

## The Use of Cohesive Devices in the Speech of Speaking IV Students of English Education Study Program of the Academic Year of 2014/2015

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**Abstract:** This research was conducted to investigate the use of cohesive devices in the speech. The objectives of this research were to identify the types of cohesive devices used in the speech of students of speaking IV class and to explain how the occurring types of the cohesive devices reflect the semantic relation in the speech of speaking IV students in relation to their text clarity. This research employed a qualitative method consisting of data reduction, data display, and conclusion drawing. The data were in the form of utterances which were derived from the transcripts of the speech. The primary instrument of the research was the researcher herself and the secondary instruments were data sheets. The data were analyzed by categorizing them using the cohesion proposed by Halliday and Hasan (1976). The research findings were checked by conducting triangulation. The results of this research showed that the most frequently cohesions appeared in the speech are conjunction, reference, and lexical reiteration. Meanwhile the occurrences of ellipsis, substitution, and lexical collocation were the least. It also showed that the clarity of the speech was attempted through the appearance of relatedness of reference and semantic connection. Relatedness of form was not employed as many as the others since the speech was the second production of the written text namely scripts previously prepared by the speakers.

Keywords: Cohesion, Speech, Text Clarity

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**Abstrak:** Penelitian ini dilakukan untuk menyelidiki penggunaan perangkat kohesif pada pidato. Tujuan dari penelitian ini adalah untuk mengidentifikasi tipe-tipe perangkat kohesif pada pidato yang disampaikan oleh mahasiswa dan mahasiswi kelas *Speaking IV* dan untuk menjelaskan bagaimana perangkat kohesif yang digunakan pada pidato mahasiswa dan mahasiswi kelas *Speaking IV* merefleksikan kaitan makna pada kejelasan teks pidato mereka. Penelitian ini menggunakan metode kualitatif yang terdiri dari pengurangan data, display data, dan menulis kesimpulan. Data penelitian ini berbentuk ujaran yang diambil dari transkrip pidato. Instrumen utama yang digunakan pada penelitian ini adalah peneliti sendiri dan instrument pendukung yang digunakan adalah lembar data sebanyak dua macam. Data dari penelitian ini dianalisis dengan cara mengkategorikan data menggunakan teori kohesi oleh Halliday dan Hasan (1976). Hasil penelitian kemudian divalidasi dengan menggunakan teknik triangulasi. Hasil dari penelitian ini menunjukkan bahwa kohesi yang paling sering muncul pada pidato adalah *conjunction*, *reference*, dan *lexical reiteration*. Sedangkan kemunculan *ellipsis*, *substitution*, dan *lexical collocation* adalah yang

paling sedikit. Hasil ini juga menunjukkan bahwa kejelasan pidato diperoleh melalui kemunculan dari *relatedness of reference* dan *semantic connection*. Penggunaan *relatedness of form* tidak sebanyak yang lainnya karena pidato yang dianalisis merupakan produksi kedua dari teks tertulis yakni skrip yang sudah dipersiapkan oleh para pembicara.

Kata kunci: kohesi, pidato, kejelasan teks

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## **Introduction**

A speech is considered as a communication method to deliver messages to the audience. Therefore, the speaker has to put his or her concern to particular things. A speech deliverer or a public speaker must acquire the skills of public communication. Handling the audience is an important thing to cope with. It deals with the technique of delivering the speech, the contact to the audience, the gestures, and how the speaker delivers the speech in the right order and how it can be understood by the audience.

A speech or a text necessarily needs to be coherent and cohesive. Being coherent means the text or the speech must be well organized and appropriate. It is in line with Cook's idea (1989:4) that coherence is the quality of being meaningful and unified. A text or a speech is considered as coherent if the ideas of the text or the speech are logically sequenced so that they are easy to follow and understand. However, coherence itself is not enough. It needs to be cohesive as well. It means that each idea which is presented in sentences is well connected. According to Cook (1989:14), the connectors among each sentence are usually known as cohesive devices.

Related to speech delivery, the English Education study program of Yogyakarta State University has mentioned in its curriculum the importance of training their students to be public speakers. Through practicing speech in speaking IV class means that the students try to deliver messages successfully to the audience. In speech delivery, there were some problems possible to come up such as nonverbal problems and verbal problems. On the other hand, this research focused mainly on the analysis of the use of cohesive devices in the fourth semester students' speech and the text clarity in order to make the speech easy to understand.

## **Literature Review**

Nunan (1993:5) defines discourse as a stretch of language consisting of several sentences which are perceived as being related in some ways. However, Schiffrin, et al. (2001:1), define discourse as anything "beyond the sentence". It means that there is a pattern that organizes how discourse works. Furthermore, Renkema (2009:2) adds that discourse is related to the way how interlocutors communicate. It can be seen that discourse represents the way people share information in their social life.

Discourse is divided into two types, namely written discourse and spoken discourse. According to Leu (1982:112), written discourse has been categorized as more complex, integrated and detached, or explicit. It can be inferred that it needs time to prepare it. It is in line with McCharty (1991:25) who states that a writer has usually had time to think about sentences he or she is about to write. Meanwhile, according to Yabuuchi in Ghasemi and Jahromi (2014:49), spoken discourse has specialty which is placed on its spontaneity of language production. In addition, Brown and Yule (1983:14) state that, in particular situations of an academic speech if a speaker is saying something he has said or thought about before, may have a great deal in common with written language.

Widdowson (1978:26) states that the notion of cohesion refers to the way sentences and parts of sentences combine so as to ensure there is propositional development. Cohesion is more to the form of the discourse. The aim of cohesion is to achieve the relatedness of each element in a discourse to carry on the meaning of the discourse.

Based on Halliday and Hasan (1976), there are grammatical cohesion and lexical cohesion. Grammatical cohesion consists of reference, substitution, ellipsis, and conjunction. Meanwhile, lexical cohesion consists of reiteration and collocation.

Reference is information for the referential meaning, the identity of the particular thing or class of things that is being referred to. There are personal, demonstrative, and comparative references such as "*he, she, it, my, here, there, that, those, such, etc.*" Substitution is defined as replacement of one item by another. It consists of nominal, verbal, and clausal substitutions such as "*one, ones, do it, so, and not.*" Ellipsis is commonly known as zero substitution. It means that there is a part of a sentence that is substituted by nothing. It also has three types, namely nominal ellipsis, verbal ellipsis, and clausal ellipsis. The last type of grammatical cohesion is conjunction. Conjunctive elements express certain meanings which presuppose the presence of the other elements. It consists of additive, adversative, causal, and temporal conjunctions such as "*and, but, and also, because, when, etc.*"

Lexical cohesion is created by the use of vocabulary items. There are reiteration and collocation. Reiteration consists of repetition, synonym, superordinate, and general word. Meanwhile, collocation refers to tendencies of common occurrence. This kind of lexical cohesion is not related to any semantic relations. Otherwise, collocation is related to context. The meaning can be inferred by looking at the context of the occurrence.

According to Brown (2001:267), when someone speaks English, it means that he or she is able to carry on a conversation reasonably competently. This means that the speaker has to achieve the goals of communication with other speakers. In oral communication, microskills are important. Microskills can be used to focus not only on the form but also on the function of language. Microskills of speaking performance can also be used to measure the success of the speaking performance.

### **Relevant Studies**

There are some studies that have been conducted in analyzing cohesion. There were Jabeen (2013) and Kuncahya (2015) who conducted cohesion analysis. They investigated cohesive devices consisting of grammatical cohesion and lexical cohesion. After that, they had some implications for English language teaching. Thus, the method of the previous study could be applied in this research. It applied the principle of cohesion proposed by Halliday and Hasan (1976). The objectives of the research is to identify the relation of different cohesive devices and semantics of a text. The analysis of the research showed that there was a relation between the use of cohesive devices in a text and the semantic understanding of the text.

### **Research Methods**

This research employed a qualitative method proposed by Miles and Hubberman (1994) consisting of data reduction, data display, and drawing conclusion. The data were in the form of utterances which were derived from the transcripts of the students' speech. The primary instrument of the research was the researcher herself and the secondary instruments were data sheets. The data were analyzed by categorizing them using the cohesion proposed by Halliday and Hasan (1976). The research findings were checked by conducting triangulation.

### **Research Findings**

Based on the research findings, there were 1267 cohesive ties in 18 speeches. Both the grammatical cohesion and the lexical cohesion appeared in the speeches. The grammatical cohesion appeared 832 times or 65.7% of the total occurrence which consisted of reference 281 times or 22.2%, substitution 6 times or 0.5%, ellipsis 69 times or 5.4%, and conjunction 476 times or 37.6%. The lexical cohesion appeared 435 times or 34.3% of the total occurrence consisting of reiteration 340 times or 26.8% and collocation 95 times or 7.5%.

In relation to the findings above the most frequently used cohesive devices were conjunction, reference, and lexical reiteration. According to Halliday and Hasan (1976: 304) those three kinds of cohesion have established two language relations. The first is relatedness of reference which consists of reference and conjunction. Then, the second is semantic connection which consists of lexical reiteration.

According to the findings, the most frequently used cohesive devices in the speeches were conjunctions. It was to convey the links of one idea to another which was in line with one of the micro skills of speaking. The conjunctions used in the speeches present the connection between an idea to another whether the idea is a new information, a supporting idea, an exemplification, and the like.

The second highly used cohesion in the speeches was reference. It showed that the speakers attempted to ask the audience to get involved into their speech. In addition, the use of reference was aimed to give explicitness towards the item that the speakers talked about. It is in line with Halliday and Hasan (1976:31) that the use of reference is to signal retrieval. Thus, the audience are not misled in understanding the speech.

The third cohesion used in the speeches is lexical reiteration. It covers repetition, synonymy, superordinate, and general words. Based on the findings above, the speeches used repetition more than the other types of reiteration. It implicated that the speakers attempted to recall the items they were talking about to the audience.

### **Conclusions and Suggestions**

Based on the findings and discussions from the previous chapter, the researcher concluded two prominent things towards the research.

The speech presented by speaking IV students of English Education study program of the academic year 2014/2015 employed both grammatical cohesion and lexical cohesion. The comparison between the grammatical cohesion and the lexical cohesion was 65.7% and 34.3%. There were 794 grammatical cohesion occurrences which consisted of 281 occurrences of reference cohesion, 6 occurrences of substitution cohesion, 69 occurrences of ellipsis cohesion, and 340 occurrences of conjunction cohesion. Meanwhile, there were 435 occurrences of lexical cohesion which consisted of 340 occurrences of reiteration and 95 occurrences of collocation. Referring to the frequencies of the occurrences, the order was: conjunction, reiteration, reference, collocation, ellipsis, and substitution.

From the occurrences above, it could be seen that the most prominent cohesions used in the speech were conjunction, reiteration, and reference. It established two kinds of language relations. There were relatedness of reference and semantic connection. The relatedness of reference consisted of reference and conjunction. On the other hand, the semantic connection was established by the lexical cohesion.

In accordance with the conclusions, the researcher proposed suggestions as follows.

#### 1) For students of English Education study program

Students of English Education study program should enrich their knowledge to compose an English speech especially the concept of cohesion and coherence so that their speech can be understood by the audience as a whole. Meanwhile, the students should improve their public speaking ability. In addition, public speaking ability and the ability of making good text will help them to establish good communication.

#### 2) For other researchers

Other researchers can explore more from the same kind of this research. There are many kinds of objects that can be explored through the concept of cohesion. It can be in the form spoken data such as speech, conversations, or teachers' talk.

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