

Study of Cohesion and Coherence in Description Text

Nurbaiti¹, Surastina², Hastuti³, Purna Wiratno⁴

^{1,2,3,4}STKIP-PGRI Bandar Lampung

¹*nurbaiti@gmail.com

Abstract: The purpose of this study is to find out and describe the forms of cohesion and coherence deviations in the descriptive text of class VII students of SMPN 6 Bandar Lampung in the 2018/2019 academic year. This research method uses qualitative because cohesion and coherence deviations in the descriptive text of class VII students of SMPN 6 Bandar Lampung in the 2018/2019 school year will be explained using words and sentences clearly, firmly, and transparently in accordance with the research findings. The results of this study indicate that students' descriptive texts are full of cohesion and coherence deviations. In the aspect of cohesion, deviations can be seen from errors in using the cohesion tool in terms of release or ellipsis and the use of conjunctions. Students are not aware that a word or phrase in the text can be released but correctly. Likewise with conjunctions. In coherence, the coherence deviations found included: the use of the wrong keyword repetition, the use of inappropriate and unvarying pronouns, the use of incorrect transition words due to the student's ignorance. In addition to the errors in the coherence tools, students did not seem to focus on the topics or themes discussed so that students' description texts were found that did not meet the parallel meaning element. That is, there are several descriptive texts of students in expressing ideas that do not focus on the problem so that they deviate from the text's keywords.

Keywords: cohesion, coherence, description text

INTRODUCTION

Various types of texts that can be written by students and one of them is writing descriptive text. Descriptive text is a form of discourse that seeks to describe or describe an object with the actual situation so that it appears as if the reader has seen or experienced it himself, even though he does not know for sure the object being described. The descriptive text is poured based on the main idea conveyed by describing or describing certain objects, places, or events that are being topics to the readers clearly and in detail. Therefore, writing a descriptive text must meet the criteria, such as an object being described or described, the description in the text is very clear and detailed and involves sensory impressions, must be able to give the impression as if the reader feels, sees, or experiences own what is being discussed and describe the

physical characteristics of objects such as color, size, shape and psychic characteristics or the state of an object in detail (Mislamuddin, 2018). If these things are met, it can be ascertained that the descriptive text made by students is correct.

Yunus (2014: 13) says that writing is a form of language communication (verbal) that uses written symbols as the medium. Rosidi (2009: 2-3) also stated that writing is an activity to express thoughts and feelings in written form which is expected to be understood by the reader and serves as an indirect communication tool. It was further explained that writing is a form of thinking, which is also a tool to make other people (readers) think. Wahyuni and Ibrahim (2012: 36) write is an activity to express ideas, ideas, thoughts, or feelings into linguistic symbols. In writing, various linguistic aspects are involved which include: the use of punctuation and spelling, the use of diction, sentence structure, paragraph development, idea processing, and essay model development.

Nursalim (2011: 81) descriptive text is a form of writing that describes something in a lifelike way, so that the reader or listener gets the impression as if he himself saw it. In line with this opinion, Dalman (2012: 94) explains that descriptive text is an essay that describes or describes a certain object or event in clear and detailed words so that the reader seems to feel or experience directly what the author describes. According to Mahsun in Permanasari (2017: 3) descriptive text is a text that has a social purpose to describe an object or objects individually based on their physical characteristics. Descriptive text is also writing that describes or describes something that will be revealed by the author, so that the reader or listener seems to see the object that has been discussed, even though the reader or listener has never witnessed it themselves.

Learning to write descriptive text is taught to students in training to develop students' creativity in writing, improve writing skills for personal experiences, pour events into written form, train students' memory with events that have passed in written form that is clear and easily understood by readers. without any engineering that includes thoughts, feelings, attitudes, and writing style in conveying to the reader. However, students must also pay attention to the linguistic rules in the text, such as syntax rules, morphological rules, spelling rules, and other rules so that information from the objects conveyed reaches the reader properly. A text includes a description, if it deviates a lot from the rules of its language, both sentences, morphology, and spelling, of course it reduces the value of the text.

One of the linguistic rules that cannot be ignored by students in writing descriptive texts is about cohesion and coherence. Zainurahman (2013: 129-130) cohesion is the attachment and dependence of elements in writing, both

grammatically and lexically. Gutwinsky in Tarigan (2009: 93) cohesion is a syntactic organization which is a place where sentences are arranged cohesively and densely to produce speech. This means that cohesion is the relationship between sentences in a discourse, both in the grammatical strata and in certain lexical strata.

In addition to cohesion, as previously stated, descriptive text must also meet the criteria of coherence, namely the existence of a logical relationship between parts of the text or between sentences in a paragraph in the text (Supriyono, 2019). Tarigan (2009: 100) explains that coherence is a neat arrangement of facts and ideas, facts and ideas into a logical strand so that it is easy to understand the message they contain. It was also stated by Fuad et al. (2009: 125) unity of content or coherence is the coherence of content in paragraphs. Paragraphs that do not show coherence of content are called incoherent paragraphs or discourses (Surastina, 2019; Surastina, 2018). Coherence in the text really needs to be applied correctly because a text that is written based on a main idea then the material presented must be completely in harmony or in accordance with the subject matter. The goal is that the reader in understanding the content of the text presented does not experience confusion in understanding or the reader's mind will follow the existing main problems and not cause new problems because of inaccuracies in applying the coherence aspect.

Based on research at SMPN 6 Bandar Lampung in the 2018/2019 academic year in grade VII students who were monitored from the student assignment book in writing various texts given by the teacher, including the results of students writing descriptive texts, there were deviations in text cohesion and coherence. The descriptive text of class VII students after being observed based on the aspect of cohesion still does not show a relationship between parts in the text which is marked by the use of language elements. It was found that several sentences in the student's description text were not connected with conjunctions, the repetition of word forms that tended to be monotonous and not varied, including the process of removing words was not widely applied by students. These deviations cause the process of understanding the content of the text to be tedious. The content of the text that is not combined with these aspects of cohesion also causes confusion in the meaning conveyed.

In addition, there are cohesion errors in the writing of descriptive texts, the aspects of coherence in students' descriptive texts also still appear to be deviations. The coherence of a text is the relationship between one part and another, so that the sentence has a unified whole meaning. The condition is that student description texts tend to deviate from the coherence aspect so

that the meaning conveyed in the text, both the meaning in the sentence and the overall meaning of the text, becomes less interesting and chaotic.

Based on the explanation above, the gaps found during the pre-research need to be followed up so that they can get the right solution regarding the tactics to overcome students' difficulties in applying aspects of cohesion and coherence in writing descriptive texts and other texts. Related to that, a research entitled "Study Cohesion and Coherence in the Description Text of Seventh Class Students at SMPN 6 Bandar Lampung in academic year 2018/2019".

METHOD

This research method uses qualitative because cohesion and coherence deviations in the descriptive text of class VII students of SMPN 6 Bandar Lampung in the 2018/2019 school year was explained using words and sentences clearly, firmly, and transparently in accordance with the research findings.

RESULT AND DISCUSSION

Cohesion Analysis

1. Aspect Ellipsis (Detachment)

The analysis of the cohesion data of the detachment aspect used in the student description text is presented in the following section.

Data (1):

In this data, the use of the phrase school name, both in the first and second paragraphs, is a form of deviation from paragraph cohesion. The principle of releasing words or phrases needs to be done, namely by eliminating or eliminating so that the same form does not appear. In other words, the phrase of the name of the school, is enough to be used once and does not need to be repeated in the existing sentences or paragraphs. The reason is because the keyword 'school library' definitely refers to the library of SMPN 6 Bandar Lampung. A similar error also occurs in the following data.

Data (2):

In the paragraph, students use plural meaningful phrases several times and excessively. Its use is not in context because the existence of a school building with only the number of course can be counted. On that basis, its use is clearly inappropriate and should be removed or eliminated by eliminating one of the words in the phrase 'a lot'. So, it's best to just use the phrases 'many buildings' and 'many trees'. In addition, the phrase 'many trees' is the result of the release of 'many trees'. This is done so that the meaning conveyed does not confuse the reader's understanding as well as a condition for the cohesion of the descriptive paragraph.

Data (3):

In the data release is not done by students so that the impression shown in the text is wasteful. This violates the rules in cohesion because the release of the cohesion device must be applied correctly. The use of the word 'ku' as a pronoun, should be removed or omitted without reducing the meaning conveyed. The editorial should be as follows.

The first time I entered class VII J, my friends and I cleaned the classroom because it was dirty. If not cleaned will cause disease.

2. Conjunction Aspect

Cohesion data analysis aspects of the use of conjunctions in student description texts are presented in the following section.

Data (1):

In the data, actually not one sentence but two sentences. This can be seen from the structure. However, students combine them into one sentence so that it becomes long and irregular. The two clauses are contradictory because there is the word 'but' in the second clause. The use of the word 'but' is also considered incorrect because the word 'but' or 'but' is not a conjunction between sentences but a conjunction between words. In fact, these sentences contain different messages so they must be made into two sentences. The marker is so that two sentences appear, namely by changing the word 'but' into a conjunction between sentences 'but'.

Data (2):

In the data, it appears that the use of prepositions is not used properly. To express the direction, the most appropriate word is 'to' or 'from' while the word 'di' as an indication of the existence of something. Meanwhile, in the context, the sentences put forward indicate a direction so it is not uncommon to use 'di'. That is, open the preposition 'di' which must be used but the conjunction 'from'.

Data (3):

In the text sentence, students are not careful in using subordinating conjunctions. Students use two at once, namely 'although' and 'but'. These two conjunctions lead to confusion in the cohesion tool and it is better to omit the 'but' conjunction.

Data (4):

In the data above, the error in using the cohesion tool is the word 'like' as a form of word that states the details of objects. However, at the end of the sentence other details are stated in the form of the word 'and others'. Supposedly, such use does not occur. The rules regulated in the standard Indonesian grammar, if a detailed sentence begins with the words 'like', at the end of the sentence it is not necessary to add the words 'other', 'and others', or 'and so on'. Judging from the cohesion of

discourse, the use is not in accordance with the use of cohesion tools. Should,
The library room is very clean and the books are neatly arranged. Apart from being clean, various kinds of interesting books, such as story books, comic books, textbooks are also available.

Data (5):

The student's description text error was due to an error in using the conjunction 'and' at the beginning of the sentence as well as the beginning of the second paragraph. There is absolutely no right to use the conjunction 'and' at the beginning of a sentence or paragraph because the function of the conjunction is to link words with words, phrases and phrases, or clauses and clauses. It is better to omit its use at the beginning of a sentence.

Coherence Analysis

1. Aspect of Keyword Repetition

The data analysis of the coherence of the aspects of the repetition of the keywords used in the student description texts is presented in the following section.

Data (1):

The error in using the coherence tool in the paragraph is due to using the repetition of keywords that are not appropriate. The keyword in the description paragraph is 'school library'. The repetition of keywords that are not appropriate because it looks monotonous in use and doesn't seem dense. Keyword repetition can be done by writing down all the words in the keyword, such as simply using a library or referring to a place. It appears in the first paragraph, the keyword 'school library' is repeated three times and it should not be. How to use it can use alternatives sequentially, namely 'school library' repeated in the next phrase or clause with library or library (which is common in educational circles, and using noun pronouns.

Data (2):

The descriptive text does not start with key words and sentences. Key words as stated in the theme 'School Library Room'. The descriptive text begins with a sentence containing a description at the beginning. Before that sentence, the main sentence should be put forward as a key sentence containing the keyword 'School Library Room' as stated in the theme. It is better to improve it by adding the main sentence in the first paragraph as follows.

The school library is clean and tidy. Inside, the Inside Room of the library is very clean and the books are neatly arranged. There are also various interesting books, such as story books, comic books, textbooks and others and there we can read and borrow any books there are also many students who are borrowing any books there also many students who are borrowing books in the library.

Data (3):

In the student description text, it does not apply the aspect of cohesion so that it looks monotonous in the language and vocabulary used. The word that is released is the word 'my class'. The word can actually be released or removed by using its synonym or noun pronoun.

2. Aspects of Using Pronouns

The data analysis of the coherence aspects of the use of pronouns in student description texts is presented in the following section.

Data (1):

In the coherence of discourse that is built by sentences, it is also influenced by the use of correct and varied pronouns. Related to these data, the use of the pronoun 'I' which is too frequent also causes boredom in the process of understanding the message conveyed. The use of the pronoun 'I' as a singular first person pronoun as well as the main actor or writer, can be varied with the word 'I'. Although my words seem to have a bad taste value if too often, but it needs to be used. The goal is to avoid repeated use of words.

Data (2):

The coherence error in the paragraph is due to the inappropriate use of the third person singular pronoun, namely 'nya' which is also a clitic. The inaccuracy is because students are not careful in using words. In the context, the class being discussed is the student's own class, while there is a mention of 'the teacher' which actually refers to someone's teacher. This confuses the meaning of the coherence of the text. Preferably, these pronouns are not used because they are not needed. So, it is enough to use the word 'teacher' without 'its' so that the meaning is clearer.

Data (3):

In the aspect of release, it has also been stated that the use of the word 'ku' as a pronoun must be removed. Likewise in the aspect of using pronouns, students are very monotonous in using the pronoun 'ku' as the singular form. However, its use must be varied with other forms of pronouns so that they appear varied.

Data (4):

In the student description text, they do not apply noun pronouns because many of the words 'my class' are used continuously. As a result, the impression generated in the text is boredom when it is read. This illustrates that students do not have sufficient vocabulary to develop the theme of the text. It is recommended to change and improve as follows.

My classroom is beautiful. Its beauty is because of the many decorations that give its own memories. A total of 31 study tables neatly arranged

in it. Its location next to 7th grade didn't bother us studying. This is what makes our class full of joy and memories

The underlined words are alternatives to replace the word 'my class' which was previously used by students continuously. With this replacement, it looks beautiful and easy to digest the meaning conveyed.

3. Aspects of Transition Words

The analysis of the coherence of students' descriptive texts on the use of the transition word aspect coherence tool is described as follows.

Data (1):

In the second sentence of the student description paragraph, it appears that he does not use transition words as a link between sentences. Instead, the word that appears is the repeated use of pronouns, namely the pronoun 'I'. It is better to use transition words in the form of intersentence linking task words 'as a result' because the lexical meaning of the sentence states the results when students enter the library room.

Data (2):

In this data, the sentences presented do not use transition words that should exist between the first and second sentences. The transition word that can be used is 'because' by giving a repetition of the phrase in the previous sentence.

Data (3):

Transition words are not used by OI students in the text. Transition words that must be used are transition words between sentences. This is very necessary because it connects the meaning of the previous sentence with the meaning of the sentence after it. In the text, there are sentences that do not have a unified meaning because the transition words are not used, namely in the sentence

The first time I entered class VII J, my classmates and I cleaned my classroom because it was dirty. If it is not cleaned it will cause disease but in my class there are many unique decorations in my class

Some of the clauses in the second sentence show two different ideas because students are not careful and focus on the key words of the text. To connect the meaning as a whole, a transition word is needed. It is recommended that it be corrected as follows.

The first time I entered class VII J, my classmates and I cleaned my classroom because it was dirty. If not cleaned, will cause disease. In addition, the cleanliness of our class, is also supported by the many unique decorations. There are chairs and tables that can be used for us to study. (Source: IO)

Data (5):

The students' descriptive text sentences do not use transition words between sentences so that they are monotonous. The first sentence begins with the phrase 'inside' and the second sentence also uses the phrase 'there'. In fact, to connect the meaning of a sentence, it can be done by giving a transition word. The editorial should be corrected as follows.

Our school library room is very clean and tidy. Inside is very clean and the books are neatly arranged. In addition, books with various titles are also available.

Data (6):

In these data, the use of transition words between sentences was not applied by students. This can be seen in the first sentence to the second sentence. The beginning of the second sentence should include the word 'other than that' or by repeating keywords by combining them with conjunctions, such as 'besides clean, ...'. This is necessary so that the unity of the text's ideas is well developed or integrated with one another. The next sentence too, can be combined with the correct transition words. After being corrected, the editorial is as follows.

The library room is very clean and the books are neatly arranged. Apart from being clean and tidy, various interesting books, such as story books, comic books, and textbooks are also available.

Data (7):

The student's description text error was due to using the equivalent or coordinating conjunction 'and' at the beginning of the sentence in the paragraph. The transition words are not appropriate at all because the use of transition words, especially to connect two paragraphs, must be used with special conjunctions between paragraphs. That is, it is not true if 'and' is at the beginning of the sentence.

4. Parallel Meaning

The deviation of the student description text seen from the parallelism of meaning is contained in the following data.

Data (1):

In the student description text, it appears that there is an inconsistency between the sentences in the first paragraph and the second paragraph. The meaning conveyed in the first paragraph is about 'in front of the class' while the second paragraph is 'in the class'. Meanwhile, the theme discussed was 'Class VII Study Room' with the title 'My Class'. Between the two there is no coherence of meaning conveyed. There are two different ideas that are not really the case. These different ideas should be formed in different paragraphs or texts.

Data (2):

The student description text, if you pay attention to the first paragraph, especially the first sentence and second sentence, does not explain the theme and title at all. In fact, the descriptive text looks like a narrative. Sentences that are considered as keywords or topic sentences are in the 3rd sentence because these sentences explain the theme and title. Such circumstances lead to coherence deviations or cause paragraphs that are arranged incoherently, both in terms of meaning and in terms of language.

CONCLUSION

The conclusion in this study is that the student description text is full of cohesion and coherence deviations. In the aspect of cohesion, deviations can be seen from errors in using the cohesion tool in terms of release or ellipsis and the use of conjunctions. Students are not aware that a word or phrase in the text can be released but correctly. Likewise with conjunctions. In coherence, the coherence deviations found included: the use of the wrong keyword repetition, the use of inappropriate and unvarying pronouns, the use of incorrect transition words due to the student's ignorance. In addition to the errors in the coherence tools, students did not seem to focus on the topics or themes discussed so that students' description texts were found that did not meet the parallel meaning element. That is, there are several descriptive texts of students in expressing ideas that do not focus on the problem so that they deviate from the text's keywords.

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