

The Ability to Utilize Cohesive Devices in Report Texts Written by English Department Students

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Abstract:

This qualitative research investigates the utilization of cohesive devices in report writing among English Department students. The study delves into the application of grammatical and lexical cohesive devices in the students' report writing that is connected to the students' ability in promoting the cultural values they have to report. The research employed a comprehensive approach, including the observation on the students' field study and interview, as well as content analysis to gain deeper contextual insights into language usage and the contribution of authentic activities prior to report writing on environmental and cultural issues. The findings demonstrate the most frequently used devices are "Reference" and "Conjunction" as primary grammatical cohesive devices, while "Ellipsis" and "Substitution" were underutilized. Of all lexical cohesive devices, "Repetition" occurred dominantly, with "Antonyms," "Synonyms," "Hyponyms," and "Meronyms" were less frequently used. In line with the use of cohesive devices in report writing, the study also emphasized how cohesive devices facilitate English department students in conveying cultural values in their report texts through the integration of field study and authentic experiences. By incorporating real-world applications and deeper learning experiences outside the classroom, aligned with the principles of Independent Learning, Independent Campus 'Merdeka Belajar Kampus Merdeka' (MBKM) in Indonesia, academic institutions can foster students' language development and competence in report writing.

Keywords: Cohesive Devices, English Department Students, Grammatical Cohesion, Lexical Cohesion, Report Writing

1. INTRODUCTION

The importance of mastering English language skills for students in Indonesia in the current era of globalization is a crucial aspect. This phenomenon needs serious attention to improve competitiveness and face the challenges of increasingly demanding and global competition. At the university level, students focus on improving their writing skills and lexical development to strengthen their English language competence (Kormos, 2011). English language skills are divided into two categories: productive skills and receptive skills. Reading and listening are receptive skills, whereas speaking and writing are productive (Masrul, 2015). Furthermore, students must be exposed to all four basic skills in order to master the English language (Arjulayana & Srikandi, 2018; Brown, 2000; Burns & Siegel, 2018; Dilnoza, 2022; Genesee et al., 2006). Among the four language skills, writing is considered the most difficult and is not fully mastered by most language learners.

Writing is a challenging task that requires the ability to express ideas clearly and to use language appropriately (Liu & Braine, 2005). The assessment of writing involves linguistic and neural analysis, two common approaches to developing the writing process (Crossley et al., 2011). In addition, it is expected that students will be able to use this skill to present exciting and communicative writing with confidence (Jayantini et al., 2023). Writing is an effective and promising activity that can be used as a profession in a wide range of fields (McNamara et al., 2010). Therefore, students should be given authentic tasks in their writing learning (Hartshorn et al., 2010). Writing can be used for various purposes, such as storytelling, narrating past events or activities, sharing experiences, and providing general information about the results of research (Hornberger & Link, 2012).

Many studies have employed the use of cohesive devices in university-level students' writing (Alfitri & Yuliasri, 2021; Aqmarina, 2020; Episiasi et al., 2022; Hasan Albana et al., 2020; Nindya & Widiati, 2020; Triana, 2018; Siregar & Thyrhaya Zein, 2023; Taufan, 2021; Warna et al., 2019; Zaki & Hadi, 2021). However, the use of cohesive devices has not been explored in the context of students' critical thinking to help them evoking their environmental and cultural issues through report texts writing. Previous studies have reported that students can develop cohesive devices as part of their language development, but none of these studies have focused on environmental issues. Report writing is a type of text that presents information clearly and concisely (Emilia & Christie, 2013). Cohesion refers to the connections within a piece of writing manifesting themselves in the discourse (Renkema & Schubert, 2018).

In the era of Independent Learning, Independent Campus '*Merdeka Belajar Kampus Merdeka*' (MBKM) in Indonesia, students must be actively engaged in in-depth observations of their daily lives and the rich culture around them, which will strengthen the connection between cohesive ideas in report texts and ultimately provide more value-added learning outside the classroom. Through the observation of nature, where the students were able to gain cultural values, they became aware of the significant aspects of local wisdom, which are the outstanding values that people are living (Adawiah & Putri, 2021; Aglasi & Casta, 2017; Hasyim & Puspita, 2021; Jayantini et al., 2022; Nur, 2013). In line with the objectives of the study, that is to investigate the ability of utilizing cohesive devices in report texts on environmental and cultural issues, this study attempts to answer the following research questions:

1. What cohesive devices are utilized by English Department students in their report writing?

2. How cohesive devices are used to help the English department students in constructing the cultural values reported in their report texts?

2. LITERATURE REVIEW

2.1 Cohesion

Cohesion arises when one element's interpretation is dependent on the interpretation of another element in the discourse. Furthermore, the texts are coherent using cohesive devices (or linking devices), typically classified as lexis, grammar, and discourse or rhetoric (Thornbury, 2005). Cohesion is a concept used in connectivity and texture, referring to the links that reveal themselves in the discourse (Renkema & Schubert, 2018). Thus, cohesion is “the meaning relationships that exist or are present inside a text and that form and determine it as a text.” (Halliday & Hasan, 1976). In addition, the absence of these relationships between the various elements in texts almost always renders them unintelligible, even if the reader/listener exerts great effort (Malah, 2020, as cited in Noprival, 2022). Furthermore, cohesion is a relationship between structurally distinct text components that distinguishes text from a collection of disconnected sentences (Janjua, 2012).

2.2 Cohesive Devices

Cohesive devices are required to produce coherence in a text. Cohesive devices are instruments employed to generate cohesion between phrases in a text—cohesive devices into two categories: grammatical and lexical (Halliday & Hasan, 1976).

2.2.1 Grammatical Cohesive Devices

Grammatical Cohesive Devices are classified into four types: reference, substitution, ellipsis, and conjunction (Halliday & Hasan, 1976).

1. References

Reference is a crucial aspect of communication that involves specifying specific material for retrieval. Reference refers to the referential meaning and identity of the thing or class of things referred to Halliday & Hasan (1976). The term “reference” refers to the resources used to point to a specific element or contextually relevant object, the identity of which can be recovered (Schiffrin et al., 2008). The reference retrieval system is classified into homophora, exophora, and endophora.

a). Homophora is the retrieval of information by means of a cultural context (Gerot & Wignel, 1994). For example; *When I strolled through the park this morning, the sun was radiant.* In this sentence, the identity of *the sun* is understood through cultural knowledge; it refers specifically to our own sun, as no other sun would make sense in this context. (Modified from Siregar & Thyrhaya Zein, 2023).

b). Exophora is a reference to something that is outside of the text in terms of the context of the situation (Gerot & Wignel, 1994). For example; *The bookshop next to the park is fantastic.* The sentence above is used to identify *the bookshop next to the park*, and it requires contextual understanding. (Modified from Siregar & Thyrhaya Zein, 2023).

c). Endophora is a participant that is mentioned in the text (Gerot & Wignel, 1994). The two different types of endophoric references are cataphora and anaphora. For example; (1) *I buy a*

gift for Sophia, but she does not appreciate it. The referring item is the pronoun /*she*/, and the referred-to item is *Sophia*. In other words, *Sophia* is the antecedent of the item being referred to, hence this is referred to as an anaphoric reference. (2) *When I hand him a note, Alex was delighted and grins at me.* The object of the pronoun /*him*/ in this sentence is the proper noun *Alex*. It signifies that the referent precedes the antecedent, hence this is known as a cataphoric reference (Modified from Siregar & Thyrhaya Zein, 2023).

Furthermore, there are three types of references: personal, demonstrative, and comparative (Halliday et al., 2014).

a). Personal reference is a way of referring to individuals in speech situations that is based on the concept of the person (Halliday & Hasan, 1976). It can be classified into several groups, including personal pronouns, possessive pronouns, and possessive determiners. For example; *I admire Agnes Monica. I really like her voice.* The word *her* in the second sentence refers to *Agnes Monica*, represented by a possessive determiner.

b). Demonstrative reference is a reference that is concerned with the location or proximity of an object. The categorization of demonstrative reference into different categories is dependent on the number and also the position of an object (Halliday & Hasan, 1976). For example; *There are some coconut trees there. Those coconut trees are very tall.* From the example above, it seems the word *those* refers to the plural number of *coconut trees* that are that far away.

c). Comparative reference is a type of reference that is used for the distinction or equation of two or more objects (Halliday & Hasan, 1976). The comparison is expressed by the use of some kind of adjectives or adverbs. For example; *You have to do other jobs to get appreciation.* In this sentence, the word *other* is a form of comparative reference. This sentence means that there are other jobs that he has done.

2. Substitution

Substitution is a type of grammatical cohesive device in which a word is replaced with other words that are synonymous in a discourse. There are three main substitution contexts in English. These are the clause, the verbal group, and the nominal group (Halliday et al., 2014).

a). Causal substitution is the replacement of clauses with "so" or "not". For example; (1) *You are his mother, of course, you know his interests. I believe so* [\emptyset : *know his interests*]. (2) *Has everyone done the assignment? No, [* \emptyset : *we**] probably not* [\emptyset : *done the assignment*]. (Modified from Siregar & Thyrhaya Zein, 2023).

b). Verbal substitution is the replacement of verbs or verb groups with other verbs that have the same meaning. The pronouns used are: do, does, or did. For example; *Does Rani buy the groceries? No, but Adi does* [*buy the groceries*] (Modified from Siregar & Thyrhaya Zein, 2023).

c). Nominal substitution is the substitution of a noun or group of nouns with other nouns that have the same like the use of *one*, *ones*, or *same*. For example; (1) *My car is too old. I have to buy a new one.* (2) *Sam doesn't eat those fruits; he thinks he can find some tastier ones* [*fruits*]. (Modified from Siregar & Thyrhaya Zein, 2023).

3. Ellipsis

Ellipsis is a term that means removing an item, but it is referred to as something that has been understood (Halliday & Hasan, 1976). Ellipsis can also be interpreted as replacing an item with

an empty element (zero). This omission is intended to avoid the ineffectiveness of a sentence. Substitution and ellipsis almost look the same because they both replace items. However, the difference is that substitution replaces an item with another item with a similar meaning, while ellipsis replaces the empty element (0) with zero. There are three types of ellipses: nominal, verbal, and clausal.

a). Clausal ellipsis is related to the question-and-answer process in conversation; therefore, there are two types of ellipsis: yes/no ellipsis and WH ellipsis. (1) No/Yes ellipsis: (i) The whole sentence. For example, in a yes/no question-answer sequence, the answer could be an ellipsis of the entire sentence; A: *Can you analyze it?* B: *Yes. [∅: I can analyze it.]* (2) Yes / No Ellipsis: (ii) part of the clause. In addition to omitting the entire clause, it is possible to omit only the remainder of the clause. For example; *You're not present tonight, are you?* - *I am [∅: not present tonight].* (3) WH Ellipsis: (i) The entire sentence. In a WH sequence, the entire sentence is usually omitted except for the WH element or the element that serves as a response to the WH element: *What has she read?* - *[∅: she has read] a mystery.* (4) WH- Ellipsis: (ii) A part of a clause. In some cases, only the Residue is omitted in a WH- clause or its response, leaving the Mood element intact. For example; *The Chef prepares a special dish, Sarah told me that. - Who did [∅: tell you that]?* (Modified from Siregar & Thyrhaya Zein, 2023).

b). Verbal ellipsis occurs when verbal groups “do not fully express their systemic characteristics” in their structure (Halliday & Hasan, 1976). For example; *What was he doing yesterday?* *Cooking* (Modified from Siregar & Thyrhaya Zein, 2023).

c). Nominal ellipsis is the ellipsis within the nominal group where the omission is served by a common noun, proper, or pronoun. In this nominal ellipsis, a head noun and a modifier are used. Modifiers may precede or follow the head noun. The modifier is combined with some experiential dimension, including numeral, epithet, deictic, qualifier, and classifier. For example; A: *Have another slice of cake.* B: *No thanks; I've had my two.* (Modified from Siregar & Thyrhaya Zein, 2023).

4. Conjunction

Conjunction is one of the grammatical cohesions that connect one element with other elements in a discourse (Halliday & Hasan, 1976). Furthermore, conjunctions are categories of grammatical cohesive devices that expand other units in hypothetical construction and always connect two or more units in that construction (Genesee et al., 2006). Halliday and Matthiessen have devised systems of conjunction encompassing three expansion types: elaborating, extending, and enhancing, which help establish relationships between semantic domains, i.e., various text segments (Halliday et al., 2014). In addition, a conjunction is a word used to link or connect sentences or clauses to each other to make the words easier to read and understand (Sutasoma et al., 2022).

Based on their functions, conjunctions are divided into four types: additive, adversative, causal, and temporal (Halliday & Hasan, 1976).

a). Additive is a type of conjunction that serves to add things that have been said or discussed before. The use of this additive conjunction can be characterized by the use of the words as follows: in addition, furthermore, moreover, similarity, also, and so forth. The use of additive conjunction can be seen in the sentence; *Andi can't play badminton, and also Ratna.*

b). Adversative is a type of conjunction that is used to show resistance or opposition to the things that are expected before, which is different from the whole text. The types of adversative conjunctions include: however, yet, but, nevertheless, despite of, on the other hand, and so forth. The use of the adversative conjunction is as follows; *I have said it honestly, yet she never trusts me.*

c). Causal is a type of conjunction used to show causal relationships, which means stating the results, reasons, and goals. The use of causal conjunctions is characterized by several words such as, because, so, so that, as a result, consequently, and for that reason. For example; *Vina is a smart student because she always studies every day.*

d). Temporal relations are expressed in the simplest form as then, next, afterwards, after, after that, subsequently, etc.

2.2.2 Lexical Cohesive Devices

Lexical cohesion is the cohesive impact or result achieved primarily through vocabulary selection (Halliday et al., 2014). Lexical cohesion is classified by repetition, synonyms, antonyms, meronyms, hyponyms, and collocations (Halliday et al., 2014).

1). Repetition is the repetition of words in a text (Sinambela et al., 2021). For example; *The celebration will be organized by the Community Committee. (B) The celebration will take place in the evening.* (Modified from Siregar & Thyrhaya Zein, 2023). In this example, the word *celebration* is repeated twice in the text.

2). Synonym: the link between lexical items that have the same or almost the same meaning (Alarcon, 2013). For example; *She exercises every morning. The aerobics are refreshing.* The words *exercises* and *aerobic* are synonyms. Both words refer to physical activities or exercises that are performed for health or fitness purposes.

3). Antonym describes linking two words with opposite meanings (Bahaziq, 2016). For example; *The weather today is hot. However, yesterday it was cold.* In this sentence, *hot* and *cold* are antonyms because they have contrasting meanings related to temperature.

4). Hyponymy refers to the process of categorizing items from specific to more general classes (Halliday et al., 2014). For example; *There are many types of flowers in this garden such as, rose, tulip, daisy, and sunflower. The tulip is easy to find around the garden, this flower often blooms near the fountain.* In this sentence, *rose, tulip, daisy, and sunflower* are co-hyponyms of *flower* (Modified from Siregar & Thyrhaya Zein, 2023).

5). Meronym means "Be a part of". For example; *A car consists of various parts, such as the engine, wheels, seats, and steering wheel.* In this example, *engine, wheels, seats, and steering wheel* are meronyms of *car*.

6). Collocation refers to how words are naturally grouped together or connected (McCarthy & O'Dell, 2005). Collocations are phrases formed by combining several words. They fall between idiomatic expressions such as "*let the cat out of the bag*" and unrestricted word combinations such as "*sunny day*," which allow a moderate degree of substitution for their individual word elements.

3. RESEARCH METHODOLOGY

The present study was qualitative research that employed a case study to analyze the English department students' report writing. Here, an exploratory case study was applied through an in-depth analysis to explore the use of cohesive devices in report writing with the mission of evoking cultural awareness. At the initial stage, this research was conducted by creating a model of exploration and viewing the collected data in accordance with the given framework. To make up an in-depth interpretation, content analysis, known for its flexibility in examining a text, is also employed (Hsieh & Shannon, 2005). This approach aimed to provide valuable insights into the subject matter under investigation.

3.1 Participants

The study was conducted by involving 10 sixth-semester students from the English Department at Universitas Mahasaraswati Denpasar, all of whom were non-native English speakers and came from different ethnic backgrounds. The involvement of these participants was based on Elmusharaf (2012) with a purposive sampling technique. Several steps and criteria were determined before the selection. The steps taken in selecting the participants included observing classroom activities, collecting data on the students' writing skills, and evaluating the results of discussions that students had conducted in presentations before the assignment. The criteria used to rate the students were related to their writing skills, namely (1) writing structure, (2) mastery of grammar, (3) ability to apply diction, (4) cohesion in writing, and (5) ability to create informative writing. These participants were selected as they represented the target population for the research, which focused on analyzing cohesive devices in the report writing of English Department students. Their involvement allowed this research to gain insights into how cohesive devices are used by English department students.

3.2 Procedure

To be able to write a comprehensive report writing, the involved English department students at the Faculty of Foreign Languages, Universitas Mahasaraswati Denpasar, Bali in this study were asked to join a field study. The field study conducted in Demulih village, Bangli Regency in Bali, aimed at providing valuable insights into the community's local wisdom and eco-cultural values. In this field study, they were grouped to explore and report on the cultural values found in Demulih village, which is known for its cultural heritage that includes traditional rites, local performing arts, and sustainable ways of life passed down through the generations, illustrating a rich and authentic traditional heritage. The students also interviewed community elders to facilitate the report's writing. After completing the interviews, the students were asked to reflect on what they had seen and experienced in report writing.

3.3 Analysis

This research employed three steps of analysis; they are observation, frequency count and content analysis. The observation was done when the students did their field study. The frequency count calculated the number of cohesive devices used in the English Department students' report writing, focusing on grammatical and lexical cohesive elements. These cohesive devices were identified by applying the taxonomy of Halliday and Hasan (1976) and Halliday et al. (2014), which included reference, substitution, ellipsis, and conjunction for grammatical cohesion and repetition, synonyms, antonyms, meronyms, hyponyms, and collocation for lexical

cohesion. This analysis allowed the researchers to quantify the use of cohesive devices in students' report writing and gain insight into their writing patterns. In the presentation of data, the excerpts are taken from the students' writing with pseudonyms to respect their participation in this research. The design of this research can be presented in Figure 1.

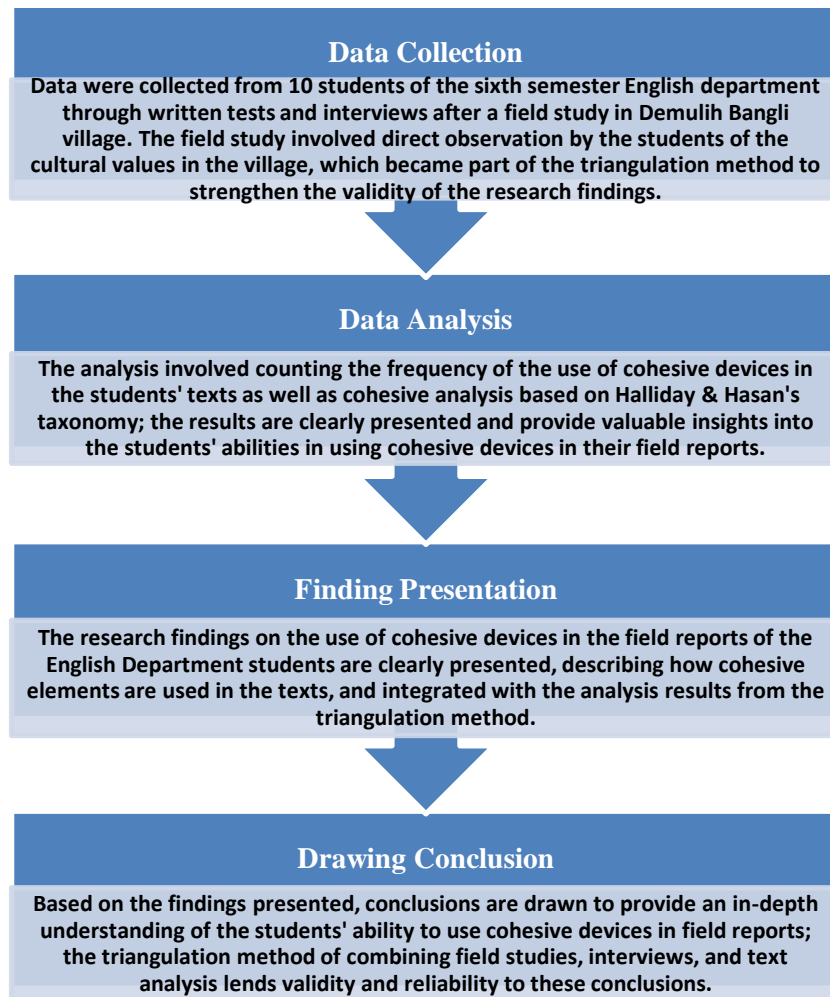


Figure 1 The Research Design

4. RESULTS AND DISCUSSION

This research presents two major discussions, namely 1) the English Department students utilize cohesive devices in their report writing and 2) cohesive devices that are used to help the English Department students in constructing the cultural values reported in their report texts. The two main categories of cohesive devices analyzed in this study are grammatical and lexical. This study found the use of cohesive devices in the students' report writing as presented in Table 1.

Table 1. Occurrences of Grammatical and Lexical Cohesive Devices

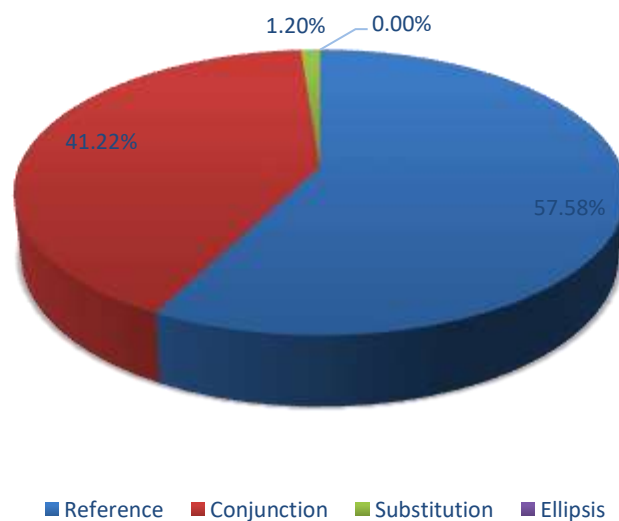
Types of Cohesive Devices		Text 1	Text 2	Text 3	Text 4	Text 5	Text 6	Text 7	Text 8	Text 9	Text 10	Occurrences
Grammatical Cohesive Devices	Reference	54	35	30	50	44	44	42	62	47	25	433
	Conjunction	35	28	41	31	24	33	30	33	29	26	310
	Substitution	2	2	2	2	1	0	0	0	0	0	9
	Ellipsis	0	0	0	0	0	0	0	0	0	0	0
Lexical Cohesive Devices	Repetition	6	9	9	11	4	7	5	5	10	13	79
	Collocation	9	9	11	5	5	6	3	4	1	3	56
	Antonym	1	2	1	0	1	0	0	1	1	1	8
	Synonym	1	0	2	1	0	0	0	1	1	0	6
	Hyponym	3	3	4	2	2	4	1	1	4	4	28
	Meronym	2	0	2	1	2	0	0	0	2	3	12

Table 1 presents data on the frequency of grammatical and lexical cohesive devices used in a text. Regarding grammatical cohesive devices, reference use is the most dominant with 433 occurrences, followed by conjunction with 310 occurrences. In contrast, substitution is used only 9 times, and ellipsis is not found in the text. Meanwhile, in the category of lexical cohesive devices, repetition appears with 79 occurrences, followed by collocation with 56 occurrences, antonyms with 8 occurrences, synonyms with 6 occurrences, hyponyms with 28 occurrences, and meronyms with 12 occurrences. Analysis of these data illustrates how students use various cohesive devices to connect and organize text information, influence readers' understanding, and provide insight into writers' preferences for building text cohesion.

4.1. Grammatical Cohesive Devices

Chart 1 illustrates the percentage representation of grammatical cohesive devices usage, derived from the data collected during the writing test.

Chart 1: Grammatical Cohesive Devices in English Department Students' Report Writing



The data in Chart 1 reveal the percentages of lexical cohesion devices used in the report texts written by English Department students. The data shows that the most frequently used grammatical cohesion by English Department students is “Reference,” accounting for 57.58% (433 occurrences). In contrast, the least commonly used cohesion is “Ellipsis,” recording only 0.00% (0 occurrence) of the overall writing. The high use of “Reference” is consistent with the findings of several other researchers investigating cohesion in several studies. They also found that “Reference” is the most commonly used grammatical cohesion (Alfitri & Yuliasri, 2021; Aqmarina, 2020; Episiasi et al., 2022; Hasan Albana et al., 2020; Nindya & Widiati, 2020; Triana, 2018; Siregar & Thyrhaya Zein, 2023; Taufan, 2021; Warna et al., 2019; Zaki & Hadi, 2021). Moreover, compared to the results for “Reference,” the use of “Conjunction” was the second most frequently used in students’ writing. This further shows that university students have good grammatical cohesion. This demonstrates that students have sufficient knowledge to use conjunctions effectively to create relationships between elements and ensure coherence in complete sentences or sets of sentences (Halliday et al., 2014). In addition, the data strongly suggests that students lack familiarity with “Ellipsis,” as it appears very rarely in their report writing. They also appear to disregard other forms of grammatical cohesion, in particular the use of “Ellipsis” and “Substitution,” both of which are accepted in the written word (Halliday et al., 2014).

The following are the sections that cover the analysis and discussion of the data:

Excerpt #1 (Wayan’s writing)

The female dancer wears Kebaya, Kamen, and Selendang (anteng), which color are white because she is a priest and she carries two pieces of white and yellow cloth. The women’s costume symbolizes the clothing of a seller. While the male dancer wears Udeng, Safari, Kamen, and Saput which is the cover of the kamen and his hands are wrapped in thick white thread and Pis Bolong (perforated coins). The coin is worth 225 (Satak Selae). This costume symbolizes the buyer.

In Wayan’s writing, she adeptly utilizes various cohesive devices to enhance her report text's coherence and seamless progression. First, Wayan uses anaphoric and cataphoric references to make connections between previously mentioned elements, such as "the female dancer" and "the male dancer. Second, Wayan also makes effective use of substitution, replacing certain nouns with pronouns such as “she,” “his,” and “his hands.” This contributes to a seamless narrative flow and reduces repetition. Wayan's utilization of cohesive devices promotes textual coherence and contributes to the construction and portrayal of cultural values associated with traditional costumes and dance performances. To achieve this, Wayan consistently refers to cultural elements such as “kebaya”, “kamen”, “selendang.” “udeng,” “safari,” and “saput,” emphasizing their importance in representing cultural values and practices. In addition, the detailed description of accessories such as “Pis Bolong (perforated coins)” and its specific value “225 (Satak Selae, a Balinese count to two hundred and twenty-five)” provides a deeper understanding of cultural practices related to the dance, adding depth and authenticity to the portrayal of cultural values.

Excerpt #2 (Putu’s writing)

In addition to mass cremation, there is also a unique tradition held in this village, namely Ngusaba Desa ceremony. This ceremony is a biggest ceremony in this village which offers one buffalo and one got. The Ngusaba Desa ceremony is divided into 3 parts. The First is Ngusaba Gede, this ceremony is held on the fourth full moon (Purnama Sasih Kapat) which aims to cleansing the earth (negtegang gumi) and gives us spiritual strength to carry out philosophical values, to maintain the preservation and function of the

elements of Panca Maha Bhuta. Second, Ngusaba Alit ceremony is held on the fifth full moon (Purnama Sasih Kalima) and in this ceremony one goat is offered. Third, Ngusaba Dalem ceremony is held on the tenth full moon (Purnama Sasih Kadasa) in Anggara Kasih.

In Putu's writing, she skillfully uses a variety of cohesive devices to ensure the coherence and logical progression of her report text. Cohesive devices, such as conjunctions and enumerations, play a crucial role in connecting different parts of the text, helping the reader follow the flow of ideas. Putu demonstrates the use of these cohesive devices: She uses conjunctions such as "*In addition*," "*namely*," "*which*," and "*and*" to make connections between sentences and ideas. These conjunctions are used to introduce new information (e.g., the unique tradition) and provide details about different ceremony parts. The conjunction "*and*" also helps to present a coherent list of elements within the ceremonies. Additionally, the enumeration and listing of the details of the Ngusaba Desa ceremony, combined with conjunctions, helps structure the description coherently. This technique gives the reader a clear understanding of the various components and their significance. Furthermore, Putu effectively uses these cohesive devices, including conjunctions, not only to enhance the structural coherence of the text but also to successfully convey the cultural values embedded in the description of the *Ngusaba Desa ceremony*. The conjunctions used by Putu introduce explanations and elaborations of each part of the ceremony ("*Ngusaba Gede*," "*Ngusaba Alit*," "*Ngusaba Dalem*"). This aids in constructing cultural values by providing deeper insights into the purposes and symbolic meanings behind each ritual.

Excerpt #3 (Gede's writing)

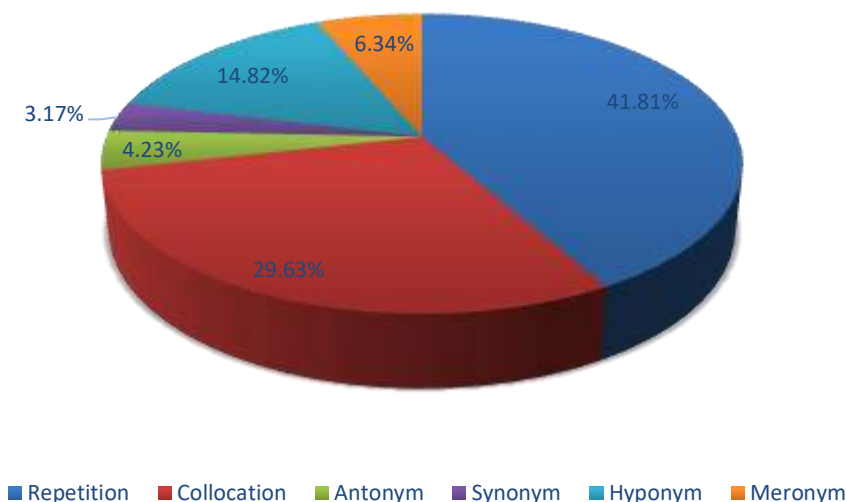
This village is a little different from other villages because it has two Dalem Temples because in ancient times the Kings had their own cemetery and the only people who were allowed to be buried there were people who have a high-caste and the priests or commonly called 'Pemangku' and for non-caste people were buried in another cemetery in the south village. But now it's not like that anymore.

In Gede's writing, cohesive devices facilitate the connection between different parts of the text, allowing the reader to follow the logical progression of ideas. Gede uses cohesive devices, substitution, a type of grammatical cohesion, by replacing specific nouns with pronouns. For example, the pronoun "*it*" replaces the noun "*this village*" in "*it has two Dalem temples*." This grammatical strategy maintains a smooth flow of information and avoids unnecessary repetition. Gede uses cohesive devices to ensure coherence and effectively convey the construction of cultural values in her report text. The use of cohesive devices contributes to constructing these cultural values. First, Temporal Conjunctions, including phrases such as "*in ancient times*" and "*but now*," contribute to the temporal organization of information and help readers understand the historical changes within the village. In contrast and comparison, Gede skillfully contrasts with phrases such as "*a little different from other villages*" and "*but now it's not like that anymore*." This contrast emphasizes change over time and distinguishes the present state of the village from its historical practices.

4.2. Lexical Cohesive Devices

The following is Chart 2, which illustrates the percentage of lexical cohesion devices used in English Department students' report writing.

Chart 2: Lexical Cohesive Devices in English Department Students' Report Writing



The data in Chart 2 reveal the percentages of lexical cohesion devices used in the report texts written by English Department students. The most frequently used lexical cohesion by English Department students is “Repetition,” which reaches a relatively high percentage of 41.81% (79 occurrences). Followed closely is “Collocation” at 29.63% (56 occurrences). Meanwhile, “Antonyms” and “Synonyms” are the least used among lexical cohesion, with around 4.23% (8 occurrences) and 3.17% (6 occurrences), respectively. “Hyponym” is used in a moderate percentage, at 14.82% (28 occurrences), while “Meronym” appears in the percentage, at 6.34% (12 occurrences). These findings are consistent with the research results of several researchers who have explored cohesion studies. They also observed that “Repetition” is the most commonly used type of lexical cohesion among the other types of cohesion (Alfitri & Yuliasri, 2021; Aqmarina, 2020; Episiasi et al., 2022; Hasan Albana et al., 2020; Siregar & Thyrhaya Zein, 2023). Zaki (2021) researched cohesive devices in descriptive texts written by undergraduate students. However, the study only indicated the presence of lexical cohesion in the form of repetition and hyponyms in the texts. In contrast, the present research found all aspects of lexical cohesion, including repetition, collocation, antonym, synonym, hyponym, and meronym. Consequently, the data shows that the participants do not commonly use some lexical cohesion devices, especially antonyms and synonyms. Furthermore, the participants do not use all six categories of lexical cohesion equally in their texts. Especially, “Repetition” was highly favoured, in sharp contrast to the relatively low usage of “Antonyms,” “Meronyms,” “Hyponyms,” and “Synonyms,” which collectively represented all lexical cohesion used. The following are the sections that cover the analysis and discussion of the data:

Excerpt #4 (Made’s writing)

One of the cultural traditions that is still maintained is Subak. Subak is a traditional irrigation system or irrigation for rice fields. Subak usually has existed since ancient times, and in Demulih Village is no exception. Subak is particularly important in this village because it was used as a source of life long before the development of technology as it is

today. Subak in this village can be categorized as complete because there are hills, springs, and also waterways.

In Made's writing, she utilizes various cohesive devices to enhance the coherence and flow of her report text. Made uses the cohesive device of repetition by repeating terms such as "subak," "village," and "traditional." This repetition reinforces the central themes of her report, emphasizing the subak tradition's cultural heritage within the village context. In addition, Made provides extensive definitions and explanations to ensure clarity and facilitate the reader's understanding. For example, she explains that "subak is a traditional irrigation system or irrigation for rice fields," providing essential context for her audience. In addition, by consistently referring to "subak," Made emphasizes the central cultural tradition being discussed and its importance.

Excerpt #5 (Nengah's writing)

Meanwhile for Melasti ceremony or cleansing of the Gods is carried out at the Taman temple, different with another village in Bali who usually held on the beach, it is because the society there said that there is holy water called Tirta Kumala guna who comes from Tirta Empul, Tirta Sakti, Tirta Saraswati and Sudamala.

In Nengah's writing, she utilizes various cohesive devices to enhance the coherence and logical progression of her report writing. The cohesive devices include the repeated use of the "Melasti ceremony" collocation, which establishes a clear and consistent term for the cultural practice being discussed. The collocation "cleansing of the Gods" further reinforces the ceremonial nature of the event and the reverence for the Gods, creating a sense of continuity and connection throughout the text. In addition, Nengah uses references to connect ideas. The phrase "it is because" refers to the previous statement about the cleansing ceremony, providing a reason for the difference in location. "There" refers to the specific village being discussed. In addition, the cohesive devices used in this excerpt contribute to the construction of cultural values: The reference to "holy water" from different sources ("Tirta Empul, Tirta Sakti, Tirta Saraswati, and Sudamala") emphasizes the spiritual and ritual aspects of the ceremony, reflecting the importance of traditional beliefs and practices within the culture. In addition, the listing of holy water sources not only reinforces the cultural aspect but also integrates various elements of belief and tradition, contributing to the representation of the cultural richness of the ceremony.

Excerpt #6 (Kadek's writing)

Rejang Wastra Dance is performed by two persons. It is a pair of male and female dancers. The dancers who perform this dance have to be someone who is already married. The male dancer called Jro Gede, and the female dancer called Istri Jro Gede. The history of this dance is telling about a villager who is buying fabric for the religious ceremony needs in Demulih Village.

In Kadek's writing, various cohesive devices are strategically employed to enhance the coherence and cohesion of the report text. These devices ensure a smooth flow of ideas and facilitate the reader's understanding. Notable cohesive devices include repeating specific terms, such as "dancers" and "Jro Gede," strengthening the connection between ideas and highlighting critical figures in the dance performance. The cohesive devices employed by Kadek serve to construct and convey cultural values embedded in the description of the Rejang Wastra dance: The mention of "buying cloth for the religious ceremony needs in Demulih village" within the

historical narrative illustrates cultural practices and emphasizes the importance of rituals and ceremonies within the community.

Excerpt #7 (Nyoman's writing)

There is a tradition in Demulih, which has a protected or secured hill, that women who are menstruating are forbidden from visiting the hill and must pass a cleaning ceremony for 12 days and 12 nights.

In Nyoman's writing, she adeptly utilizes various cohesive devices to enhance the coherence and organization of her report text. Cohesive devices, including references, conjunctions, and lexical cohesion, are crucial in guiding the reader through the logical flow of information. Nyoman uses synonyms to create lexical cohesion, as seen in the phrase "*a tradition in Demulih that has a protected or secured hill*". Here, the synonymous pairing of "*protected*" and "*secured*" reinforces the idea of the safety and preservation of the hill. This deliberate use of synonyms contributes to a richer and more nuanced description of the hill's cultural significance, emphasizing its importance within the context of tradition. Nyoman effectively uses cohesive devices, including lexical cohesion through synonyms, to construct and convey the cultural values inherent in the tradition she recounts: The reference to the tradition in Demulih, the prohibition for menstruating women, and the cleansing ceremony emphasize the cultural norms and practices associated with menstruation and rituals in the specific cultural context. In addition, the term "forbidden" and the requirement of a cleansing ceremony underscores the reverence and sanctity attached to the hill in Demulih. This reinforces the cultural values of respect for traditions and sacred spaces.

Excerpt #8 (Komang's writing)

The several types of plants used by the people of Demulih Village as a means of the ceremony are; Ancak Leaves, Rijasa Flowers, Bangsah Leaves, Nagasari Leaves, Banyan Leaves, Spruce Leaves, and many more. This Upakara plant has an important role for the community, especially Hindus in Bali because as we know Hindus in Bali have various kinds of traditional ceremonies that tend to use plants as the main means.

In Komang's writing employs a variety of cohesive devices, including lexical cohesion through the use of "*hyponyms*," to enhance the coherence and logical flow of her report writing. These cohesive devices help connect different elements within the text, enabling readers to follow the progression of ideas. Komang employs the following cohesive devices: Through the use of hyponyms, such as "*Ancak Leaves*," "*Rijasa Flowers*," and "*Bangsah Leaves*," Komang establishes lexical cohesion by referring to specific subcategories or types within the broader category of plants. This helps create a more precise and detailed description, enhancing the reader's understanding of the cultural context. Komang's use of cohesive devices, including lexical cohesion through hyponyms, contributes to the construction of cultural values within the context of the reported ceremony: The elaboration on the plant's "*important role for the community, especially Hindus in Bali*," emphasizes the cultural importance of these rituals. This detail helps readers grasp the profound cultural practices and values inherent in the ceremony.

Excerpt #9 (Ketut's writing)

There are two kinds of subak managed by local managers in this village, namely Subak Abian and Subak Umpelan. Subak Abian is a traditional institution that is specifically engaged in dry land agriculture which is known as an agrarian, economic, and religious

organization that has existed in Bali since ancient times and has been maintained until now. Meanwhile, Subak Umpelan is specially used for wetlands, namely rice fields.

In Ketut's writing, various cohesive devices are adeptly utilized to enhance her narrative's cohesiveness and logical flow. These devices guide the reader through the narrative and establish connections between information segments. Ketut uses lexical cohesion through "namely" to introduce meronymic relationships in which a part represents a larger whole. In this context, "namely" means that "Subak Abian" and "Subak Umpelan" are two specific examples of the broader category of "Subak," demonstrating the interconnectedness of these entities. Ketut employs a variety of cohesive devices not only to ensure textual coherence but also to effectively convey the cultural values intertwined with the traditional institutions she depicts. These cohesive devices contribute to the construction of cultural values in the following ways by using defining clauses to elaborate on Subak Abian's multifaceted role as an "agrarian, economic, and religious organization," Ketut provides a deeper understanding of the intricate cultural significance associated with this institution.

5. CONCLUSION

In conclusion, the results of this study offer valuable insights into the usage of cohesive devices in report writing among English Department students. The findings reveal the students' firm reliance on "Reference" and "Conjunction" as critical grammatical cohesive devices, indicating their proficiency in establishing relationships between elements at the sentence and discourse levels. However, evidence of underutilization of "Ellipsis" and "Substitution" suggests a need for more awareness and training in effectively employing these cohesive devices. Additionally, the dominance of "Repetition" among lexical cohesive devices reflects the students' inclination to emphasize critical points in their texts. Nevertheless, the relatively low usage of "Antonyms," "Synonyms," "Hyponyms," and "Meronyms" indicate areas for improvement in diversifying their lexical choices and enhancing the overall cohesion and clarity of their writing. Future research and academic support programs can focus on providing students with targeted guidance on effectively using grammatical and lexical devices to enhance their writing proficiency and produce well-structured and cohesive report writing.

The study sheds light on students' report-writing skills and identifies areas for improvement, particularly in diversifying their lexical choices and expanding their repertoire of cohesive devices. The research also demonstrates the value of field studies and authentic experiences in writing class, which can provide contextual insights into language use and help students to develop their skill in utilizing cohesive devices. In the era of Merdeka Belajar Kampus Merdeka (MBKM) in Indonesia, where students can actively engage in in-depth observations of their daily lives and culture, incorporating authentic activities such as report writing on environmental and cultural issues can contribute to the development of students' ability to use cohesive devices effectively.

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