampa, A. T., & Basri, D. M. (2019, December). Lexical and Grammatical Cohesions in the Students' Essay Writing as the English Productive skills. In *Journal of Physics: Conference Series* (Vol. 1339, No. 1, p. 012072). IOP Publishing.

Based on the first paragraph above, it found one ellipsis that used, the punctuation marks parentheses (…) above is an omission of the sentence '**the students should understand that**. The sentence actually:

> Writing skill is the most difficult skill because the students must focus to select ideas. Because of this, many students give up because they have little vocabulary and do not understand proper spelling and grammar. Based on David Nunan, spoken and written language is a similar range of board functions, to provide information to entertain. But they are different in using side. He says that (**the students should understand that**) Written language is used to communicate with others who are removed in time and space.

4. Conjunction

The conjunction has distinct meanings that correspond to the following sentence[4]. Conjunction serves as a link between words, phrases, clauses, sentences, and paragraphs in a text.

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[4] Rochma, A. F., & Triyono, S. (2019). A Discourse Analysis: Cohesion of the Introduction Section of Research Article. *Journal of English Language Teaching and Linguistics*, *4*(1), 1-19.

The emerging science **and** technology can be utilized to improve teaching and learning processes. Educators agree **that** the use of new technology helps them a lot in their profession. **Besides**, students have the same feeling that learning with the implementation of new technology has become more engaging, fun, **and** interactive. **Therefore**, the uses of science **and** technology have occurred in learning the language. (TBS, 2016, par 1)

Based on the example above in the first paragraph, there are additive conjunction is addition relation use the word '*and*' and '*that*'. Causal conjunction is including the result, reason and purpose use the word '*therefore*' and '*besides*'

Besides, most issues happen when the writers' statement looks clear for them but in fact, it is exactly not clear for the readers since they could not always realize the writer's purpose in their writing. **Subsequently**, the capacity to write effectively is progressively important since it is a way of communication, which allows individuals to interact with each other across countries and societies. Another problem will come if the writers

do not have a good quality of thinking, they would

discover it so hard in constructing their ideas, thoughts,

or arguments into an excellent quality written form.

(FW, 2016, par 3)

Based on the example above in the third paragraph, there are causal conjunction is including the result, reason and purpose use the word '*besides*' and '*subsequently*. Additive conjunction is addition relation use the word '*or*'

Actually, before writing this proposal, the researcher

has conducted preliminary research when she carried

out teaching practicum. The main objective of this

preliminary research is to observe directly the teaching

and learning activities **and** identify students' problems

in writing. To obtain valid information, the researcher

used a variety of data collection techniques such as

classroom observation, interview, **and** an informal test

to measure and observe students' writing skill at the

second grade of Man 2 Kota Serang. (NT, 2016, par 3)

Based on the example above in the third paragraph, there are adversative conjunction is relation contras and similarities between clause or sentence use the word '*actually*'. Additive conjunction is addition relation use the word '*and*'

> Humans are given a hearing by God to communicate in everyday life, Communication is important in daily activity. Technological developments today have become an integral part of human life, Technology makes human life easier **and** more effective **and also** become an integral part of the world of education. From time to time, the development of technology has become a learning medium **that** allows students to understand learning materials. According to McCrum et al states the history of English including modern variations derived from a TV series, is patchy and superficial **but** engrossing, find videos of the TV version and invite your friends over. (AS, 2016, par 4)

Based on the example above in the fourth paragraph, there are additive conjunction is addition relation use the word '*and*' and '*that*'. Adversative conjunction is relation contras and similarities between clause or sentence using the word '*and also*' and '*but*'.

On the other hand, the objective of writing for the students in senior high school are required to learn **and** master the functional text. Kinds of functional texts in senior high school are narration, description, **and** argumentation. Especially, procedure (description) **and** narrative (narration) text learned by the students in the eleventh grade of senior high school. In narrative text, students are usually asked to write a story based on the themes which are the teacher has given. (MV, 2016, par 2)

Based on the example above in the third paragraph, there are additive conjunction is addition relation use the word '*on the other hand*' and '*and*'.

English is used by people in every country all the world in every aspect such as education, economy, international relationship **and** social. We can see **that** international information in the magazine **and** newspaper is written in English. **Therefore**, many people are learning English **as** a second foreign language. (AMM, 2013, par 1)

Based on the example above in the first paragraph, there are additive conjunction is addition relation use the word '*and*' and '*that*'. Causal conjunction is including the result, reason and purpose use the word '*therefore*' and '*as*'

> Two-ways process of communication whereby meaning is sent **and** received to gain a shared understanding **that** requires sociocultural competence of language use **as well as** linguistic competence to perform the speech appropriately and minimizes misunderstanding. (UH, 2016, par 2)

Based on the example above in the second paragraph, there are additive conjunction is addition relation use the word '*and*, *that*, *as well as*'

> Writing **as** a part of language skills must be taught maximally by the teacher to the student. It needs many aspects **that** have to be studied **and** to be practised regularly **because** in writing the student do not only have to keep their purpose of writing **but** they also think about how to organize their ideas. Harmer stated" writing is used for a wide variety of purposes it is produced in many different forms. (AMP, 2015, par 2)

Based on the example above in the second paragraph there are additive conjunction is addition relation use the word '*as*' and '*that*' the last '*and*'. Causal conjunction is including the result, reason, and purpose use the word '*because*'. The last is Adversative conjunction is relation contras and similarities between clauses or sentences using the word '*but*'.

English becomes an International language in modern **and** global communication. English is the major language of science **and** the professions **and** the official language of many international **and** professional organizations.' **However**, it can be an important tool **and** it is used to interact with other people who have different languages **and** cultures all over the world. (SF, 2015, par 1)

In this research, she uses snowball throwing as a technique in teaching writing skills. **Hopefully**, snowball can motivate **and** inspired the students to write, be more active **and** to stimulus their ideas. The students can use a snowball to help their writing. **On the other hand**, this technique will help the students to be more active in understanding difficult material, **and** organize their thinking. **Therefore**, she will use the

experimental research method to know the result between control class **and** experiment class, is there any influence of using snowball in teaching writing skills.

(SF, 2015, par 4)

Based on the example above in the first paragraph, there are additive conjunction is addition relation use the word '*as*' and adversative conjunction is relation contras and similarities between clause or sentence use the word '*however*'. In the fourth paragraph, there are additive conjunction is addition relation use the word '*on the other hand*' and '*and*'. The last is Causal conjunction is including the result, reason, and purpose use of the word '*therefore*' and adversative conjunction is relation contras and similarities between clause or sentence use the word '*hopefully*'.

From the problems above, the researcher tries to research with a game. **Because** games provide motivation **and** a sense of playfulness that brain research indicates can enhance both learning **and** memory." **Therefore**, this research will use the teaching with Snakes **and** Ladders Game to improve students' speaking skills to help students more interested in the learning process **and** more confident to speak in English. (FIS, 2015, par 5).

Based on the example above in the fifth paragraph there are Causal conjunction is including the result, reason, and purpose use the word '*because*' '*therefore*'. Additive conjunction is addition relation use the word '*and*'.

According to the findings above, all grammatical cohesion are reference, substitution, ellipsis, and conjunction found in the background of the study used by the student of Uin Sultan Maulana Hasanuddin Banten in their undergraduate theses. In addition, the reference becomes the highest type of grammatical cohesion that is usually used by the students. The total kinds of using grammatical cohesion in the background of study written by English education department students of UIN Sultan Maulana Hasanuddin Banten were 72 reference items, as the highest grammatical cohesion. 9 substitution items, 1 ellipsis item, and 47 conjunctions. In this case, the reference is dominating with a total of 72 items when compared to the substitution of 9 items, ellipsis 1 items, and conjunctions of 47 items.

Besides that, the writer found errors in the use of grammar writing in the background of study written by Shelvy Fitriana, 2015, in paragraph 4, she has written '*In this research, she <u>uses</u> snowball throwing as a technique in teaching writing skills*. If it is analyzed, the verb use becomes uses because the previous subject is '<u>she</u>' included in the simple present tense in tenses.

From the data collected, the researchers found 129 grammatical cohesion from 10 backgrounds of study which were categorized into four elements are: reference, substitution, ellipsis, and conjunction. The following table illustrated the use of grammatical cohesion which they made.=

Table 1.1

Participants	Kinds of Grammatical Cohesion Written by English Education Department Students of UIN Sultan Maulana Hasanuddin Banten				Total	Taken from
	Reference	Substitution	Ellipsis	Conjunction		
BOS P. 1 – 4	4	2	-	6	12	CHAPTER 1
BOS P. 1 - 4, 9 – 10	14	-	-	3	17	CHAPTER 1
BOS P. 1 – 6	11	-	-	4	15	CHAPTER 1
BOS P. 3 - 4, 7 – 9	14	1	-	4	19	CHAPTER 1
BOS P. 1 – 5	7	1	1	4	13	CHAPTER 1
BOS P. 1 – 4, 6	7	1	-	5	13	CHAPTER 1
BOS P. 2,4,6	5	-	-	3	8	CHAPTER 1
BOS P. 2,3,5	4	1	-	5	10	CHAPTER 1
BOS P. 1,3	4	1	-	7	12	CHAPTER 1
BOS P. 1 – 3, 5	2	2	-	6	10	CHAPTER 1
Total	72	9	1	47	129	
Percentage	55.81%	6.98%	0.78%	36.43%	100%	

Annotation:
BOS: Background of the study
P: Paragraph

Based on the table above, it can be determined the various parts of grammatical cohesion are reference, substitution, ellipsis, and conjunction encountered on theses background of study written by English education department students of UIN Sultan Maulana Hasanuddin Banten. All explanations and examples using grammatical cohesion in the research above show that writing can not be separated verbatim and from one proposition to proposition other. That is, there is a relationship between texts that use means of grammatical cohesion. The example above shows that students can use grammatical cohesion to create text that includes related paragraphs as connections sentences. The text they create can be understood by the reader in the context of the lesson.

The table above shows the percentage of students who use grammatical cohesion in writing the background of problems they make in their theses. The total use of grammatical cohesion in this study is 129 with 72 (55%) reference, 9 (6%) substitution, 1 (0.78) ellipsis, and 47 (36%) conjunction. The highest percentage of the use grammatical cohesion was found at 72 (55%) reference in the background of the study written by students majoring in English education at UIN Sultan Maulana Hasanuddin Banten. In short, the main pattern of dominant grammatical cohesion in the context of writing

the background of the study written by students majoring in the English education department at UIN Sultan Maulana Hasanuddin Banten is a reference.

B. Discussion

One of the variables used to assess a text's credibility would be its cohesion. Because cohesion is a relationship among sentences, this is the case. If the information presented is unrelated to each other, inter-sentence meaning cannot be determined. Grammatically and lexically, the links and attachments can be identified. The readers should be able to extract information from a reading text that has grammatical cohesion or connections between sentences. This is because, before finding lexical links, grammatical cohesion is used to determine the level of information quality.

According to (Scott and Thompson, 2001). From the reader's or listener's perspective, coherence is defined as the evolving impression of meaning inside a defined space of information. This impression of coherence is provoked by cohesive signals provided by the speaker or writer, but these messages can be shown as cohesive as they can be integrated in a way that provides context for the readers or listeners, into the coherence that they are hypothesizing as they are read or listen.[5]

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[5] Scott, M., & Thompson, G. (Eds.). (2001). *Patterns of text: in honour of Michael Hoey*. John Benjamins Publishing.

Students employ four sets of grammatical cohesive devices, as described by Halliday and Hassan, including references, substitutions, ellipsis, and conjunctions, according to the findings of this study on grammatical cohesive devices. There are 129 cohesion devices in total, representing all types of grammatical cohesion devices.

1. Reference

Based on research questions regarding the type of grammatical cohesion on the background study of students' thesis problems. Personal references are used by students because they are easier to utilize in the text and form cohesive sentences than other cohesive methods. Personal pronouns (I, you, we, he, that) in cohesive are used better understood by students. References are well-known and taught as a result of prior study. The usage of the subject, object, and possessive pronouns are familiar to students. From the outset of their English studies, they have employed these forms of references in their writing.

2. Substitution

Then in the substitution, students have written substitution such as *facilitator, media, the child, researcher.* The function of substitution is to replace a word with a different word but has the same meaning, for example, the word *teacher* can be replaced with a *facilitator.* One conclusion that might be drawn from the usage of replacement is that pupils are unfamiliar

with the technique. The 6,98% from those grammatical coherent devices demonstrate this. Substitution may be less common because pupils do not have as much experience with it as they do with reference; as a result, they naturally refer to the preceding entities using reference rather than substitution. They appear to be having trouble deciding whether a clause should be substituted or omitted.

3. Ellipsis

Furthermore, just one ellipsis was detected in the background analysis of the students' thesis problems among the four forms of grammatical cohesion. This is because, in comparison to other coherent techniques, students are unfamiliar with the usage of ellipsis. When it comes to the usage of other grammatical cohesive devices, children are unfamiliar with the use of Ellipsis. This could be a reference to the learners' aversion to utilizing such types. As a result, students frequently avoid employing ellipsis since they are unsure if they are acceptable. The learners' knowledge of nouns that could be omitted or substituted led to the used of ellipsis. As a result, pupils may only employ ellipsis in their work on rare occasions, if at all.

4. Conjunction

The last one is a conjunction, from a total of 47 conjunctions that students have written. They often use additive conjunctions like (and, however) because additive conjunctions are easy to use to connect words to other

words. As a result, even when the various devices are employed to represent addition, students always opt to combine an additive condition with *and*. Some additive devices, *such as, or, and*, are utilized in some ways since students may be familiar with *and* use these devices from previous writing, while students may not be aware of some additive conjunctions to be employed as *same, alternately, additionally, equally, in the same way …* etc.

Then, the use of but to express the contrastive is also predominant. Students may use it since it appears to be simple to write without having to look for other devices that provide the same job. As a result, the employment of additional contrastive devices by students appears to be minimal as the use of, *although, and however*.

Next, the word "*because*" is frequently used to express causality. Other causal cohesion devices, *such as thus, so, hence…, are also used in the conversion, but in a minor wa*y.

Conjunction becomes recognizable because they are commonly employed in a variety of texts, and students may frequently use them in creating their texts, such as scientific writing, papers, and expository texts that have been taught previously.