

Analysis of Students' Writing Based on Textual Meaning

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Abstract: *This study presents a research conducted on analysis of students' writing based on textual meaning. The objectives were to find the conjunctions the differences meaning of conjunction words, and the relationship in Grammatical Cohesion and Lexical Cohesion between each sentences in various genres the students use in their writing assignments. It was presented a qualitative descriptive research. The sources of data were taken from texts of forty students of sixth semester of English Department University HKBP Nommensen Pematangsiantar. Four texts were taken as a sample of the research. The data were collected by analyzing the conjunctions, and the cohesion based on Textual meaning. The text were written in Descriptive, Explanatory, Expository and Procedure which with free title. Based on the obtained information, the data were analyzed. The data analysis found out the findings indicates that were four types of text produced by the students It was found that many coordinating conjunctions, subordinating conjunctions, and conjunctive adjunct which temporal conjunctions. But, it wasn't found the Grammatical Cohesion was the most dominantly than the Lexical Cohesion. The finding shows that there is significance implication in teaching and learning English especially in writing for specific purposes in the classroom. Therefore, it is suggested that the text will relevant if the students understand how to produce the text.*

Keywords: *Functional, textual meaning, writing*

I. INTRODUCTION

Recently years, the advance of world has developed very quickly. All sciences and technology affect everything including business and education in daily life. These have been written in media that English is being the most language studied in the world by the reason mostly international communication. English as a tool to contribute many information for human being. English has some aspects which conclude reading, speaking, listening, and writing. In this case, writing is one of English language skills which have thought in Indonesia since Junior High School until Universities have an important role in its self evidence in every life style. Furthermore for the students' writing has become a necessary skill to master since it frequently determiners their academic success. In English-speaking community, there are 12 genres in writing and each genre has certain purpose and certain stages (schematic structure) and certain linguistic features. Although every student knows many kinds of writing text, it is expected they also can know how to write the well text. Probably, they just write the text without follow the rules and the grammar in English.

In 1980s, Systemic Functional Grammar became a new approach in linguistics. This approach is different from traditional and formal grammars. The functional grammar does not only focus on the structure of linguistic features but also on the meaning of language through

those linguistic features. Since the functional grammar is able to explore both of the structure and the meaning of language through linguistic features, the researcher is interested in doing a research that concerns on functional grammar.

Halliday (1985, 1994, and 2004) introduces the metafunction of language in the functional grammar. Those functions are ideational meaning, interpersonal meaning and textual meaning. Textual meanings is meaning which express the relation of language to its environment including both the verbal environment-what has been said or written before (co-text) and the non-verbal, situational environment (context). These meanings are realized through patterns of Theme and cohesion.

A text consists of sentences and paragraphs that have to be linked each other to develop the unity and coherence of the text. Besides the uses of the controlling ideas and paragraph patterns, the uses of cohesive devices can link the sentences and paragraph to unify the text. Based on the discussion of cohesion as a sign relationship such as grammatical cohesion above, the researcher tries to find the cohesive devices in textual meaning in genre of text. The researcher interested in analyzing the conjunctions and cohesion based on textual meaning in genre of text. The genre of text in this research is Expository, Descriptive, Explanatory and Procedure text because they often found not only in academic life, but also in daily life. The researcher wanted to find out the dominant type of conjunction, the differences meaning of conjunction and the relationship in Grammatical Cohesion and Lexical Cohesion which used by the students in writing their writing.

II. THEORETICAL REVIEW

2.1 Metafunction of Language

Gerot and Wignell (1994:4) state three grammars which have influence in analyzing text; those are traditional grammar, formal grammar and functional grammar. Formal and traditional grammars are different from functional grammar which focuses on the meaning of language. The differences among traditional grammar, formal grammar and functional grammar that Formal (+Traditional) grammar are a theory of language which describes the structure of sentences in terms of word class so it can be used for constructing the sentences correctly. Whereas, Functional grammar can be defined to a theory of language that explains the meaning of text in terms of clause so it can help the language users to understand the text meaning.

In the systemic functional grammar, a clause simultaneously encodes three standards of meaning: ideational meaning, interpersonal meaning and textual meaning. The ideational metafunction is about the natural world in the broadest sense, including our own consciousness, and is concerned with clauses as *representations*. The interpersonal metafunction is about the social world, especially the relationship between speaker and hearer, and is concerned with clauses as *exchanges*. The textual Metafunction is about the verbal world, especially the flow of information in a text, and is concerned with clauses as *messages*. In each Meta-function an analysis of a clause gives a different kind of structure composed from a different set of elements. In the ideational Metafunction, a clause is analyzed into *Process*, *Participants* and *Circumstances*. In the interpersonal Meta-function, a clause is analyzed into *Mood* and *Residue*, with the mood element further analyzed into *Subject* and *Finite*. In the textual Metafunction, a clause is analyzed into *Theme* and *Rhyme*. Textual meaning, which makes the language contextually relevant, is realized in the lexicogrammar through clause construction and the use of

textual devices (cohesion and coherence). In the textual meaning, we can find the use of cohesive devices which as concept of cohesion and coherence.

2.2 Textual Function

Textual function organizes message that has relevant to context (linguistic and social). Textual meaning is most centrally influenced by mood of discourse. This is known as thematic structure. Thematic structure applies to the clause in all languages. Thematic structure (Halliday, 1985) classifies two elements, they are Theme and Rhyme.

2.3 Theme

The Theme is functionally occupied by the first element of the transitivity system of clause. (Halliday, 1994). In English, as in many other languages, the clause is organized as a message by having special assigned to one part of it. One element in the clause is enunciated as the Theme; this then combines with remainder so that the two parts together constitutes a message.

2.3.1 Types of Theme

The Theme can be divided into number categories: Ideational theme, interpersonal theme and textual theme.

A. Simple and Multiple Themes

The ideational Theme or topical Theme is usually but not always the first nominal group in the clause. The Interpersonal Theme is when a constituent to which would assign a model label occurs at the beginning of the clause. Textual Theme relates the clause to its context. The given thematic prominence is to textual elements with a linking function. The elements of textual Theme include conjunctions, relatives, conjunctives, and continuities.

Conjunction links two clauses in a coordination relation or dependency on another. Some correlation or conjunction are and, because, so, then, but, and, etc. conjunction is in bold and italic like in the clause she cannot come because she is getting sick. Relative conjunctions relate a dependent clause to another clause what, where, who, whom, and that etc. Conjunctive adjunct provides a cohesive link back to previous discourse.

B. Unmarked and Marked Themes

Theme Markedness has relationship between the mood and the theme structure of the clause. And theme Markedness also talks about how the functional role assigned to constituents in the mood structure.

Unmarked theme also is playing one of the following roles: Subject (a declarative clause), Finite (in an interrogative), Predicator (in a n imperative), Wh-element (in a WH-interrogatives). Furthermore unmarked theme is when the conflates with the mood structure constituent that typically occurs in the first position in the clause of that mood class.

2.3.2 Theme and Mood

Mood is the word meaning of acting upon and with others. Meaning of this kind is most centrally influenced by tenor of discourse (Gerot and Wignell, 1994:13). In interpersonal function, the meaning begins focusing on the mood system. Utterance is an interactive event inherently involving the speaker or researcher and addressees.

A. Types of Mood and Theme

Indicative mood is realized by the features of subject + Finite and Finite + Subject. The order of the Subject and Finite realized Declarative and Interrogative. Declarative Mood associates Subject + Finite in a clause what we have known well in traditional case always a clause is started by subject and then followed by Finite. Declarative Mood is to give statement of information such in clause (Statement Declarative Mood is in italic and Theme is in bold) *Veren* bought a bus yesterday and to give offer of goods, and services such in clause (Offer Declarative Mood) is in italic and theme is in bold) My mom will buy a book for me. There are two types of declarative Mood; are *Unmarked Declarative Mood* and *Marked Declarative Mood*. Unmarked declarative Mood is encoded type where subject is the first element comes and then followed by finite such in clause (Unmarked Declarative Mood is in italic and Theme is in bold) *Frisca comes*.

The types of Mood in Interrogative Mood of using WH-Question that is Exclamative Interrogative Mood. Exclamative Interrogative Mood is coded by WH-Question + Subject + Finite such in clause (Exclamative in bold, Theme is in bold and italic, and interrogative Mood is in italic) *what/what a beautiful you are*. Imperative mood is to command goods and services such in clauses *distribute the book, put it here, let's put it here, and don't you put it here* (Mood elements and Theme are italic). In imperative the Mood element may consist of Subject + Finite, Subject only, Finite only or they may have no Mood element. There will always be a predicator (Gerot & Wignell, 1994:14).

2.4 Rhyme

The remainder of the message, the part in which the Theme is develop, is called in Prague school terminology the Rhyme (Halliday and Matthiesen, 2004:64). Rhyme follows the Theme; the presentation removes after the points of departure. A clause as message is analyzed by the Theme and Rhyme. Theme is with which the clause is concerned and Rhyme is the part where the Theme is developed. Theme and Rhyme help us understand how information is conveyed in clause. The researcher pits the Theme first, which leads the reader to understand what is about to be communicated. The rest of the clause tells the readers something about the Theme and this "rest of the clause" is called Rhyme. This is and examples how Theme and Rhyme organizes message.

The man	was killed by the jobless
THEME	RHEME

2.5 System of Theme and Rhyme

Halliday (1985) states that if we explore how semantic features are represented in the grammar we will primarily at the structure of the clause, and at what is above and around it. It is to say that Theme and Rheme are systems concern on clause as representation. It means every clause conveys message by having a social status given to one part of it.

2.6 Cohesion

Cohesion is the grammatical and lexical relationship within a text or sentence. Cohesion can be defined as the links that hold a text together and give it meaning. It is related to the broader concept of coherence. Five general categories of cohesive devices that create coherence in texts: reference, ellipsis, substitution, lexical cohesion, and conjunction.

2.6.1 Referencing

There are three referential devices that can create cohesion:

- Anaphoric reference occurs when the researcher refers back to someone or something that has been previously identified, to avoid repetition.
- Cataphoric reference is the opposite of anaphora: a reference forward as opposed to backward in the discourse.
- Exospheric reference is used to describe generics or abstracts without ever identifying them (in contrast to anaphora and cataphora, which do identify the entity and thus are forms of endophora)

2.6.2 Ellipsis

Ellipsis is another cohesive device. It happens when, after a more specific mention, words are omitted when the phrase needs to be repeated.

2.6.3 Substitution

A word is not omitted, as in ellipsis, but is substituted for another, more general word. For example, "Which ice-cream would you like?" – "I would like the pink one" where "one" is used instead of repeating "ice-cream."

2.6.4 Conjunction

Conjunction sets up a relationship between two clauses. Examples include then, however, in fact, and consequently. Conjunctions can also be implicit and can be deduced by the interpretation of the text. The aim of conjunction is to create a logically articulated discourse. The most cohesive conjunctions are therefore and so, while the least cohesive one is and. Conjunctions are also called Structural Themes. These elements link (paratactic) or bind (hypotactic) the clause in which occur structurally to another clause.

2.6.5 Lexical Cohesion

The last kind of cohesion, which needs to be applied to improve the unity of a text deals with lexical words. There are six kinds of lexical cohesion such as : repetition, synonym, antonym, hyponyms, meronymy, and the lexical cohesion also includes collocation that refers to the semantic and structural relation among words, which native speakers can use subconsciously for comprehension or production of a text.

2.7 Text

Text is one of the main elements that play a significant role in communication. Halliday and Hasan (1985:10) define text as: A language that is functional. Language that is doing some job in some context, as opposed is to isolated words or sentences. Halliday argues that although text is made of words and sentences, when being written down, "it is really made of meanings" because meanings have to be expressed or coded in words and structures in order to be communicated; "but as a thing in it, a text is essentially a semantic unit.

2.8 Genre of Text

Based on generic structure and language feature dominantly used, texts are divided into several types. They are narrative, recount, descriptive, report, explanation, analytical exposition,

hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item. The researcher will ask the students to write the Expository, Descriptive, Explanatory and Procedure text.

III. RESEARCH METHODOLOGY

3.1 Research Design

This study was descriptive qualitative and this research conducted by applying the descriptive analysis. Descriptive analysis was used as a problem solving procedure on the served things by describing the research objects when the research was done based on the facts found. In this research, the texts which found in the graduate students' assignments for sixth semester of English Department in the FKIP Nommensen University of Pematangsiantar, were analyzed in a descriptive form in order to observe the conjunction and cohesion based on Textual Function.

3.2 Research Subjects

The research subjects are the students who are studying at FKIP UHN Pematangsiantar. They are the students of the sixth semester. They are chosen because they have studied Descriptive, Expository, Explanatory and Procedure Text.

3.3 Research object

In this research, the researcher will take the students' assignments which created by themselves. Next, the researcher will ask the students to write Descriptive, Expository, Explanatory and Procedure Text which as the data to analyze conjunctions, Grammar cohesion and Lexical cohesion.

3.4 Technique of Collecting Data

There are some processes in collecting the data, they are:

1. The researcher will ask the students to write Descriptive, Expository, Explanatory and Procedure Text and the researcher will use three classes to get the students' writing. It means that there are 3 classes will be used to obtain the Descriptive, Expository, Explanatory and Procedure text from the students.
2. And, there are at least 40 students in each of the class.
3. Thus, the 40 students are divided by 4, therefore there must be 10 students of each class will be asked to write each text.
4. Besides, the researcher collects the data by observing and recording the students. It means the researcher collects the data of what he sees and what he feels when the researched subjects are making their writing.
5. After that, the researcher will take their text randomly to analyze the problem of research.

3.5 Technique of Data Analysis

The analysis of the data also needs some procedures, such as:

1. Finding the conjunctions that have been used by the UHN students in their genre of text and deciding the most dominant one used by the research subject.

2. Writing the differences of meaning from each conjunction that have been used by the UHN students in their genre of text.
3. Finding the relationship in Grammatical Cohesion and Lexical Cohesion between each sentence in Expository, Descriptive, Explanatory and Procedure text on the students' assignments.

IV. DATA ANALYSIS, FINDINGS, AND DISCUSSION

This chapter deals with data analysis, findings, and discussion. The field data is taken by asking the students of fourth semester of UHN pematangsiantar write their writings. After analyzing all the clauses, the researcher would like to present the data analysis by the following.

4.1 Data Analysis

Textual meaning is meaning to express the relation of language to its environment including both the verbal environment-what has been said or written before (co-text) and the non-verbal, situational environment (context). These meanings are realized through patterns of Theme, Rheme and Cohesion. Cohesion is one of the aspects that is taken into consideration in textual analysis of translation. Cohesion is concerned with the links between clauses and sentences which help us to interpret a series of sentences as a coherent text. And cohesion that has two kinds namely grammatical cohesion (references, substitution, ellipses and conjunctions) and lexical cohesion (repetition, synonymy, antonym, hyponymy, and meronymy).

4.2 Findings

In analyzing the data from the student's writing the researcher finding as follow

1. Conjunction
The researcher found many kinds of conjunction in Descriptive text which used to describe things such as coordinating conjunctions, conjunctive adjuncts, correlative conjunctions, and subordinating conjunctions which show time. And from all of data, the researcher find coordinating conjunctions which show to additional information is more used than other conjunctions. But the temporal conjunctions were found dominantly in Procedure Text.
2. The researcher did not find many the differences meaning of conjunctions words on the students' assignments
3. Relationship Grammatical cohesion and lexical Cohesion
Explaining how is the relationship grammatical cohesion and lexical Cohesion between each sentence of clauses in Descriptive, Expository, Explanatory, and Procedure on the student's writing.
 - a. Grammatical Cohesion was the most dominantly used in the student's writing.
 - b. In grammatical cohesion, there was an element was little found in the text. It was reference, substitution and ellipsis in other words said the students were not able to replace of one item by another.
 - c. Lexical Cohesion was less used in the student's writing.
 - d. In the lexical Cohesion the percentage of the synonym was a lexical item may substitute for another context without loss gain in specify.

4.3 Discussion

By seeing the finding above, conjunction gave contribution to see what was going on the text above based on the context. Beside it, the research found the cohesion semantic unit only by using Grammatical Cohesion and Lexical Cohesion. The following discussion would elaborate the deviation between theories and finding of Grammatical Cohesion specially conjunction and Lexical Cohesion were used in student's writing

- a. Occurrence of continuatives and conjunctives in student's writing.
The usage of the conjunction found in student's writing. And continuative could not found in student's writing which continuative is the expression sound, word, or phrases and each other create one meaning and context.
- b. Occurrence of the Grammatical Cohesion in students' writing.
In creating the students' writing, the researchers put grammatical cohesion in their writing. Beside it, the usage of substitution was found in their writing but only in their certain writing. To build cohesion from one word to another words, one clause to another clause, by learning cohesion in grammatical hopefully they are able to create more complex sentence.
- c. Occurrence of Lexical Cohesion on the student's writing.
Lexical Cohesion was rare found in student's writing. To find out the way the researcher engages them to learn Grammatical and Lexical Cohesion. By learning cohesion especially lexical variation of the words will be found in the future.

V. CONCLUSIONS

The conclusion of this research is drawn based on the data analysis, findings, and the conclusion as the following.

- 1) The dominant type of conjunction on the students' assignments are coordinating conjunctions, subordinating conjunctions, conjunctive adjunct which temporal conjunctions such as next, after that, etc in their writing.
- 2) The researcher didn't find many the differences meaning of conjunctions words on the students' assignments
- 3) The relationship in Grammatical Cohesion and Lexical Cohesion between each sentence in various genres the students use in their writing assignments is the grammatical cohesion and lexical cohesion can make our text will be have cohesion because the grammatical cohesion and lexical cohesion can combine our sentence in our their writing assignments.

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