

GRAMMATICAL COHESION DEVICES OF HORTATORY EXPOSITION TEXTS USED ON SENIOR HIGH SCHOOL TEXTBOOK: A CRITICAL PEDAGOGY ANALYSIS

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Abstract

This research identifies the grammatical cohesion devices of hortatory exposition texts used on senior high school textbook. A descriptive qualitative method was employed in conducting the study. It was aimed to find out (1) types of grammatical cohesion devices realized on hortatory exposition texts of senior high school textbook, (2) the extent to which grammatical cohesion devices help the texts achieve their cohesion, (3) the pedagogical benefits of hortatory exposition texts taken from senior high school textbook after being analyzed by grammatical cohesion devices viewed from the critical pedagogy philosophies. There are five hortatory exposition texts that were analyzed by using the cohesion taxonomy as suggested by Halliday & Hasan (1976). The findings revealed that the total use of grammatical cohesion devices in five hortatory exposition texts were different. The first text showed the small use of reference, substitution, ellipsis, and conjunction, it was counted 39 items found in the first text. Meanwhile the use of grammatical cohesion devices in the third text was the highest, it was counted 148. Moreover, it was also proved that those devices could helped the text achieved their cohesion. The writer also summed up that hortatory exposition texts from textbook were beneficial for the students and it was appropriate with critical pedagogy principles.

Keywords: grammatical cohesion devices, cohesion, hortatory exposition text, critical pedagogy.

I. INTRODUCTION

Grammatical cohesion devices are one of the devices that can be used in providing a good quality of cohesive and coherent text as it is the important thing for the teachers before entering class. Halliday & Hasan (1976, p.6) explain that grammatical cohesions are forms of cohesion realized through grammar. Furthermore they divided grammatical cohesion devices into four kinds, reference, substitution, ellipsis, and conjunction. Reference is the specific nature of the information that is signaled for retrieval. In writing, referencing shows how the writer presents participants and keeps record of them all through the text (Halliday & Hasan, 1976, p. 3; Bahaziq, 2016, p.113). Akindele (2012, p.102) points out that substitution is the replacement of one item by another. It is a relation in the wording rather than in the meaning. Ellipsis is the process of omitting an unnecessary item, which has been mentioned earlier in a text, and replacing it with nothing. It is similar to substitution because "Ellipsis is simply substitution by zero" (Halliday & Hasan, 1976, p.142). In the meantime, conjunction functions as a cohesive tie among clauses or parts of text in such a way as to demonstrate a significant pattern between them (Michael et.al, 2013, p.132). Hence, this study focuses on the use of grammatical

cohesion devices on hortatory exposition texts taken from senior high school textbook to achieve the cohesive and coherent text. Thus, the teaching materials such as texts in textbook are not yet known whether the content of the texts in the textbook are appropriate with the students' needs.

Based on the aforementioned statement, this research was conducted to analyze grammatical cohesion devices and how critical pedagogy views the texts from textbook could be beneficial for the students. There are five hortatory exposition texts that were analyzed.

II. METHOD

The present study was conducted by employing descriptive qualitative as this method since it entails collecting primarily textual data and examining it using interpretive analysis (Heigham & Croker, 2009, p. 5). Furthermore, Fraenkel, Wallen, & Hyun (2012, p.426) emphasize that descriptive qualitative is investigating the quality of relationships, activities, situations, or materials. In the present study, this was categorized as material analysis because the writer will analyze hortatory exposition texts taken from senior high school textbooks. Based on the aforementioned statement, this method is appropriate for this study because it is aimed at

finding out the grammatical cohesion devices realized on hortatory exposition texts of senior high school textbooks and exploring out the pedagogical benefits and the appropriateness of the texts viewed from critical pedagogy principles. The texts that were used to be analyzed in the present study was obtained from the 11th grade EFL textbook's hortatory exposition texts. The book that was used is "Developing English Competencies for Senior High School (SMA/MA) Grade XI of Natural and Social Sciences Programmes" written by Achmad Dody, Ahmad Sugeng, and Effendi. There are five hortatory texts on the book, and all of them were examined and interpreted in the present study. Hortatory exposition texts from senior high school textbook was chosen because this text belongs to the teaching materials for 11th grade according to curriculum 2006.

The first step of analyzing the text was classifying the texts on each sentences. Second, analyzing each types of grammatical cohesion devices found on the text based on each categories as the one proposed by Halliday & Hasan (1976), they are reference, substitution, ellipsis, and conjunction. And then, finding out the pedagogical benefits of after being analyzed by grammatical cohesion devices viewed from the critical pedagogy philosophies. In this study, the writer used some critical pedagogy principles as the one proposed by Freire as cited from Giroux (1991). The last step is drawing the conclusion based on the result of the data analysis which is explained in the discussion.

III. FINDINGS AND DISCUSSION

A. Findings

In this section, the research findings were presented below concerning the types of grammatical cohesion devices realized on hortatory exposition texts taken from 11th grade senior high school textbook and the pedagogical benefits of the texts viewed from the critical pedagogy philosophies. There are five hortatory exposition texts that were analyzed by using the cohesion taxonomy as suggested by Halliday & Hasan (1976).

1.1 The realization of grammatical cohesion devices on hortatory exposition texts of senior high school textbook.

The first analysis has been done through the hortatory exposition text entitled "On School Discipline". The writer found 39 grammatical cohesion devices in the text. Furthermore, the grammatical cohesion devices figured out in the first

text include 22 references, 5 substitution, and 12 conjunctions. However, ellipsis was not found on the text one.

The second analysis has been done through the hortatory exposition text entitled "Helping Children Discover Their Own Identity". The writer found 114 grammatical cohesion devices in the text. Furthermore, the grammatical cohesion devices figured out in the text one include 89 references, 6 substitution, and 19 conjunctions. However, ellipsis was not found on the text two.

The third analysis has been done through the hortatory exposition text entitled "Parents Need to Analyse International Schools". The writer found 148 grammatical cohesion devices in the text. Furthermore, the grammatical cohesion devices figured out in the text one include 90 references, 2 substitutions, and 56 conjunctions. However, ellipsis was not found on the third hortatory exposition text.

The fourth text to be analyzed was under discussion "Parents Should Be Wary of Expensive Schooling". In the fourth text, the writer found 66 grammatical cohesion devices in the text. Furthermore, the grammatical cohesion devices figured out in the text three include 45 references, 2 ellipsis, 2 substitution, and 17 conjunctions.

Finally, the last analysis was done relating to the topic grammatical cohesion devices realized in senior high school textbook's hortatory exposition text. The last text to be analyzed was under discussion "International Schools in Jakarta an Attractive Option for Locals". The writer found 98 grammatical cohesion devices in the last text. Those were 58 references, and 40 conjunctions. However, the writer did not found ellipsis and substitution used by the authors in the last hortatory exposition text.

In summary, the total use of grammatical cohesion devices in five hortatory exposition texts were different. The first text showed the small use of reference, substitution, ellipsis, and conjunction, it was counted 39 items found in the first text. The second text revealed the use of grammatical cohesion was counted 114. In the third text, it was counted 148 items were found. The fourth text showed only 66 items were found. And finally, in the last hortatory text it was counted 98 items were used. Briefly, all the texts revealed the significant use of two main devices. Those were reference, and conjunction.

1.2 The extent to which the use of grammatical cohesion devices helps the texts achieve their cohesion

The second research question focused to analyzed the extent of grammatical cohesion devices helped the texts to achieve their cohesion. The findings could be clearly comprehended as follows. First, the use of grammatical cohesion device could make the texts achieve their cohesion. secondly, the use of those device could help the authors to semantically relate the meaning and structure of the text. Finally, the use of those devices helped the readers to clearly understood about what is the text talking about. the writer presented an excerpt of the text to answer the second research question. Furthermore, the writer presented an example of how the texts were analyzed. The writer only took some excerpts of the text to be explicated and described in this discussion.

Excerpt 1

“Being on time is a beautiful social ethic and one of great importance, as it creates efficiency in systems and implies respect for one another. However, it is one of the many values that a school must inculcate into its students over time.”

In the first excerpt, the writer marked every word that were categorized into grammatical cohesion devices by bolding, underlining, and italicized the words. The bolding word was categorized into reference device, and the underlining word was classified into substitution, while the italicized word was categorized into conjunction. Thus, the writer highlighted the relating words to describe into the use, function, and type of each category in the text.

The excerpt 1 was taken from the first paragraph of the analyzed text, the devices realized were conjunction, reference, and substitution. Based on the theories, conjunction was defined as the devices to connect and link words, phrases, clauses, and sentences. Further discussion, conjunction was categorized into four types, those were additive, adversative, causal, and temporal (Halliday & Hasan, 1976, p. 226).

In this chunk, “Being on time is a beautiful social ethic and one of great importance, as it creates efficiency in systems and implies respect for one another. However, it is one of the many values that a school must inculcate into its students over time.” The writer found some words related to conjunction category. Those words were ‘and’ which was categorized into additive conjunction. Furthermore, additive conjunction was functioned to connect units that share a semantic similarity. In this case, ‘and’

was showed the relation to connect and link the clauses.

Further analysis, another type of conjunction use was ‘however’. In this explanation, the word ‘however’ was categorized into causal conjunction. This category was used to introduces results, reasons, or purposes. Look at this sentence, “Being on time is a beautiful social ethic and one of great importance, as it creates efficiency in systems and implies respect for one another. However, it is one of the many values that a school must inculcate into its students over time.” It could be understood that the second sentence showed a purpose of being on time should be applied for the students in a school.

Another point of discussion was substitution. In this analysis the writer figured out some substitution words used in the first text. Those words were ‘one’, and ‘one another’. The use of ‘one’ could be understood as the substitution of ‘being on time’. It was categorized into nominal substitution. Meanwhile, ‘one another’ was used to substitute between people from the context as it could be seen in this sentence “..as it creates efficiency in systems and implies respect for one another.” This was also categorized into nominal substitution.

Furthermore, the writer also figured out one reference in the text. It was personal reference. From this sentence, “Being on time is a beautiful social ethic and one of great importance, as it creates efficiency in systems...” the bolded word was classified into reference. In this case, the use of ‘it’ was to refer to ‘being on time’. The all devices use proved that by using those devices, the authors could compose their text very well and reached the cohesive text.

1.3 The pedagogical benefits of the hortatory exposition texts taken from senior high school textbook after being analyzed by grammatical cohesion devices viewed from the critical pedagogy philosophies

In this discussion, after figured out that the texts were cohesive by the use of grammatical cohesion devices, the writer found some benefits of the hortatory exposition texts taken from senior high school textbook which were further analyzed from the view of critical pedagogy principles proposed by Freire as cited in Giroux (1991).

Critical pedagogy talks about the purpose and the process of education. Education in the critical sense lights up the connection among knowledge, authority and power (Giroux, 1994) cited by Rashidi et.al (2011, p.251). Furthermore, Giroux (1998),

cited by Aliakbari et.al (2014, p. 79), stated that education should make the students critically thinking citizens who can take their place in the conduct of democratic life.

Several principles that were used to guide the analysis of hortatory exposition texts taken from senior high school textbook proposed by Freire cited in Giroux (1991) as follows: (1) focus on the issue of difference in an ethically challenging and politically transformative way, (2) emphasis on creating new spaces where knowledge can be produced in accordance with students' experiences, (3) representation of knowledge as the active construction rather than transmission of particular ways of life. By holding onto those principles, the writer focused to analyze the texts taken from senior high school could be beneficial for the students in their learning activities.

In this case, the five hortatory exposition texts that were used as learning materials were taken from senior high school textbook could be useful for the students as an example for them before creating their own texts. Moreover, the function of hortatory exposition text itself was to explain to the readers or listeners about an issue should or should not happen by presenting one side of an issue with one side argument to persuade them (Nurhayati and Aswandi (2014, p. 25). Furthermore, it could be seen that the authors wrote the texts based on the real educational issues and presented the dominant culture in Indonesia which led to recommendation of what ought to or ought not to happen.

All of the texts were appropriate with the principles of critical pedagogy, because those texts focused on the real experiences, and some educational issues in Indonesia which were constructed in an ethically challenging and politically transformative way. In addition, the benefits of hortatory exposition texts from senior high school textbook was that those texts could be used as a good example as one of the learning materials used in the classroom as it was proved to be cohesive after being analyzed by grammatical cohesion devices as proposed by Halliday & Hasan (1976). The use of those devices was success to create the correlation and connectedness between one element and another in the text. By using those texts from textbook, the teacher could encourage the students to be critically aware about the oppressive cultural and sociopolitical conditions in education and the related contexts, and the way the ideology behind the oppressive powers. The students could give their opinions about the issue on the text

discussed from the textbook in the classroom interaction, before they could construct their own texts based on the issues happened around them and connected them with their real life experiences. In addition, Rustandi (2017, p. 154) argues that classroom interaction is a two ways process between the participants in the learning process. In brief, by using grammatical cohesion devices would also help the teachers and the students to create a good, and cohesive texts to make it to be semantically meaningful.

B. Discussion

Regarding the three research questions, the first research question was answered by following points. First, the realization of grammatical cohesion devices in three hortatory exposition texts taken from senior high school textbook were different. The first text revealed the use of grammatical cohesion device was counted 39, and it was the lowest among all five hortatory exposition texts. The second text was counted 114, the third text was counted 148, the fourth text was counted 66, meanwhile the last text was counted 96.

In addition, the predominant device used in all of five hortatory exposition text was reference. In the first text, the percentage value of reference was 56%. The second text showed the percentage value of reference type was 78%. The third text revealed the percentage value of reference was 61%, meanwhile the fourth text was 68%. Finally, the fifth hortatory exposition text showed the percentage value of reference was 59%.

The second research question focused to analyze the extent of grammatical cohesion devices helped the texts to achieve their cohesion. the findings could be clearly comprehended as follows. First, the use of grammatical cohesion device could make the texts achieve their cohesion. secondly, the use of those device could help the authors to semantically relate the meaning and structure of the text. Finally, the use of those devices helped the readers to clearly understand about what is the text talking about.

The third research question focused on analyzing how the texts from textbook were beneficial enough for the students after being analyzed by grammatical cohesion devices viewed from critical pedagogy philosophies. The writer summed up that hortatory exposition texts from textbook were appropriate with critical pedagogy principles which could encourage the students to be critically aware about the oppressive cultural and sociopolitical conditions in education. In addition, the texts were proved to be

cohesive and semantically meaningful after being analyzed by grammatical cohesion devices. Those texts could be a good example used by the teachers in the learning activities so the students could construct their own texts based on the issues happened around them and connected them with their real life experiences.

IV. CONCLUSION

The objective of this study is to explain and to identify the grammatical cohesion used in hortatory exposition texts from 11th grade senior high school textbook, and also to describe the extent of grammatical cohesion devices helped the text achieve their cohesion. Furthermore, the writer also analyzed the benefits of those texts for the students viewed from critical pedagogy philosophies.

The conclusion is drawn from the analysis showed that the realization of grammatical cohesion devices in three hortatory exposition texts taken from senior high school textbook were different. The first text revealed the use of grammatical cohesion device was counted 39, and it was the lowest among all five analyzed texts. The second text was counted 114. In the third text, the use of grammatical cohesion devices was the highest among all five texts, it was counted 148 items. The fourth text was counted 66 items used. Finally, in the last hortatory exposition text, grammatical cohesion devices figured was counted 96 items.

For the extent of grammatical cohesion devices helped the texts to achieve their cohesion could be clearly comprehended as follows. First, the use of grammatical cohesion device could make the texts achieve their cohesion. secondly, the use of those device could help the authors to semantically relate the meaning and structure of the text. Finally, the use of those devices helped the readers to clearly understood about what is the text talking about.

Besides, this study also discovered that hortatory exposition texts taken from senior high school textbook were beneficial enough for the students after being analyzed by grammatical cohesion devices viewed from critical pedagogy philosophies. The writer summed up that hortatory exposition texts from textbook were appropriate with critical pedagogy principles which could encourage the students to be critically aware about the oppressive cultural and sociopolitical conditions in education. In addition, the texts were proved to be cohesive and semantically meaningful after being analyzed by grammatical cohesion devices. Those texts could be a good example used by the teachers in the learning

activities so the students could construct their own texts based on the issues happened around them and connected them with their real life experiences.

In conclusion, the use of grammatical cohesion devices such as reference, substitution, ellipsis, and conjunction was proved that by using those devices could helped the text achieved their cohesion. In this case, those texts could be useful for the students as the learning materials used in the classroom. For instance, the texts could be used as an example for them before creating their own texts. Moreover, by using those texts from textbook, the teacher could encourage the students to be critically aware. The students could gave their opinions about the issue on the text discussed from the textbook, before they could apply the theories on construct their own texts based on the issues happened around them and connected them with their real life experiences

Suggestion

Considering the findings, discussions, and conclusions of this research, there are some suggestions addressed to English teachers and further researchers regarding the use of grammatical cohesion devices.

Firstly, for the English teachers, it is important for the teachers to provide a good teaching materials. Furthermore, it is suggested that the English teachers should analyze their teaching materials before adapting it in the classroom. By using grammatical cohesion devices, teachers can analyze what the texts are coherent so that they can understand the content of the text. Thus, the teaching materials such as texts in textbook should be adjusted with the students' needs.

Secondly, for further research, to figure out the use of grammatical cohesion devices such as reference, substitution, ellipsis, and conjunction, it is recommended to choose the other different type of discourse, it could be spoken discourse in order to present the different result of their data analysis.

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