

## **CHAPTER IV**

### **FINDINGS & DISCUSSIONS**

This chapter describes the research finding and discussion. The finding embraced two phases of data analysis in accordance with the research questions. The first, it presented the types of grammatical cohesion features used in essay writing and their frequency would not separately be presented, but it would be involved in the finding and discussion of grammatical cohesion types. The second, it presented the appropriate and inappropriate use of cohesion. Furthermore, the discussion described interpretative data analysis based on the finding related to the research questions.

#### **A. Finding**

The researcher presented findings of the types of grammatical cohesion and the appropriateness and inappropriateness by the fourth semester students of English Department of UIN Antasari Banjarmasin.

##### **1. Types of Grammatical Cohesion Used in Essay Writing**

The researcher identified the types of cohesion used in essay writing by fourth semester students of English Education Department of UIN Antasari Banjarmasin that were participated in Essay Writing Course in academic year 2020/2021 especially for class A & C. In detail, he adopted the taxonomy of the grammatical cohesion proposed by Halliday and Hasan (1976) consisted of reference, substitution, ellipsis, and conjunction.

In this sense, he tabulated and displayed the data in Table 4.1 – 4.10 to give concise description of the entire data and help the reader easily interpreted the data as described below.

**Table 4.1 Grammatical Cohesion Used in Essay Writing by AR**

**The Danger of Driving Fast on The Street**

Most people choose to drive fast on **the** roads. Driving fast is believed to take less time to reach **The** destination. However, besides getting to **your** destination faster, **there** are various dangers caused by driving fast on **the** street.

**The first**, is **that it** can make us fall/slip from **the** top of **the** vehicle, especially motorcyclists. **Because it** is too fast, **we** will feel **the** effect of hovering **and** are not too aware of **the** obstacles on the street, notably after **the** rain. **The** condition of **the** slippery street will make our vehicle wheels very easy to slip **and** cause us to fall from **the** vehicle. **This** situation will be dangerous for **The** driver if **the** keep driving fast on a slippery street.

**The second it** can cause an accident. When we drive fast, **we** will likely lose our control **and** cannot avoid obstacles on **The** road, especially obstacles **That** suddenly appear in front of us. **The** obstacle **that** causes street accidents does not just happen between motorists. However, **it** can also be small things like a cat suddenly crossing **The** street, etc. **This** situation can result in an imbalance for **The** driver and cause an accident.

The Last is **the** most dangerous possibility **that** can occur **if we** drive fast on **the** street, which can cause death. Apart from causing imbalances and accidents, fatalities from serious accidents often happen around us. Therefore, driving fast can be very dangerous, not **only** for **the** driver **but** also for **others**.

**In conclusion**, driving fast on **the** street has many consequences in **our** lives. **One** of them is **the** danger causes. **Therefore, we** must comply with traffic regulations to drive **the** vehicles at a predetermined speed to avoid unwanted events.

The table 4.1, stated that there are 41 references, 1 substitution and 13 conjunction. The word of reference that found in essay writing of student 1 are : *the, your, there, it, we, this, that, others, our*. For the word “the” it happened 29 times in this writing. The word “your” in this writing refers to all of people because in this writing the student told about the dangers of driving fast on the street. The word “there” refers to the various dangers. Meanwhile the word “it” in the second paragraph refers to one of danger of driving because previously the student would mention various dangers. The word “that” refer to the obstacle. Next, the word “we” refers to the word people. Furthermore, the word “this” refers to the words slippery street. The word “others” categorized as comparative reference. The last “our” in this writing in our lives it means refers to lives of people.

Moreover, there is one substitution in this writing of student 1 is “one” that refers to danger. In addition there are some conjunction in this writing such as *first, because, and, if, second, only, therefore, but, in conclusion* and *therefore*.

**Table 4. 2 Grammatical Cohesion Used in Essay Writing by NS**

<b>The danger of driving fast on the street (effects)</b>
Nowadays, <b>so</b> many people choose cars <b>as their</b> transportation. People drive a car to go somewhere <b>because they</b> feel comfortable <b>and</b> relax while traveling. Car can protect them from sun light <b>or</b> rain. <b>But, there</b> are some drivers who break <b>the</b> rules <b>such as</b> driving fast <b>and</b> cross the speed limit with their own

reasons. **However**, driving fast on the street is dangerous. **First, the** vehicle is hard to control. **As** speed increases, vehicles respond more quickly to steering **and** more slowly to braking. Inexperienced drivers may make abrupt changes, which can make **the** vehicle go out of control. **It** takes time to learn to how to handle a vehicle at high speeds. **This** can lead **the** driver **and** people in vehicle into an accident. High speed crashes have higher crash forces **and** are more likely to result in severe injuries.

**Second, it** affects **the** fuel consumption. **The** more often the gasoline runs out **the** more money **you** spend. Fuel consumption depends on many factors, one of which is **the** speed. **In fact**, reducing **the** speed of vehicles can have **such** an impact on fuel bill. **The** Spanish government reduced speed limits nationally **in order to** reduce fuel consumption.

**Third**, damage to **the** vehicle. Traveling on any terrain at high speed is going to have increased risk of damage to **the** vehicle, as loose surfaces **and** debris are going to have a bigger impact when **they** flick up and hit **the** car. **Especially the** case for gravel hit **your** windscreen **and** traveling more quickly will likely **cause** bigger damage. Traveling at high speeds over potholes can also damage tires, causing dents, leaks **or** rusting.

**In conclusion**, driving fast is really dangerous for **the** people who use **the** vehicles **and** people around them. To avoid **ourselves** in danger, **we** need to think carefully **before** driving fast on **the** streets, because **there** is no good point in driving fast on **the** streets.

The table 4.2, stated that there are 35 references and 28 conjunctions. The references in this writing are their, they, there, the, such, it, this, your, ourselves. The word of “their, they, your, our” in this writing refers to “people”, their happened once in this writing.

The word “there” refer to “no good point in driving fast on the street”. Meanwhile the word “the” happened 23 times. The word “it”

Meanwhile the conjunction of this writing are so, as, because, and, or, such as, however, first, second, in fact, in order to, third, especially, cause, in conclusion, and before. The Word “so” has function to strengthen the statement, here the writer strengthen the word people to convey that so many people choose cars as their transportation right now. The word “because” to show the reason why people drive a car. The word “and” function to connect the phrase of “comfortable and relax” to show the feeling of people when travelling. The word “such as” to show example of the drivers who break the rules. The word “however” to show the contrast that the driver who break the rules because he has own reason however it is dangerous.

**Table 4. 3 Grammatical Cohesion Used in Essay Writing by MH**

**The Dangers of Driving Fast on the Street**

Nowadays, obtaining a driving license by cheating is very easy. **As a result**, many people don’t understand **the** proper driving rules while on **the** street. **We** often find people who don’t obey **the** traffic rules **and** driving fast on **the** street. ***In fact**, driving fast on **the** street can harm yourself **and** others.*

**First**, driving fast on **the** street can be self-defeating. People who drive fast have a high chance of having an accident **because they** tend not to obey **the** traffic rules properly. **If this** happens, **it** can **cause** physical disability **and** even death.

**Second**, driving fast on **the** street can be detrimental to **other** street users. **The** safety **and** comfort of **other** street users become

compromised **because** of **this** behavior. In certain cases, driving fast can even have fatal consequences for **other** street users, **such as** causing death **and other** material losses.

**In conclusion**, regardless of **the** reason, we shouldn't drive fast on **the** street **because it** can **cause** harm to oneself or **others**. **Therefore**, drive properly **and** always obey **the** traffic rules.

The table 4.3, stated that there are 21 references and 19 conjunctions. The reference are *the, and, we, others, they, this, it* and *other*. The word “we, they” refers to people. The word “and” connect to the traffic rules and driving fast. The word “it” in the second paragraph and the last paragraph refers to the driving fast. The word of “as a result” in this text used to convey the effect of the cheating of a driving license so that people don't understand the proper driving rules.

Meanwhile the word conjunction *are as a result, in fact, first, second, because, if, cause, second, such as, in conclusion*. The word first and second to show to reason dangers driving fast. The word “in conclusion” function as conjunction that show conclusion the dangers of driving fast.

**Table 4.4 Grammatical Cohesion Used in Essay Writing by NA**

**Our English Classmates**

**As long as I** study English from **my** childhood era, **I** have met many people who become to be **my** friends with different backgrounds either **their** religions, **their** race, until **their** reason to learn English. From school, English course, social media, until university, **I** think **there** are several types of people **when they** are learning English.

**First**, ambitious type person. **This** typical person is **the** easiest **I** meet **wherever I** go to learn English. **They** have a strong desire to do **their** best to get **their** best score from task, middle test, final test, until **their** implementation in **the** class. Normally, **they** are diligent student who almost never miss a meeting in **the** course. Take **the** example **such as** a student who always get A and B in **his** score, 100% presence in **his** presence list, **and** active at **the** class.

**Second**, easygoing type person. **This** typical person is **the** one who does not take **the** course as serious as **the** ambitious one. **They** just do **their** assignments as slow as **they** want. **They** are not get stressed or pressured easily **because** of **their** scores. **It** does not matter for **them** even **if they** are not in big ten in **the** class. Take **the** example then like a student who take the course **as long as** he gain what **he** think **he** needs it. **He** is okay **if he** gets 20 for his rank or more in **the** class **as long as he** does not take **the** recourse for **it**.

**Third**, **the** type of person who often disappears. **This** typical person is often to skip **their** class **because** many reasons **such as** fall asleep, forget **the** schedule or as simple as **they** do not want to join **the** class. **They** miss many class **and** assignments. **Moreover**, some of **this** type **also** hard to reach. **They** are hard to know why do **they** skip **the** class. **This** typical person is often we meet wherever **we** are, not **only** in English course class, **such as** a students who left behind than **his** friend who already graduate **the** course **and he** still take **the** course to perfect **his** score.

**The truth** is **there** are many people who learn English **and** have **their** own reasons behind **it** why **they** take English class **but the** most important is **as long as they** want to finish **their** course with **their** best, **it** is still good. No matter how long **they** take **it**, English is a language skill, so **we** can not force them to be **as good as we do**.

The table 4.4, stated that there are repeatedly to 80 references, 3 substitution words and 29 conjunction. The references are I, my, their, there, they, this, the, his, it, them and he. The word “I” in this writing refer to the writer itself. The word “my” refer to the

ownership. The word “their, they” refers to the word “my friends”. The word “this” refer to the word “typical person of ambitious”. The word “his” refer to the word “a student”.

The substitution are one and do. The word “one” in the third paragraph refer to “easy doing type person”. The word “do” that in the last paragraph refer to “as good as”.

The conjunctions are as long as, when, first, wherever, such as, and, second, as serious as, as slow as, because, if, third, as simple as, moreover, also, so as good as. The word “first, second, third” to show arrangement of the type of person in the class. The conjunction of “as long as” as phrase that function to show the condition, in this writing the writer show her conditions during in English class. The word “moreover” to show adverbial conjunctive that is not only giving additional information but also connect to sentence, in this writing the writer additional information of type of person. The word “as simple as” functions as positive comparative.

**Table 4. 5 Grammatical Cohesion Used in Essay Writing by Student 5 NH**

Writing is indeed a difficult thing. Unlike **other** skills **such as** reading, speaking **or** listening, writing has a notoriously complicated process. Starting from determining **the** topic, conducting research topics, writing drafts, making repeated revisions **until the** writing can be considered good writing **and** is ready for **other** people to read. **That is** why many people avoid **this** writing activity. **Especially if they** have to write **it** in English, **they** will immediately feel horror **and** will think of writing as a mortal enemy. **Therefore,** below **I** will



provide steps **that you** can do in order to be able to write in English well **and** be able to enjoy it.

**First**, read a lot. **If you** want to write well in English, **you** must read a lot of books in **the** same language. **There** is a saying **that** goes, "If **you** don't read, **you** can't write," implying **that it** would be difficult for us to write if **we** did not read books. By reading, **we** can gain a lot of knowledge. Not **only** can **we** find story ideas **and** stories from various points of view from **the** author, **but** we can also find **other** general knowledge just by reading books. **Furthermore**, reading can provide **us** with many language features **that** will assist **us** in writing in English. **Such as** vocabularies, grammar, synonyms **and** antonyms, **and** so on. **The** many things **we** learn from **the** many books **we** read will make **it** easy for **us** to come up with good ideas to incorporate into our writing.

**Second**, just write to write. When **you** want to write **and** suddenly have a lot of ideas, just pour **them** into **your** writing, whatever **they** are. **You** don't have to think too hard about **the** organization of **the** story, **the** grammar, or **the** spelling. **You** can come back and fix it later. If **you** get too caught up in grammar thing or else **that** has to be perfect, **you** will lose **the** good ideas **you** have come up with, **and you** will eventually lose **your** enthusiasm for writing **because there** will be nothing else for **you** to put into your writing.

**Last**, keep practicing. Whether **it's** a sloppy writing **or as** slow writing with a good story **as well as** a good language feature, **you** should write whenever you have time. **You** should not pause for too long because it will slow **your** progress or, worse, **cause you** to lose **your** writing skills, which may have begun well. **That** is why **you** must practice frequently. Remember **that** practice makes things perfect. **If you** practice writing on a regular basis, I'm confident you'll improve **and** enjoy it in no time.

**In conclusion**, writing is indeed difficult. **But, it's** not **as** difficult as **you** think **it** is. **We only** need to put **our** thoughts aside **that** writing is difficult, especially in English. **In fact, there** are many things **that we** can do to improve **our** ability to write in English, **such as** reading a lot of books, just write to write **first, and** continuing to practice without giving up will make us experts in no time.

The table 4.5, stated that there are 68 references and 56 conjunction. The references are the, other, this, they, it, I you, there, we them and your. The word “other” refer to the word skills. The word “this” refer to the word “the activity of writing”. The word “you” refer to the reader. The word “I” refer to the writer itself, she used the word “I” to describe the text. The word “we” refer to the writer itself and the readers because this text like to persuade the reader.

Meanwhile the conjunctions are such as, or, until, ad, that is, especially, therefore, first, not only - but also, furthermore, second, because, last, as well as, in conclusion, and as. The word “such as” in the second paragraph to show the example of language features. The word “or” functions as to show that only one possibility can be related including one or the others however in this writing the writer made mistake that should use the word “and”. The word “not only – but also” to present two different piece of information into one sentence, but still maintain a balance structure, like in this writing, when we read we can find story idea and other general knowledge. The “first” to show arrangement of the step that can do in order to be able to write in English well. The word “until” used to when we talk about something that happened with a certain duration of time, has started before and will end at a specified time.

**Table 4.6 Grammatical Cohesion Used in Essay Writing by AAN**

Today, many people are very obsessed with driving in high speed. **They** assume **that** driving at high speed will get them to **their** destination quickly **and** facilitate all **their** affairs. **However**, driving at high speed is very dangerous for **the rider and others**.

**First**, driving at high speed can **cause** accidents. By driving at high speed, **we** cannot control **our** car totally which can result in accidents. **An example** of an incident when **we** drive fast is like being hit by a car in front because we can't brake our car because **the** speed is too high.

**Second**, driving at high speeds is against **the** law. Each country has **its** own laws regarding **the** speed at which motorists drive **their** car. Usually, if **the** driver exceeds **the** specified speed limit, **the** driver will get a ticket penalty **and** even worse, he can go to jail.

**Last**, driving at high speed will endanger **those** around **you**. Not **only the** driver will be in danger, *but* **the** people around him will also be in danger. **It** could be due to driving too fast **that the** rider crashes into someone, livestock, **or other** nearby facilities.

**In conclusion**, driving at high speed is not recommended **because it** can be dangerous for **the** driver **himself and those** around **him**. Better slow **as long as you** safe, than fast **but** not safe.

The table 4.6, stated that there are 33 references and 20 conjunction. *The references are they, that, their, the, others, we, our, its, he, those, him, it, other, him, and you.* The word “they/their” refer to the word “people”. The word “that” refer to driving in high speed. The word “others”. The word “other” to functions to show not only the rider but also the others rider. The word “we” refer to the reader.

Moreover, the word of conjunctions are *and, however, first, an example, because, second, even, last, only, but, that, or, in conclusion,* and *as long as*. The word “and” that function to connect the word

previously. The word “first, second, last” to arrange the step of driving at high speed. The word “but” to connect two contrast sentence.

**Table 4.7 Grammatical Cohesion Used in Essay Writing by IBP**

**We** have to be aware **that** driving slowly **but** safely on **the** street is important to save our life. **But** many people still consider **that** driving fast is a good choice to go to some place quickly. **In fact**, driving fast on **the** street might **cause** bad impacts for **the** driver **and others**. **However**, driving fast on **the** streets will **cause** dangers.

**First**, driving fast on **the** street will **cause**. Injury possibilities of driving fast on **the** street might always happen. **The** most common thing is body injuries **that** will happen to **the** driver. **Furthermore**, **the** worst thing is **that** fractures might also occur to **the** driver. In **this** case, injury will just harmful the driver.

**Instead** of injury, death might also be considered as **the** bad effect of driving fast on **the** street. **This** is **the** worst effect of **it**. **It** cannot be denied by **the** people who driving really fast on **the** street. **In fact**, **the** minimum speed in driving is 60km/hour to get safety ride. **Moreover**, no matter what kind of transportation **the** people use, **if they** keep driving too fast on **the** street, death possibilities might occur as **the** bad impact of **it**.

Another danger of driving fast on **the** street is **that**, it **causes** vehicle damage. **This** is **the** biggest bad impact possibility **that** always happen in **the** traffic or street accident. **In addition**, **this** is **the** biggest disadvantage **because** vehicle damage on **the** transportation will need **and** spend much money to fix it, whether **it** is motorcycle or car.

**On the other side**, driving fast on **the** street does not **only cause** bad impacts to **the** driver **only** but also **the** people around like road users **and** even family.

**In short**, driving fast on **the** street is absolutely dangerous. **It** definitely **causes** many bad impacts to **the** driver **and others**. **We** must avoid it **and** prioritize safety ride by

driving slowly <b>but</b> safely.
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The table 4.7, stated that there are 46 references and 25 conjunction. The references are we, the, our, this and it. The word “we” refer to the reader. The word “this” in the second paragraph refer to the word “injury”. The word “this” in the fourth paragraph refers to the vehicle damage. The word “it” in the third paragraph refer to injury even death.

The word of conjunctions are that, but, in fact, however, cause, in short, only, first, cause, furthermore, instead, moreover, if, in addition, because, on the other side, also. The word “in short” function as closing phrase. The word “first” has function as the number arrangement of the dangers of driving fast.

<b>Table 4.8 Grammatical Cohesion Used in Essay Writing by YM</b>
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<p>Nowadays, many people are driving vehicles. Some people choose to drive to go to <b>the</b> office, travelling, shopping <b>and</b> so on. By driving, <b>we</b> can get to our destination faster. Sometimes, some people are not careful, like driving very fast to get to <b>their</b> destination quickly <b>or</b> even just a wish. <b>However</b>, driving fast on <b>the</b> street is very dangerous.</p>
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<p><b>First</b>, braking distance is <b>the</b> time it takes to stop after applying <b>the</b> brakes. <b>If</b> driving very fast, <b>it</b> will slow down <b>the</b> brakes until it stops, <b>and that</b> is very dangerous.</p>
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<p><b>Second</b>, travelling on any terrain at high speed is going to have an increased risk of damage to <b>the</b> car, as loose surfaces <b>and</b> debris are going to have a bigger impact when <b>they</b> flick up <b>and</b> hit <b>the</b> car.</p>
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<p><b>Third</b>, driving fast on <b>the</b> street can <b>cause the</b> risk of accidents, endanger yourself <b>and</b> possibly <b>other</b> vehicles. Many events have occurred <b>as a result</b> of driving a vehicle fast.</p>
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<p><b>In conclusion</b>, driving fast on <b>the</b> street causes risk of damage</p>
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to **the** car and **the** risk of accidents. Driving fast on **the** street is very dangerous. **Therefore, we** have to drive **the** vehicle calmly **and** not in a hurry.

The table 4.8, stated that there are 24 references and 17 conjunction. The references are *the, we, their, it, that, they* and *other*. The word “*we/they/their*” in the third line refer to the people. The word “*it/that*” in the second paragraph refer to the phrase “driving very fast”.

The conjunctions are *and, our, however, first, if, as, second, third, cause, as a result, in conclusion, causes, therefore*. In this table, the researcher did not found ellipsis and substitution. The word “and” in the second line to correlate the list of driving to go somewhere. The word “*however*” in the fifth explained that is as a liaison between two contrasting sentences. The phrase “in conclusion” that happened in the last paragraph to conclude the driving fast can affect to risk. Meanwhile after that the writer used the phrase “therefore” to close the writing by persuading people to to drive **the** vehicle calmly **and** not in a hurry.

**Table 4.9 Grammatical Cohesion Used in Essay Writing by S**

Driving is an activity of operating **and** controlled movement of a vehicle, **such as** cars, motorcycles, trucks, buses, **and** bicycles. Permission to drive on public highways is granted based on a set of conditions being met **and** drivers are required to follow **the**

established road **and** traffic laws in **the** location **they** are driving. Driving fast can be said to be a shortcut, **so that** someone can get to **their** destination quickly **and** efficiently, **but** driving too fast above the specified speed limit will cause various kinds of dangers.

**First**, losing control of **the** vehicle. Driving too fast will make **the** driver lose control of **the** vehicle, **he/she** will find **it** difficult to control **the** vehicle when **he/she** is driving above **the** specified speed limit. **There** are many cases of losing control of a vehicle, like skidding, losing **the** brakes, or worse, losing **the** steering. All of **this** can happen when someone is driving too fast.

**Second**, reducing **the** driver's reaction time. When **there** is an accident **or** when going through a bend **or** slippery road, **the** driver will have difficulty avoiding all of **that because the** driver's lack of reaction time when **he** is driving too fast, **the** result will be a severe accident when the driver reacts late.

**Third**, decreasing **the** amount of distance needed to safely stop a vehicle. When someone is driving too fast, **the** driver will have difficulty maintaining a safe distance when **he/she** wants to stop **the** car. **So that, there** are often consecutive collisions on **the** road **if** someone is driving too fast **and** wants to stop suddenly.

**Fourth**, increasing **the** severity of an auto accident **and the** resulting damage **and** injuries. When a traffic accident occurs **caused** by driving too fast, serious damage to **the** car or serious injury to **the** driver is unavoidable. **The** faster a person drives, the greater the risk of serious damage to **the** car **and** injury to the driver.

**In conclusion**, driving too fast on **the** street Driving too fast on **the** roads is very dangerous, **because** it **not only** endangers drivers **but also** can harm pedestrians **and cause** all kinds of accidents, damage **and** injuries.

The table 4.9, stated that there are 43 references and 33 conjunction. The references are the, they, their, he, she, it there, this and

he. The word “they” refer to the drivers. The word “he/she” refer to someone.

Meanwhile the conjunction are and, such as, so that, but, cause, first, or, second, because, third, fourth, in conclusion, not only – but also. The phrase of “such as” used to give the example of vehicle. The word “first, second, third, fourth” used as the numbering of the example the dangers of driving fast. The word “but” has function as contrast because the previously word conveyed that although driving fast makes the time is efficient but it will be dangerous. The phrase “in conclusion” used for concluding that the dangerous of driving fast. The phrase of “not only – but also” used to make two dangerous of driving fats, it can make dangerous for drivers also for harm pedestrians.

**Table 4.10 Grammatical Cohesion Used in Essay Writing by MHN**

As motorists often deal with a number of distractions **and** fast-paced traffic while driving, many find **it** easy to exceed **the** speed limit. **However**, speeding greatly increases **the** risk of **causing** an accident **such as** crash **that** results in serious injury **or** death. Besides, **there** are still so many risk **and** dangers **that caused** by driving fast on **the** street.

**First**, driving fast out of the speed limit can **caused** damage **the** sense of hearing. **If** a driver often drive at a high speed of 100 km/ hour, **this** can lead to damage to **the** organs in the driver’s hearing. **This** risk will increase **if you** use speeds above 120 to 140 km/ hour. **This** damage can occur because **it** is caused by **the** noise from **the** wind **that** occurs while we are driving on the road. Even though it does not **cause** serious enough damage **and** can still be healed, **that** does not mean **you** can underestimate this.

**The second**, it also **caused the** motor engine heats up faster. A motorbike **that** is used to drive at high speed will also be more prone to



overheating. **As a result, this** can affect **the** performance of **the** motorbike engine to damage some of the components concerned. **Therefore, you** have to drive on its standard speed, do not force to drive in the middle of an engine that has exceeded its heat capacity.

**The last,** it may caused a risk of falling or slipping at any time **and** risk of having an accident. Driving at high speed also increases **the** risk of falling off **the** bike. **This is because** speeds **that** are too high can make **your** body lose control **or** balance at times. **As a result, the** risk of falling from **the** vehicle is even greater. **If you** experience **this, you** could be badly injured. Given **the** high speed **you** use, so **that** even when **you** fall **your** body will rub against **the** road. **However,** by speeding, the risk of accident is certainly greater. **Moreover,** driving at high speed also endangers the others driver.

**In conclusion,** driving fast on **the** street has many dangerous effects for every driver. Driving at high speed **not only** endangers our own life, **but also others** drivers. **Moreover,** it may caused **the** damage on hearing **and the** engine of **the** motobike. **Therefore,** every driver should drive at **its** standard speed in order to drive safely.

The table 4.10, stated that there are 58 references and 39 conjunction. The references are it, the, that, there, this, you and its. The word “this” in line seven refer to “*if* a driver often drive at a high speed of 100 km/ hour”. The word “it” in line nine refer to the word damage. The word “that” in line twelve refer to driving fast. The word “you” refer to the reader.

The conjunction are such as, and, however, or, besides, first, if, because, even though, the second, as a result, therefore, the last, so that, moreover, in conclusion, not only, but also in order to. The word “however” as contrast that show that although many drivers driving fast because it is easy, it can happen crush or injury. The word

“besides” used as additional information to add many risks and dangers of driving fast on the street. The word “first, second” to show numbering of the dangerous or risks of driving fast. The phrase “as a result” show the effect of driving fast can affect the performance of the motorbike engine to damage some of the components concerned. The word “therefore” used to close the text by persuading the people to drive on its standard speed.

For more clearly, the finding of this study can be seen in the table below:

<b>No</b>	<b>Student</b>	<b>Reference</b>	<b>Substitution</b>	<b>Ellipsis</b>	<b>Conjunction</b>
1	AR	<i>the, your, there, it, we, this, that, others, our</i>	<i>One</i>		<i>first, because, and, if, second, only, therefore, but, in conclusion therefore</i>
2	NS	<i>their, they, there, the, such, it, this, your, ourselves</i>			<i>so, as, because, and, or, such as, however, first, second, in fact, in order to, third, especially, cause, in conclusion, before.</i>
3	MH	<i>the, and, we, others, they, this, it othe</i>			<i>as a result, in fact, first, because, if, cause, second, such as, in conclusion</i>
4	NA	<i>I, my, their, there, they, this, the, his, it, them, he.</i>	<i>One, do.</i>		<i>as long as, when, first, wherever, such as, and, second, as serious</i>

					<i>as, as slow as, because, if, third, as simple as, moreover, also, so as good as.</i>
5	NH	<i>the, other, this, they, it, I you, there, we them and your.</i>			<i>such as, or, until, ad, that is, especially, therefore, first, only, but also, furthermore, second, because, last, as well as, in conclusion, and as.</i>
6	AAN	<i>The references are they, that, their, the, others, we, our, its, he, those, him, it, other, him, and</i>			<i>and, however, first, an example, because, second, even, last, only, but, that, or, in conclusion, and as long as.</i>
7	IBP	<i>we, the, our, this and It.</i>			<i>that, but, in fact, however, casue, in short, only, first, cause, furthermore, instead, moreover, if, in addition, because, on the other side, also.</i>
8	YM	<i>the we, their, it, that, they and other.</i>			<i>and, our, however, first, if, as, second, third, cause, as a result, in conclusion, causes, therefore</i>
9	S	<i>the, they, their, he, she, it there, this and he.</i>			<i>and, such as, so that, but, cause, first, or, second,</i>

					<i>because, third, fourth, in conclusion but also, not only.</i>
10	HA	<i>it, the, that, there, this, you and its.</i>			<i>such as, and, however, or, besides, first, if, because, even though, the second, as a result, therefore, the last, so that, moreover, in conclusion, not only, but also in order to.</i>

Table 4.11 above depicted grammatical cohesion types found in the students' essay writing. There were three types of grammatical cohesion such as reference, substitution and conjunction. There is no found ellipsis. In this finding, the researcher found two students who used good grammatical because they used all of the parts of grammatical cohesion except ellipsis.

## 2. Appropriate and Inappropriate Cohesion Used in Essay Writing

After describing the types of cohesion, then the researcher tried to summarize the appropriate and inappropriate use of those grammatical cohesion. In this sense, the researcher firstly described

the data in the Table 4.12 in order to help the readers read and interpret the data easily and precisely.

<b>No</b>	<b>Inappropriate</b>	<b>Cohesion</b>	<b>Correct</b>	<b>Essay</b>
1	The first is <u>that</u> it can make us fall/slip from the top.	Reference	The first is it can make us fall/slip from the top.	1
2	Unlike other skills such as reading, speaking <u>or</u> listening	Conjunction	Unlike other skills such as reading, speaking and listening	5
3	<u>The</u> many things	Reference	Many things	5
4	we learn from <u>the</u> many books	Reference	we learn from many books	5
5	the driver will get a ticket penalty and <u>even</u> worse	Conjunction	the driver will get a ticket penalty and worse	6
6	increasing the severity of an auto accident <u>and</u> the resulting damage and injuries	conjunction	increasing the severity of an auto accident, the resulting damage and injuries	9

From the table above, it can be seen that inappropriate cohesion happened sixth in of students' essay writing. It happened once at essay 1, three times at essay 5, once at essay 6 and 9 at essay 9. Thus from 770 of grammatical cohesion, there is only 6 inappropriate and the residue are 764 that categorized as appropriate. Furthermore, for the first number, the student had made mistake that he used the

word “that it” that showed he used reference together and side by side. While the second number it was inappropriate because the word “or” has to and. The third and fourth number, the word “many” must not started with the word “the”. Next, the fifth number showed inappropriateness “and even” it has to the used “*and* or *even*”. The last, the student used the word “and” twice in one sentence that showed it was inappropriateness of grammatical cohesion.

## **B. Discussion**

The discussion below is presented based on the finding showed on the table 4.11 and 4.12 above to discuss the findings each for cohesion and appropriate & inappropriate.

### 1. Types of Grammatical Cohesion Used in Essay Writing

Grammatical cohesion is a type of cohesion that utilizes grammar to build cohesion. Grammatical cohesion divided into four types, those are reference, substitution, ellipsis, and conjunction. Among these sub-types of cohesion, reference is ranked first, followed by conjunction, substitution, meanwhile there is no found ellipsis.

#### a. Reference

The first finding of grammatical cohesion is reference. Reference occurs when an item within a text, or sentence semantically refers to another item in a text or sentence stated

before or after it. Based on the finding, references as the most found in students' essay writing with the total 487.

<b>Table 4.13 Word found as Reference in Essay Writing</b>	
Reference	The, your, it, we, this, that, other, their, they, them, there, such, ourselves, others, my, I, he, his, more, you, us, our, its, those, him, himself, he/she,

The table above explained the words that happened in students' essay writing. From the words above, it can be concluded that in building the cohesion through personal, demonstrative and comparative.

The result of this research has same finding with some researchers that references as the most found in writing. Reference turns out as the most used cohesive items within the students' paragraph, as same as what found by the previous researchers like (Abdurrahman, 2013) who found 1047 occurrences of reference in the result of his research. Thus, it showed that the findings are in the line with the previous study.

b. Substitution

Substitution is a way of building cohesion within a text in which the writer replaces an item with another item. Substitution is done when the writer tends to avoid repetition in his writing.

Substitution classified into three types, nominal, clausal, and verbal (Hartono, 2019).

<b>Table 4.14 Word found as Substitution in Essay Writing</b>	
Substitution	one, do

The table above express that the substitution which found in the data are verbal and nominal substitution. The word used signaled as verbal substation is do and the word “one” is found as nominal substitution.

Substitution is in the third position as the most used cohesion items within the students’ paragraph. It is appropriate with the result of the research conducted by (Wachidah, 2016), and (Rahmawati, 2015). In the finding of the research conducted by Wachidah (2016) there are only nominal and verbal substitution and Rahmawati (2015) found 7 instances of substitution within the students’ text, while in this research, there are 3 substitution found in students’ paragraph writing.

#### c. Conjunction

Conjunction is element in a text that build the connection between sentences. In term of cohesion, conjunction build the connection between the text by the presence of conjunctive elements. Conjunction is different from substitution, reference, or



even ellipsis. Halliday and Hasan (1976) stated that conjunctive items are not mainly devices for reaching out into previous or following text, but they build the specific meanings which signal the existence of other items in the passage. In this research, there is 279 total occurrences of conjunction.

<b>Table 4.15 Word found as Conjunctions in Essay Writing</b>	
Conjunction	First, because, and, if, second, only, but, in conclusion, so, as, or, however, in fact, in order to, third, especially, cause, before, as a result, while, in certain case, such as, therefore, as long as, when, wherever, as serious as, as slow as, as long as, as simple as, also, moreover, as good as, unlike, until, that is, not only, but also, furthermore, whatever, last, whether, as well as, without, an example, even, instead, in addition, on the other side, in short, as a result, fourth, so that, besides, even though

The table above showed that the word of conjunction that found in this study.

In conclusion, this finding of this research was similar with the finding of Alarcon & Morales (2011) revealed that the reference (90.67%) was the highest frequency of the cohesive features while substitution (0.25%) was the least used type of cohesive features from the total of the cohesive features. However this finding was no

found ellipsis like the study from (Hasanah, 2017) that resulted students' ability in building cohesion of which reference 58.3%, conjunction was used 27%. Then, it was followed by reiteration as much as 14%, substitution 0.4%, collocation 0.2%, and ellipsis 0%. From the result show there is no ellipsis because 0 % it was same with this study. Thus, this study found three types of grammatical cohesion they are references, substitution and ellipsis.

## 2. Appropriate and Inappropriate Cohesion Used in Essay Writing

From the finding of appropriate and inappropriate used of grammatical cohesive features, it can be interpreted that most students had sufficient knowledge to use the grammatical cohesion appropriately in creating text unity with total (764) if it was compared to the total of inappropriate use gained (6). This result denoted that the students were able to use the reference appropriately by the students in their essay writing and implied that they have sufficient knowledge about the material regarding with the reference. In this sense, Wahby (2014) highlighted that students who have better cohesive knowledge and who are more trained on using cohesive ties appropriately write better well organized coherent texts.