

## **The Realization of Cohesion Devices Applied in Students' Business Letters**

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### **Abstract**

The study aims to discover the students' competency in writing text particularly business letters in English. The study is tried to find out the cohesion devices used by the students'. The participants were the six semester of the Tourism and Business Institut. The number of participant were 50 students. They have got several treatment how to write business letter in English. After the treatment, the researcher collect and analyse data. Qualitative method is used in analysing data. The result shown several types of cohesion applied in students' writing such as grammatical cohesion; pronoun, substitution, conjunction and lexical cohesion; synonymy, antonymy, and superordinate.

**Keywords:** Writing Text, Business Letter, Cohesion Device.

### **A. Introduction**

Discourse is combine of several sequential sentences that interconnected to provide a clear meaning for readers and listeners. Excellent discourse whether orally and in text must have cohesiveness and neatness between sentences so that readers and listeners can understand the message conveyed in the discourse. Five elements create coherence and neatness in a discourse (Halliday, 2013). The five elements are reference, ellipsis, substitution, lexical cohesion, and conjunction.

Increasing information technology for the community has a significant impact, one of them is electronic mail services to society (Thomas & Merier, 2013). The present of electronic mail has brought changes in the culture of communication where long-distance verbal communication can be carried out quickly. The implementation of text or discourse in business letters is not like writing in an articles where the language is shorter, but the message conveyed is clear.

Based on the background above, the researcher intends to examine cohesion markers in business letters written by students of the International Tourism and Business Institute. Business letters is written by students in the form of electronic mail when responding to room

reservations from guests or customers. From the data in the form of business letters, the researcher wants to know the form of cohesion markers, both its grammatical and lexical cohesion

## **B. Research Methodology**

Qualitative descriptive is the method used in this study. According to (Sugiyono, 2016) qualitative descriptive method is a research method based on the philosophy of postpositivism used to research on natural object conditions (as opposed to experiments) where the researcher is the key instrument. In this study the authors used triangulation techniques in data collection. The triangulation technique is a different technique for obtaining data (Sugiyono, 2019). In this study, researchers used participatory observation and documentation simultaneously in collecting data. The purpose of this method is to explain, to describe in detail the markers of cohesion in students' business letters. The data source for this research is business letters written by students, there were 25 students' took a part in the study. The participants were sixth semester students of The International Institute of Tourism and Business Denpasar which got English for Business Subject at the semester.

There were several theory used to analized data. First theory come from Haliday and Hasan "Cohesion in English". According (Bahaziq, 2016), cohesion is semantic relation between element in the text and some other element that is crucial to the interpretation of it. If the element of a text is tied together and meaningful, then considered that a text is cohesive. There are five types of cohesion according to (Cárdenas Bello, 2011). Those cohesion are; 1), reference, Reference is a type of cohesion as a diction marker that refers to parts of discourse such as places, people and so on. Pronoun, demonstrative, or comparative are the form of reference in linguistic or text situaton. Example :

- a. That a great idea.
- b. Jack went to concert. He went with Bob.
- c. As soon as she got up, Suzy washed her face.

According to (Nurhidayah & Jismulatif, 2020), reference divided into two, exophoric and endophoric. Exophoric reference occurs when a word or phrase refers to something outside the discourse as in (a). Hence, there are two types of endophoric, they are anaphoric reference, it occurs when a word or phrase refers to something mentioned earlier in

the discourse as in (b), and cataphoric reference, it occurs when a word or phrase refers to something mentioned later in the discourse as in (c).

- a. Substitution, is the process of replacing language elements with other elements to explain a certain structure. Substitution can be divided into nominal substitution, verbal substitution and clausal substitution. The following are examples of substitution:
  - My jacket is old. I'll buy a new one (one substitute my jacket)
  - I need you to do the test before I do (do substitute to do the test)
  - A: Do you think she will arrive on time? B: No. I don't think so (so substitute arrive on time)
- b. Ellipsis, is the process of removing some items that are not needed. It has similarities with substitution because ellipsis is basically substituted by zero (Rahman et al., 2021). Alike substitution, there are three types of ellipsis; nominal, verbal, and clausal ellipsis. The following are examples of ellipsis.
  - My sisters love pop music. In fact, both (○) love Korean music. (○: my sisters; noun is omitted)
  - A: Are you studying Math? B: Yes, I am (○). (○: studying math; verb is omitted)
  - A: Who is singing on the second floor? B: Michael is (○). (○: on the second floor; clausal omitted)
- c. Conjunction, it particles that are used to connect words, phrases, clauses or sentences (Nurwahidah et al., 2022), state that conjunction express the logical semantic relation between sentences rather than between words and structures. There are three types of conjunction in general:
- d. Adverb, including:
  - a, simple adverb (coordinating conjunction) eg; but, so, then, next.
  - b, compound adverb in -ly, eg: accordingly, subsequently, actually.
  - c, compound adverb in there- and where-, eg: therefor, whereas.
- e. Other compound adverb, eg: furthermore, nevertheless, anyway, etc. Prepositional phrases, eg: on the contrary, as a result, in addition.
- f. Prepositional expression with that or other reference item, optional eg: as result of that, instead of that, in addition of that. Obligatory eg: in spite of that, because of that.

- g. Lexical cohesion, according to (Reid, 1992) "This (lexical cohesion) is the cohesive effect achieved by the selection of vocabulary". Therefore, lexical cohesion that arises in discourse because of the words choice or vocabulary. Lexical cohesion utilizes lexical elements or words that signify semantic relationships between elements forming discourse. So far, lexical cohesion can divide into two; 1), reiteration, a form of lexical cohesion which involves the repetition of lexical items, it includes synonymy, antonymy, and superordination. 2), collocation, two or more words go together. It can be form adjective+adjectives, adjective+noun, noun+verb and so forth.

Previous research was carried out by (Rudiana, 2021) entitled "Cohesion and Coherence in Official Letters at the Office of Education and Culture in the City of Prabumulih". In this study, it was known that the use of cohesion markers in official letters at the Office of Service and Culture of Prabumulih as a whole were very good. The second research conducted by (Bahaziq, 2016) entitled "Cohesive Devices in Written Discourse: A Discourse Analysis Of a Student's Essay Writing". In this study, it found that the student's writing shows a clear cohesion of grammatical and lexical devices. Most of grammatical devices used are conjunction and reference. Then, just a little lexical cohesion used in the writing. The third research was conducted by (Tenieshvili, 2023). They found out that the background student's writing contain many aspect of cohesive and coherence devices. It contain grammatical and lexical cohesion. They applied qualitative method to find out the result.

### **C. Results and Discussion**

Before the researcher took the data, there were some activities conducted in the classroom. First, the researcher explained the students how to write business letter. Then, the researcher asked students to write a business letter in group and discussed some structure to form the sentences. After that, students changed their writing to another group. The group then read the letter than they have to answer it. Again, in group they discussed some structured to form the letter. Finally, the researcher displayed an email of asking for information of room in the slide, then asked the student to respond the email. Based on the email which was written by students, there were number of cohesive devices found in students' writing. The realization of cohesive applied in students' writing were grammatical cohesion such as pronoun, substitution, ellipsis and lexical cohesion. Based on the data that

has been analyzed, the researcher found several numbers of cohesive devices found in students' writing. The result can be seen from the list as follow.

**Table 1. List of cohesion devices in student writing**

No	Type of cohesion	Amount
1	Grammatical cohesion	
	- Pronoun	145
	- Substitution	95
	- Ellipsis	87
	- Conjunction	125
	- Adverb	80
2.	Lexical Cohesion	
	1. Reiteration	
	• Synonymy	13
	• Antonymy	10
	• Superordinate	35
	2. Collocation	-

From the table result showed that most of students' writing applied pronoun and conjuncton, another grammatical cohesion used by the students' were substitution, ellipsis and adverb. There were slight number of lexical cohesion used by the students such as synonymy, antonymy and superordinate.

#### **D. Conclusion and Suggestion**

Cohesion occurs in students' writing if the text has structure. Most of the students' writing were not cohesive not only the lack of students' ability in writing a text but also their comprehension of grammar usage. Its suggested that the students must take more practice to improve their performance in English, because able to speak English is one of the skill needed to work in hospitality industry.

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