

CONJUNCTIVE RELATION OF GRAMMATICAL COHESION ON FOURTH SEMESTER STUDENTS' ACADEMIC ESSAY WRITING OF STBA JIA

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ABSTRACT

This research aims to analyze the types of conjunctive relation and the use of all types of each word in academic essay writing of fourth-semester students of STBA JIA. It focuses on 1) identifying the conjunctive item and 2) determining the use of all types of each word of the conjunction of grammatical cohesion on fourth-semester students' academic essay writing of STBA JIA. The grand theory used for this research is Halliday and Hasan (1976). This research uses a qualitative methodology in which the researcher is knowledgeable about the academic essays, types, and the use of all types of each word of the conjunction of grammatical cohesion. The 20 pieces of data describe the types of conjunctions and show the relation between the use of all types of each word. The percentage of types of conjunction consists of Temporal 74.5%, Adversative 16.3%, Additive 4.1%, and Causal 5.1%. Based on the data, the dominant type of conjunction is Temporal. This research could be further examined and as a reference to assist understanding of conjunctive relation of grammatical cohesion and expected to give some advantages especially for the researcher himself, the respondents, and all university students toward their writing skills.

Keywords: *Conjunctive Relation, Discourse, Essay, Grammatical Cohesion.*

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INTRODUCTION

As an aspect of language, writing cannot be separated from other aspects of the learning process experienced by students while studying at school. The form of writing consists of a series of meaningful letters with all the completeness, such as spelling and punctuation. A word functions as a single grammatical unit of writing or utterance that contains different meanings. It can stand alone and join with other words to form a phrase or a clause. Moreover, some of the word's classes function to compare or to connect words, phrases, clauses, and sentences. A set of sentences can develop to be paragraphs which are particularly the passage of a text.

To produce a good essay writing, it is necessary to be concerned each part of sentence sequences which have to join together such as by constructing it in grammatical. Every word of well-grammatical structured sentences has different role in accordance with their own word classes; one of them is a conjunction. It functions to link words, phrases, or clauses to create a complex sentence.

Conjunction that functions to connect from one sentence to another as a cohesive relation is discussed in grammatical cohesion. Grammatical cohesion connects units of text grammatically and is a kind of cohesion that is dealt with in some types (Halliday & Hasan, 1976). Therefore, it contains cohesive meaning. Mostly, grammatical cohesion is analyzed in a text which is influenced by two main elements in unifying the whole parts of the text to be able to be understood easily. Those are coherence and cohesion.

Cohesion concerns the structure of one sentence to another in a text and its meaning can be conveyed well. Halliday & Hasan (1976) stated cohesion has a semantic concept referring to the meaning relation and set it as a text. It occurs when the interpretation of some elements in the discourse is dependent on one another. Meanwhile, coherence is needed deeper in discourse because it comprehends the entire meaning that exists in a discourse. Thereupon, coherence through cohesion produces a discourse.

Based on the background of the research above, the focus of this research is the conjunction of grammatical cohesion in a writing text. The researcher used a text as primary data which is in the Fourth Semester Students' Academic Essay Writing of STBA JIA. The focus is divided into two sub-focus, 1) What types of conjunctions of grammatical cohesion 2) How are the students of STBA JIA formed the use of all types of each word of the conjunction of grammatical cohesion of an academic essay writing? Therefore, this research is titled "Conjunctive Relation of Grammatical Cohesion on Fourth-Semester Students' Academic Essay Writing of STBA JIA".

Theoretically, the writer does hope that this research can give a contribution in giving information about what is conjunctive relations and how to apply them. Practically, the writer expects that this research can give some benefits for the lecturer of English Academic Writing, the English department students, and the writer in applying and forming conjunctions.

LITERATURE REVIEW

This research aims to identify and analyze the Conjunctive Relationship of Grammatical Cohesion in Academic Essay Writing for STBA JIA Semester IV Students. So, the theories related to the objectives of this research will be explained.

Discourse Analysis

Discourse analysis discusses how language usage is applied for several different purposes. Paltridge (2012) stated that Harris (1952) was the first who acquaints the term of discourse analysis which is the way to analyze of linking speech and writing. In addition, discourse analysis is an approach to the analysis of language that looks at pattern of language across texts as well as the social and cultural contexts in which the texts occur. Thus, Brown & Yule (1983) said that discourse analysis is basically the analysis of language study in use. In line with Brown and Yule, there are various approaches of discourse analysis; first, look at the some "content" of language usage, and another one on concentrating to "grammar" which is how the structure of language produces meaning related to the context expounded by Gee (2014).

Cohesion

Cohesion can be a link in unifying text and its meaning together. Thereupon, the concept of cohesion has been part of discourse studies. It connects from one

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element to another, to create the cohesiveness of text. Salient experts who have already done work on this field such Halliday & Hasan (1976) in the book *Cohesion in English* introduced that cohesion has the concept of semantic which refers to the meaning relations within a text and set it as a text. Furthermore, cohesion happens when the interpretation and presupposes of some elements are dependent to the others otherwise the elements cannot be effectually decoded except by recurs. Additionally, cohesion is the relation between sentences in a text which can only follow one after the other. Hence, semantic system will not work fruitfully without cohesion. As Yule (2010) stated that to interpret sentences is not easy as building sentences which connect to others to be a cohesive text. Then, a text is formed by a series of sentences; it can be seen from the relationships of cohesion within sentences which create texture stated (Brown & Yule, 1983). As mentioned by Renkema & Schubert (2018), cohesion is included in discourse connections due to have its manifestation.

Moreover, cohesion is part of language system and has function to form a text that is structured partly through grammar and vocabulary (the lexico-grammatical system). The difference between grammatical and lexical is only one of degree. By that means cohesion is formed through grammatical and lexical within a text (Halliday & Hasan, 1976). In line with Halliday & Hasan, cohesion points to the elements of grammatical and lexical which can do constituent the relations of text's sections, explained by Tanskanen (2006). The two major kinds of cohesion are grammatical which indicates to the content of structure, while lexical which indicates to the content of its language work. Grammatical cohesion consists reference, substitution, and ellipsis. Lexical cohesion includes reiteration and collocation.

Besides that, there is conjunction which is mainly grammatical but with lexical component that means it is on the two kinds' borderline (Halliday & Hasan, 1976). From the explanation above, it can be concluded that cohesion has the concept of semantics which pointed to the unity of text and its meaning. There are two kinds of cohesion; grammatical cohesion which includes reference, substitution, ellipsis, and conjunction and lexical cohesion includes reiteration and collocation (Halliday & Hasan, 1976).

Cohesive Concept

Cohesion and text are the unity of discourse. Both concepts cannot be separated to each other. Accordance with Halliday (1994), text is a form of an occasion happens which can be in receptive or productive basic skills. It refers to a product which is as an object. So, cohesion as a relation in unity is same as talking about grammatical structure in a text. In Halliday & Hasan (1976), a text is an item of language usage that is different from just a sentence. It can be in various forms such as spoken or written. In linguistics, a text is built up to a unified whole from some passages. Each passage of text is constructed more than one sentence that is not only like a form. It contains related meaning in every sentence that is why text is known as a semantic unit.

Nevertheless, Halliday (as revised by Matthiessen, 2013) stated that text is created by someone's speak or write. Similarly with Gee (2014) a text is part of writing or speech from what people written or said. Meanwhile, Brown & Yule (1983) mentioned that text is record of a communicative act. Then, spoken text is

familiar as verbal record or tape-recording of a communicative act which create a written transcription.

Cohesive Device

There are at least three cohesive devices, including two lexical cohesion and grammatical cohesion. In this paper, researchers will only focus on grammatical cohesion which is divided into reference, substitution, ellipsis and conjunction. Regarding the title that has been determined, the discussion will be limited to conjunctions only. Conjunction is a word or group of words that functions to connect between clauses or sentences in a text. Regarding to Renkema & Schubert (2018), conjunction is a relation that shows sentences or clauses related to its preceding or following another. There are two relationships in conjunction; hypotactic combines main clause with subordinate clause, and paratactic has two main clauses.

However, Halliday & Hasan (1976) stated that conjunction is a way to connect what has gone before to what will be followed systematically. Then, conjunctive elements are cohesive not purely in textual relation but expressing certain meanings which presuppose the presence of other components in the discourse. Conjunction has different type of semantic relation, which is structural means. Additionally, conjunction is classified into four subtypes: additive, adversative, causal, and temporal.

Essay Writing

As higher-level students they must be asked to write their own ideas, argumentations, opinions, and thoughts in building an academic essay writing. Writing an academic essay is one of many skills which students should have, it requires the learning of process of their ideas, how well they organize their paragraphs, use the varied vocabularies, and paying attention to the coherence of the paragraph. An essay can be defined as a piece of writing that organizes a topic into a number of paragraphs (Meyers, 2014).

Siahaan & Sinaga (2020), mentioned a piece of writing known as an essay must have at least five paragraphs, each of which serves a specific structural purpose and serves as a medium for the author's communication with the reader. Furthermore, Based on Geyte (2013) an essay is a typical method of assessment to ask students to demonstrate their knowledge or gauge a student's mastery of a module and the only person who will probably read a student's essay is their tutor.

In a conclusion as essays stated above, it can be concluded an essay is a student's task which is done to organize and demonstrate their ideas into paragraphs with facts and argumentations in details information, improve their writing skills in giving the evidences of different views or perspectives and increase their depth understanding and knowledge.

In advance to write an academic essay, it requires an essay outline. An essay outline is a framework for academic essay in which the major ideas are grouped and organized into paragraphs to write the essay easier (Siahaan & Sinaga, 2020) The purpose of write an outline essay is to connect an idea from a paragraph to another appropriately and well-developed, that is why it should have two requirements, unity and coherence. A paragraph that is coherent transitions logically from one idea to the next clearly and the movement from one sentence to the next must be smooth (Meyers, 2014). Siahaan & Sinaga (2020) added both the structure and the connections play a role in the coherence. Additionally, connecting sentences that

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are already coherent with one another is simpler. The main sentence, the final concluding or summary sentence, or any other sentence that continues the argument can be taken up and continued in the subsequent paragraph.

RESEARCH METHOD

This research concerns about conjunctive relations of grammatical cohesion in academic essay done by fourth-semester students of STBA JIA. Since this research analyzes people's written words, so qualitative approach is suitable. Qualitative methodology is a research that produces descriptive data of either people's own written or spoken words and observable behavior (Taylor et al., 2015). As for the instruments in this research is the researcher knowledgeable about the academic essays, types of conjunctions of grammatical cohesion, and the use of all types of each word of the conjunction of grammatical cohesion. All data classifications regarding conjunctions of grammatical cohesion are collected using criteria from various references relating to this aspect.

In collecting the data, the writer applied a purposive sampling method. The use of this method is purposefully select participants that will best help the writer to understand the problem of the research (Creswell & Plano Clark, 2011). The participants are 20 students from the fourth semester of the English department STBA-JIA who are from both morning and evening classes. The data is collected by doing a test that is conducted through discourse analysis class. There is a list of words that are used in their academic essay writing which is classified, based on the ground theory from Halliday and Hasan (1976), into four types: additive, adversative, temporal, and causal. The tables are used to find the percentage of the use of conjunctive relation in which part the participants formed a sentence or a paragraph.

The next is explaining the conjunction that the students applied. In this stage, the writer describes all the types of conjunctions made by the students. The percentage of conjunction of each word is calculated to find the total of the conjunction of a whole. Thus, the writer can draw a conclusion what type of the students performed in writing an academic essay.

FINDING AND DISCUSSION

Finding

It should be emphasized that this analysis aims to discover the types of conjunctions of grammatical cohesion in writing an academic essay and the use of all types of each word of an academic essay writing. This research found conjunctions in adverbs, nouns, or determiners. It is used to coordinate the sentence in preceding or coordinating the sentence. The conjunctions that they are unfamiliar with is the used of formal essay writing i.e., nevertheless, nonetheless, furthermore, beside of writing in a formal style, they rather used the common and frequently words i.e., first of all, second, next, and but.

The Types of Conjunctive Relations

According to the results of fourth-semester students of their academic essay writing, there are 20 data made by the students using the conjunctive relation of grammatical cohesion. Next, conjunctive relations of grammatical cohesion are divided into four types. The four types are temporal, adversative, additive, and causal. Through the conjunctive relation of grammatical cohesion, a cohesive

meaning will be created in a reading text. As a result of the data found, the students used 73 temporal types, 16 adversative types, 4 additive types, and 5 causal types. The result of students' essay writing is shown in the table below:

Table 1. The Types of Conjunctive Relations

No.	Types	Total of Words	Percentage of Error
1.	Temporal	73	74.5%
2.	Adversative	16	16.3%
3.	Additive	4	4.1%
4.	Causal	5	5.1%
Total		98	100%

Based on the table above, there are 98 data with four types of conjunctive relation of grammatical cohesion, the most common type which the students made is temporal type with a percentage 74.5% which appears in 73 data. In an effort to sort and choose the conjunctive that will be used, especially in academic writing concerning a sequential explanation, the steps taken by students are to organize the explanation based on the sequence from one event or stage to another. This can be identified through data on the use of temporal types of conjunctive relations which are most widely used compared to other types. Apart from that, the use of temporal type can also be related to the presentation of conclusion sentences, such as the word 'finally'. The importance of word choice in the formation and function and the role of this type in the preparation of academic writing has been proven from the data that has been presented. Temporal conjunction is used in the form of a sequence of time relationships. In detail, internal temporal focus more on the success of the communication process, while external temporal focuses on the time dimension that appears in the communication process in real time. Based on this, people often find various academic writings, for example, first, second, third, next, etc., which will be explained in the next sub-chapter.

The second type which the students commonly used is the adversative type with a percentage of 16.3%. Sometimes, this is the starting point for a statement in academic writing. More specifically, the adversative type is used when someone wants to oppose the idea between the sentences, meaning as a contradiction to the expectation that can be from the content of what is being said, the process of communication, or the situation of the speaker and hearer. On other occasions, the adversative conjunction occurs with the sequence reversed between sentences, for example in the use of the word 'although'. Based on this explanation, it can be seen that the students connect sentences by giving explanations using sentences that have contradictory meanings to each other. This shows that the preparation of a sentence with the opposite meaning is no less important to formulate. It is important to realize that this strategy is a way to unite two different statements. Therefore, students also allegedly face challenges in calculating the meaning and message as well as possible.

Moreover, comes with an additive type with a percentage of 4.1%. These figures show that this type of use is rarely used by students. This means that not all students explain statements with close meaning in the form of compound sentences. Basically, the additive conjunctive is used to connect elements of language and to add information without changing the idea of previous elements. In this regard, this data shows how additive conjunctions are a type of conjunction that is not common in academic writing. Even though this type of conjunction serves as additional information, some students choose not to use it on this occasion. What can be seen

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from this explanation is that students think that the information described in academic writing has little possibility of being explained further in depth or detail.

Lastly, is a causal type which is typically refers to the precedence over effect. The data states that the use of causal conjunctions is 5.1%. Not much different from the previous type, additive. However, this type is used a little more by students. They attempt to explain a cause-and-effect phenomenon. However, only a few students explained it.

From the explanation above, what can be underlined is that students' efforts to explain tend to be sequential rather than in-depth explanations that provide further information about a statement. This can be seen from the conjunctions they use, where there is an imbalance in the number of uses of temporal and additive conjunctions.

The Use of All Types of Each Word

An essay academic writing of fourth semester students in applying conjunctive relation of grammatical cohesion is displayed in a following table.

Table 2. Number of Occurrences and Percentages of Types of Conjunction in the Students' Essay Writing

Types	Conjunctive Item	Total	Percentage
Temporal	First of all	7	7.14%
	Second	7	7.14%
	Third	5	5.10%
	Next	7	7.14%
	And then	3	3.06%
	Finally	5	5.10%
	Then	4	4.08%
	After that	7	7.14%
	At this time	1	1.02%
	First	6	6.12%
	At this point	2	2.04%
	Afterward	1	1.02%
	Later on	1	1.02%
	Soon	1	1.02%
	And last	1	1.02%
	Fourth	2	2.04%
	sixth	1	1.02%
	Seventh	1	1.02%
	Fifth	1	1.02%
	After	1	1.02%
	And the last	1	1.02%
	The last	1	1.02%
	Another	1	1.02%
	Still another	1	1.02%
	So	5	5.10%
Adversative	Nonetheless	2	2.04%
	But	9	9.18%
	Yet	1	1.02%
	Nevertheless	1	1.02%
	Instead of	1	1.02%
	Besides	2	2.04%
Additive	Furthemore	1	1.02%
	For example	1	1.02%
	And	1	1.02%

	Another	1	1.02%
Causal	So	3	3.06%
	Therefore	1	1.02%
	Because	1	1.02%
Total		98	100%

The table above is presented as an attempt to understand the table in the previous sub-chapter. Here, the focus is to find out more about what conjunctions students use in academic writing. The important thing to note from the presentation of this data is that temporal conjunctions are the most accepted in academic writing considering the inequality of their use with other types.

From this table, it can be seen that apart from being widely used, the temporal conjunctives used also vary. For this type, the words that appear the most are seven times, including the words *first of all*, *second*, *next*, and *after that*. Furthermore, the word *first* appears six times. The words *third*, *finally* and *so* also occur five times. Besides that, the word *then* appears four times, while *and then* three times. Two conjunctions appear twice each, namely *at this point* and *fourth*. Most of the data appears once, the data is the conjunction *at this time*, *afterward*, *later on*, *soon*, and *last*, *sixth*, *seventh*, *fifth*, *after*, and *the last*, *the last*, *another*, and *still another*. The total of these uses is seventy-three of the ninety-eight data presented. By referring to this data, many students realized that a problem could be solved by explaining it sequentially.

It has been explained that the adversative conjunction is a conjunction that is also widely used, which was sixteen times out of ninety-eight data. The word that appears the most is the word *but* which appears nine times. Then the words *nevertheless* and *besides* each appear twice. Then the words *yet*, *nevertheless*, and *instead of* with the least frequency of occurrence concerning the adversative conjunction, that was once for each word.

The next type that researchers have discovered regarding conjunctions is additive, which includes furthermore, for example, and, and another, where all four appear once each. This figure shows that the additive type is not used very often compared to the two previous types. The definition of additive conjunctions presented earlier contains the content that these conjunctions combine statements that add information where the meaning does not differ from the previous utterance.

The final type is causal which includes so, therefore, and because. In the data it is stated that the word so appears three times, while therefore and because appear once each. This table shows that it turns out that utterances that contain causal meaning are not fully utilized by students.

Discussion

As higher-level students they must be asked to write their own ideas, argumentations, opinions, and thoughts in building an academic essay writing. Writing an academic essay is one of many skills which students should have, it requires the learning of process of their ideas, how well they organize their paragraphs, use the varied vocabularies, and paying attention to the coherence of the paragraph. An essay can be defined as a piece of writing that organizes a topic into a number of paragraphs (Meyers, 2014).

A paragraph that is coherent transitions logically from one idea to the next clearly and the movement from one sentence to the next must be smooth (Meyers,

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2014). Siahaan & Sinaga (2020) added both the structure and the connections play a role in the coherence. Additionally, connecting sentences that are already coherent with one another is simpler. The main sentence, the final concluding or summary sentence, or any other sentence that continues the argument can be taken up and continued in the subsequent paragraph.

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However, Halliday & Hasan (1976) stated that conjunction is a way to connect what has gone before to what will be followed systematically. Then, conjunctive elements are cohesive not purely in textual relation but expressing certain meanings which presuppose the presence of other components in the discourse. Conjunction has different type of semantic relation, which is structural means. Additionally, conjunction is classified into four subtypes; additive, adversative, causal, and temporal.

First, additive, a type of conjunction that connects elements of language and adds information without changing the idea of previous elements. According to Halliday & Hasan (1976), the common expression of additive is “*and*” which included coordination’s form. Even though it derives from coordination, but additive relation is rather different; it is expressed by “*And*” at the beginning of a new sentence cohesively for written English.

Second, adversative, a type which basically has meaning of “contrary to expectation” or opposes the idea between sentences. Based on Halliday & Hasan (1976) expectation can be from the content of what is being said, process of communication, or situation of speaker and hearer. In simple sense of external aspect, it is expressed by “*yet*” which occurs initially. Besides that, there are other words that is similar to “*yet*” in this function such as “*but, however, though*”. However, there some differences each other such the word “*but*” differs from “*yet*”. It contains meaning component of element “*and*” as mentioned in additive, while “*yet*” does not. The word “*though*” is likely “*although*” in speech but it is only cohesive if appearing in writing after a full stop.

Third, causal, a type of conjunction which typically refers to the precedence over effect. As in & Halliday and Hasan (1976), the simple of general causal form is expressed by “*so, thus, hence, therefore*” but there are other expressions which regularly combine with “*and*” such as “*as a result (of that), in consequence (of that), because of that*” or “*consequently, accordingly*”.

Furthermore, there are three parts of Specific causal relation such as result, reason, and purpose which distinguished in phrases form. For example, “*so*” in general means “*as a result of this, for this reason, for this purpose*” in specific. As the causal concept involves interpretation by the speaker, the difference between external and internal aspect tends to be a little less obvious in causal context than others.

Fourth, temporal, which is the most used. This is a type of conjunction that concerns the sequence of time relationship. Based on Halliday & Hasan (1976) the relation between successive sentences is in external terms, as content. The simplest

form is expressed by “(and) then” but the others in sequential sense such as “next, afterwards, after that,” etc.

The Use of All Types of Each Word

Based on what has been explained in the table above, it proves that academic writing composed by fourth-semester students makes the most use of temporal conjunctions but is less able to penetrate the use of additive and causal conjunctions. Meanwhile, if we order them from the most widely used, then the order is temporal, adversative, causal, and additive. This shows how active students' writing skills are in sorting and choosing the conjunctions they need. In other words, the four types of conjunctions mentioned by Halliday appeared in the data collected, namely 20 essays written by 20 fourth-semester students.

As explained above, the type of conjunction that appears most often is temporal, namely 73 times. This type appears in almost all essays, except essays 14, 15, 16, and 20. In other words, almost all students channel their thoughts with sequential or step by step explanations. By referring to this data, it can now be explained that the formation of a coherent discourse in an academic writing is the result of a combination of a number of events arranged sequentially to help produce a structured essay. This is in line with the views of Siahaan & Sinaga (2020), that mentioned a piece of writing known as an essay must have at least five paragraphs, each of which serves a specific structural purpose and serves as a medium for the author's communication with the reader.

a. Data in essay 1:

First of all, Go to Online travel site such as Orbitz, Travelocity, or Kayak (1). *Second*, type in your travel dates and the names of the airport you will be travelling to and from (2).

As it is started by the item ‘*first of all*’, then it is followed by the item ‘*second*’. Same as ‘*First*’, the ‘*Second*’ can be as an adjective or a verb as well. In here, it is close to the meaning as determiner which implies next after the first in series according to Oxford Learner’s Dictionaries. As conjunction in cohesive meaning, ‘*Second*’ shows as the relation of sequential sentences which form is correlated to the first sequence. The item ‘*Second*’ here shows the next sequence of buying online ticket. All these items have similar meaning which classified into conjunctive relation, the type of temporal in correlative form. All imply to link to the preceding sentences.

Moving from temporal, the other type that appears most often is adversative, namely 16 times. Even though this figure is still not comparable to the number of students who participated, adversative conjunctions are still widely used, such as in essays 4, 11, 12, 14, 15, 18, 19, and 20.

b. Data in essay 4:

Nonetheless select your preferred departure flight (4). As well Choose a return flight that is at a convenient time for you (5). Afterward click the purchase button to buy your ticket (6).

The word ‘*nonetheless*’ in the sentence four expressed as contrary to expectation in cohesive meaning. Basically ‘*nonetheless*’ can be as an adverb but its role in here is as a conjunction which links to the sentence before. The item here contrasts with the expectation to select the preferred flight. So, the conjunctive item ‘*nonetheless*’ is classified into Adversative type in emphatic contrastive relation.

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Since it points to sentence three as the presupposed item, it has immediate distance which refers directly to the preceding sentence with no intervening one.

The next is the causal conjunction. This conjunction appears 5 times, namely in essays 1, 12, 16, 19, and 20.

c. Data in essay 12:

Then you end up doing the homework near the deadline (9). *So* the important thing that, it's better for you to do your homework as soon as possible (10).

A conjunctive item is found in the word '*so*' in sentence ten which roles as an adverb in meaning to such a great degree in the Oxford Learner's Dictionaries (<https://www.oxfordlearnersdictionaries.com>). As a conjunction in cohesive meaning, '*So*' implies a statement about the speaker's reasoning processes. The item expressed like 'I conclude from what you say about...'. Thus, item '*So*' is classified into the type of causal in simple general relation of conjunctive relation. The conjunctive item '*So*' in sentence (10) indicates into sentence (9) which is as the presupposed item.

The last one is the additive conjunction. Of the 20 essays, additive conjunctions only appear 4 times, namely in essays 8, 12, 14, and 19.

d. Data in Essay 6:

Soon, type in your travel dates and the names of the airport you will be travelling to and from (5). *Furthermore*, click the purchase button to buy your ticket (6).

In the sentence (6), it has conjunctive item '*furthermore*'. The item has similar meaning with the word such in addition, so it is used to add a point to a statement. Therefore, it is classified into additive type in relation of simple additive.

CONCLUSION AND SUGGESTION

After conducting this research, it can be concluded that there are 20 data from fourth semester students majoring in English at STBA JIA in applying conjunctions in their academic essays. Conjunctions are found in all types, Additive, Adversative, Temporal, and Causal. From the 20 data collected, the author found that the most commonly used conjunctions in an essay were temporal conjunctions with a percentage of 74.5%. The most commonly used are the words first, second, next, and after which are the same number 7. This shows that many students explain the procedures of a text or paragraph to let someone know that there are more points to come. Besides that, the use of conjunctions is preferred in an informal way rather than a formal way, rather than using conjunctions, however, students prefer to use conjunctions but differentiate a sentence from other sentences that have been mentioned previously.

In implementing this research, the researcher suggests to students, especially in academic essay writing, to learn more appropriate conjunctions to connect sentences and practice them continuously. Especially for those who are interested in linguistics, especially discourse analysis, what conjunctions are suitable to apply in their writing in order to form coherent sentences or paragraphs. Then, apart from students, of course teachers also have a crucial role. Discourse analysis lecturers should pay attention to the use of grammatical cohesion conjunctive relationships. They must be more active in supporting and motivating students in studying discourse analysis and practicing it in their writing as professional writers. Lecturers must emphasize to students that discourse analysis

is as important as other aspects of a language to understand people's social and cultural knowledge.

With this research, it is hoped that we can build deeper knowledge regarding the use of cohesion which can be utilized further. Researchers can pay more attention and analyze how critically they think and how capable they are in verbalizing their thoughts.

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