

## **CHAPTER II**

### **LITERATURE REVIEW**

This study determined the kind of grammatical cohesive markers used in students' writing. The use of cohesive devices could influence the characteristics of a good essay. Students need to comprehend how to use grammatical cohesive devices in writing correctly, especially in their argumentative essays.

#### **2.1 Cohesive Device**

A text is a piece of a written or oral material that could be understood in context. It may be as simple as one or more words, a clause or a sentence, or as complex as a report. Halliday and Hasan (1976:1) define it as “any passage, spoken or written of whatever length, that does form a unified whole.

Halliday and Matthiessen (2004) explained cohesive devices as tools that enable readers to integrate information between sentences in a text such as conjunction, reference, ellipsis (substitution), and lexical organization. Reni (2019) states that cohesion is a harmonious relationship between one element with another element in the discourse so as to create a good (coherent) understanding.

According to Halliday and Hasan (ibid: 303), there are five major divisions of cohesive devices in English namely reference, substitution, ellipsis, conjunction, and lexical cohesion.

#### **2.2 Grammatical Cohesion**

Reference, substitution, ellipsis and conjunction are included into grammatical cohesion. While reiteration and collocation are classified into lexical cohesion. Reiteration includes four sub divisions namely same words (repetition), synonyms (or near synonym), superordinates and general words. These classifications of cohesive devices, grammatical and lexical cohesion, are used as an analysis framework.

Reference is one of the grammatical cohesions that shows a cohesive relationship. According to Baker (2007:181), “reference is traditionally used in semantics for the relationship which holds between a word and what it points to in the real world.” It denotes a direct relationship of identity which holds between two language expressions. Baker (ibid.), further explains reference “as a device that helps the reader/hearer trace subjects, objects, entities, items, etc.

Each reference category has subcategories. Firstly, personal reference, for example, I, me, you, we, us, him, her, he, she, it(s), they, and them. Secondly, demonstrative reference has four subcategories such as this, these, that, those. and demonstrative adverbs have here, then, there as its members. Finally, comparative reference comprises of two subcategories namely comparative adjectives and comparative adverbs (Halliday and Hasan (ibid: 274-292).

Substitution, on the other hand, is a verbal relation that is primarily related to the text. Substitution is a grammatical relationship based on phrasing rather than meaning. Substitution is classified based on the function of the substituted item in the grammatical structure. Substitution can be classified into three types. These are nominal, verbal, and clausal. The following brief list explains the various types of substitution. First substitution is nominal substitution. It uses the words one, ones and same. Second substitution is verbal substitution. It uses the word do (does, did, don't, doesn't, didn't, has done, have done). Third is called clausal substitution. It uses the words so and not.

The difference between substitution and ellipsis is that in substitution, a 'explicit counter' such as one, do, and same as place-markers for what is assumed is present, whereas in ellipsis, nothing is inserted into the slot, so ellipsis is regarded as substitution by zero. The following are some sentences with elliptical items.

Ellipses and conjunctions are the next two cohesive devices. An ellipsis, on the other hand, Halliday and Hasan (1976) defines as substitution by zero or something is

left unsaid. Ellipsis is classified into three types. They are nominal, verbal, and clausal. Halliday (1985: 302-309) proposes a scheme for categorizing conjunctive relations. The following are some examples of conjunctions that can realize each relationship.

- a. additive: and, or, also, in addition, furthermore, besides, similarly, likewise, nor, else, or, or else, etc.
- b. adversative: yet, though, only, but, however, and, despite this, instead, in any case, while, anyhow, at any rate, in fact, nevertheless, etc.
- c. causal: so, then, hence, therefore, consequently, because of this, for this reason, as a result, on account of this, in consequence, for this purpose, with this in mind, etc.
- d. temporal: then, next after that, just then, finally, at last, at first, in the end, at once, thereupon, soon, after a time, next time, on another occasion, in conclusion, hitherto, at this point, to sum up, in short, briefly, to resume, to return to the point, etc.

In functional grammar, function and meaning must be used to determine word usage in addition to the form. Students had sufficient knowledge to use both reference and conjunction in creating cohesion by connecting elements and combining clauses (Halliday and Hasan, 1976).

### **2.3 Argumentative Essay**

When students write an argumentative essay, they try to express their opinion on an issue that is addressed for discussions. An argument essay has been defined by argument theorists. Wood (2009:5) defines an argument essay as “making a claim (expressing a point of view on an issue that is communicated by the arguer) and supporting it with reasons and evidence to convince an audience to change the way they think about the issue.” Similarly, Anker (2007: 220-221) also defines an argument essay

as “writing that takes a position on an issue and gives supporting evidence to persuade someone else to accept or at least consider, the position.” These definitions indicate that two perspectives are weighed for the writer to convince his/ her readers.

Many studies have investigated how cohesive devices were used in argumentative essays. Johnson (1992) examined cohesion in expository essays used by Malay and English native speakers. The study revealed no differences between cohesive devices used in good and weak essays.

Palmer (1999) conducted a study on ‘coherence and cohesion in a language classroom.’ The purpose of his study was to analyze the way non-native English Language students create coherent and cohesive texts. One of his findings was that lexical reiteration is often used by non-native speakers of English in order to create cohesive texts.

A study by Meisuo (2000) just like Johnson (1992) revealed that there was no significant relationship between the frequency of cohesive ties used in an essay and the quality of writing. On the other hand, there was a body of research show correlation between the frequency of cohesive devices and high-quality essays. This means that high quality essays use more cohesive devices and vice versa. A study that shows interest in cohesion in undergraduate argumentative essay was conducted. According to Alarcon and Morales (2011) they reported grammatical cohesive devices used by undergraduate students. They found a relationship between the number of cohesive devices and the quality of writing. The study indicated that undergraduate students use certain cohesive types to improve argumentative essays.

#### **2.4 Organization of Argumentative Essays**

Oshima (2006: 143) defines there are several ways to organize an argumentative essay. You can use a block pattern or a point-by-point pattern. The outlines in the following chart show these two possible patterns.

Block Pattern	Point-by-Pont Pattern
<p>I. Introduction</p> <p>Explanation of the issue Thesis statement</p> <p>II. Body</p> <p>Block 1</p> <p>A. Summary of other side's arguments</p> <p>B. Rebuttal to the first argument</p> <p>C. Rebuttal to the second argument</p> <p>D. Rebuttal to the third argument</p> <p>Block 2</p> <p>E. Your first argument</p> <p>F. Your second argument</p> <p>G. Your third argument</p> <p>III. Conclusion</p> <p>May include a summary of your point of view</p>	<p>I. introduction</p> <p>Explanation of this issue, including a summary of the other side's arguments.</p> <p>Thesis statement</p> <p>II. Body</p> <p>A. Statement of the other side's first argument and rebuttal with your own counterargument</p> <p>B. Statement of the other side's second argument and rebuttal with your own counterargument</p> <p>C. Statement of the other side's third argument and rebuttal with your own counterargument.</p> <p>III. Conclusion</p> <p>May include a summary of your point of view</p>

Five keys an argumentative essay contains these five key elements. Oshima (2006: 146).

1. An explanation of the issue
2. A clear thesis statement
3. A summary of the opposing arguments
4. Rebuttals to the opposing arguments
5. Your own argument