


Analyzing Grammatical Cohesion Devices in Pros and Cons Essays Written by Marine Science Students

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ABSTRACT

In academic writing, cohesion plays a crucial role in creating clarity and flow. However, students often struggle to use cohesive devices effectively, which can impact the coherence of their writing. This study explores the use of grammatical cohesive devices in pros and cons essays written by students in the Marine Science study program to assess their effectiveness in conveying the writer's intention. It aims to examine how these devices; references, substitution, ellipsis, and conjunction are employed to convey the writers' intended meaning. Moreover, this study also identifies the most frequently used types of grammatical cohesive devices. Using qualitative content analysis approach, the researchers analyzed 80 essays to identify the frequency and effectiveness of each cohesive device. The findings reveal that reference (62.50%) was the most frequently used device, followed by conjunction (34.38%), while substitution and ellipsis were rarely employed (1.56% each). These results indicate that students primarily rely on pronouns, pointer words, and conjunctions to link ideas and maintain the flow of their arguments. This study highlights the need for more structured instruction and additional support to help students improve their use of cohesive devices. The results also contribute to the development of cohesion theory, particularly in the context of student writing, and suggest future research directions. Further exploration of underutilized devices like substitution and ellipsis, as well as the use of cohesive devices in other text types, could enhance understanding of student writing and inform teaching strategies to promote stronger cohesion and clarity in student essays.

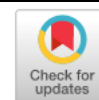
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INTRODUCTION

Writing essays is a crucial competency that university-level students must possess in English language learning. With good writing skills, students can communicate and exchange knowledge through writing. Writing can also encourage students to think critically and systematically as a form of evaluation of the material they have learned. The ability to convey ideas and information through writing is a significant requirement in the academic field. Good writing is determined by the content or ideas conveyed, language structure, and grammar. According to Amrullah (2024) grammatical accuracy is essential to ensure comprehensible writing in academic writing. Thus, writing effective sentences is an important skill in many aspects of life, especially for educational purposes.

In academic writing, cohesion plays a crucial role in creating clarity and flow. It ensures that ideas are logically connected and that the text can be easily followed by readers. However, students often struggle to use cohesive device effectively, which can lead to disjointed and confusing writing. The ability to use grammatical cohesion, such as reference, substitution, ellipsis, and conjunction, is essential for producing well-structured and coherent academic

texts. This challenge is particularly evident in essay writing, where the clear presentation of arguments and logical connections between ideas is key to effective communication.

Grammatical cohesion devices are essential for ensuring coherence and clarity in written texts. As defined by Halliday and Hasan (2014), these devices include references, substitutions, ellipses, and conjunctions, which link sentences and ideas within a discourse, enhancing the overall quality of writing (Adiantika, 2015; Pu et al., 2022; Ulfa & Ramadhani, 2024). The effective use of these devices allows writers to create a seamless flow of ideas, making it easier for readers to follow the argument or narrative presented in the text (Nisa et al., 2017; Saputra & Hakim, 2020).

Cohesion refers to the relationship between text elements to maintain their connectivity. Cohesion theory was developed Halliday & Hasan (2014) in their book *Cohesion in English*. They explained that cohesion is a way for text elements, such as sentences and paragraphs, to be connected lexically, grammatically, and systematically to provide a unified whole text that is easy to understand. Cohesion ensures that information in the text is structurally and logically presented. Thus, understanding the text does not require much effort from the readers or listeners, making them easily follow the text flow without confusion. The text will be disjointed without coherence, making it unintelligible (Malah et al., 2017).

Cohesion has many functions in writing a text, especially an academic text. It promotes effective communication through text writing, enhances reading interest, connects ideas or thoughts, and builds coherence in the text. According to Mandarani et al. (2023), cohesion creates meaning unity through grammatical and lexical relationships. Thus, it provides effective communication by addressing communication barriers and improving clarity. Besides, a cohesive text is necessary to grab the reader's attention and keep them engaged in reading the text because it facilitates comprehension and retention (Liu & Rowl, 2012). Mustafa (2024) also claimed that cohesion keeps ideas flowing smoothly and makes writers write their thoughts coherently. Feliks et al. (2024) reported that cohesion can improve writing quality by enhancing text clarity and coherence.

In writing an academic text, especially in a pros and cons essay, the writers should ensure that all sentences and paragraphs are related and convey a unified message. Therefore, writers use appropriate, cohesive devices to describe the relationship of particular ideas to be delivered. Cohesive devices are linguistic instruments that organize text, ensuring that sentences are logically connected. Cohesive devices are required in text production to maintain interconnectedness and unity in a text. Halliday & Hasan (2014) identified four grammatical cohesive devices; reference, substitution, ellipsis, and conjunctions.

Reference involves using lingual units such as personal (e.g., he, she), demonstrative (e.g., this, those), or comparative terms to avoid repetition and link ideas. Substitution replaces words or phrases with more concise elements (e.g., one, do, so) to enhance efficiency and avoid redundancy, categorized into nominal, verbal, and clausal types. Ellipsis omits words or phrases already understood from context, streamlining the text while preserving meaning, and is also divided into nominal, verbal, and clausal ellipsis. Lastly, conjunctions (e.g., and, but, because, after that) connect ideas and establish logical relationships, functioning as additive, adversative, causal, or temporal links to ensure cohesion and unity throughout the text.

One type of essay that is often taught at the University level is the pro-cons essay. Pros and Cons Essay is an argumentative essay examining the advantages and disadvantages of a particular topic or issue. This essay requires debatable topics or issues, presenting different viewpoints. According to Graff et al. (2014) this type of essay, structure facilitates critical discussion as it forces the writer to analyze the pros and cons of the issue objectively. The structure helps readers understand the complexity of a problem without excessive bias. The structure of the pros and cons essay includes an introduction, main body, and conclusion paragraph.

In the introduction paragraph, the writer states the topic and its significance to be discussed without the writer giving a personal opinion. This paragraph also mentions the highlights of the pros and cons of the issues, while the details of each point will be delivered

in the following paragraphs. Main body paragraphs include at least two paragraphs consisting of balanced arguments between the pros and the cons. The first paragraph describes the pros or advantages of the topic, while the second paragraph explains the cons or disadvantages of the topic being discussed. Each point should be presented with an apparent reason or evidence. The conclusion paragraph involves the summarized key arguments, and the writer finally presents their stance and viewpoints, whether they are for or against the issue.

The cohesion devices help the reader follow the balanced information of the issues and identify the conclusion and writer's stance on the discussed topic. Many studies supported the notion. For example, a study conducted by Nindya & Widiati (2020) reported that the type of language devices primarily used in pros and cons essays are reference and conjunction, proving that the writer focuses on the balanced arguments and idea transition (Rokhaniyah et al., 2022). In addition, a study Ludji et al. (2022) found that references, conjunction, and substitution were frequently found in students' pros and cons essays. Another researcher reported that using cohesion devices such as references provides easiness for the reader to follow the arguments in the text. He also argues that cohesive devices should be proportional because excessive cohesive devices will cause repetitive text (Ahmad, 2022). Understanding and effectively using cohesive devices improves writing quality because the writer can provide convincing and informative arguments (Albana et al., 2020). Thus, in the essay, cohesion devices play a significant role in ensuring the arguments are delivered well so that the readers understand the topic being discussed better.

The prior study by Lestari (2023) examined the use of cohesive techniques in recount paragraphs by tenth-grade students, emphasizing grammatical (reference, substitution, ellipsis, and conjunction) as well as lexical (reiteration and collocation) cohesion. It suggested improved instructional support by highlighting students' diverse degrees of competency and identifying usage trends. In contrast to earlier studies, this one focuses on the grammatical coherence of Marine Science students' pros and cons essays rather than retelling high school students' paragraphs. The grammatical cohesiveness (reference, substitution, ellipsis, and conjunction) is identified using a content analysis approach, which also looks at how well they communicate the writer's intended point. As a result, this study broadens our knowledge of coherent device usage to include pro-cons writing contexts, which have received less attention than recount writing.

This study aimed to examine the use of grammatical cohesion in pros and cons essays written by students to find out its effectiveness in delivering the writer's intention regarding the topic they brought in the essays. The result of this study may contribute to the development of text cohesion theory (Halliday & Hassan, 2014), especially in student essay writing.

METHOD

This study used a qualitative content analysis approach to systematically examine and interpret textual data. Content analysis analyzes meanings and themes is the primary focus of qualitative content analysis (White & Marsh, 2006). This qualitative research typically involves collecting data from a limited group to understand their opinions on a specific phenomenon (Creswell, 2012). Thus, the study examined grammatical cohesion (reference substitution, ellipsis, and conjunction) in essay writing.

Students enrolled in the Marine Science Study Program taking English 1 in their second semester were the target audience for this study. There were two classes in the population, with about 40 students each. Two essays were chosen randomly during the sampling process for a total sample size of 80 essays. These pros and cons essays were involved in the study as the research participants and analyzed the grammatical cohesion to answer the research questions.

The analysis process consisted of several steps. First, each essay was carefully read and segmented into clauses and sentences. Next, occurrences of cohesive devices were manually coded based on their category. This coding process allowed to researchers to quantify each type of cohesive device and assess patterns of usage. The data were then tabulated and

interpreted to evaluate both the frequency and functional use of the devices in conveying the writer's intended meaning.

Instruments

The instrument involved in this study was the framework of cohesive devices by Halliday & Hasan (2014), which involved reference, substitution, ellipsis, and conjunction. The details of this framework are presented in the following figure.

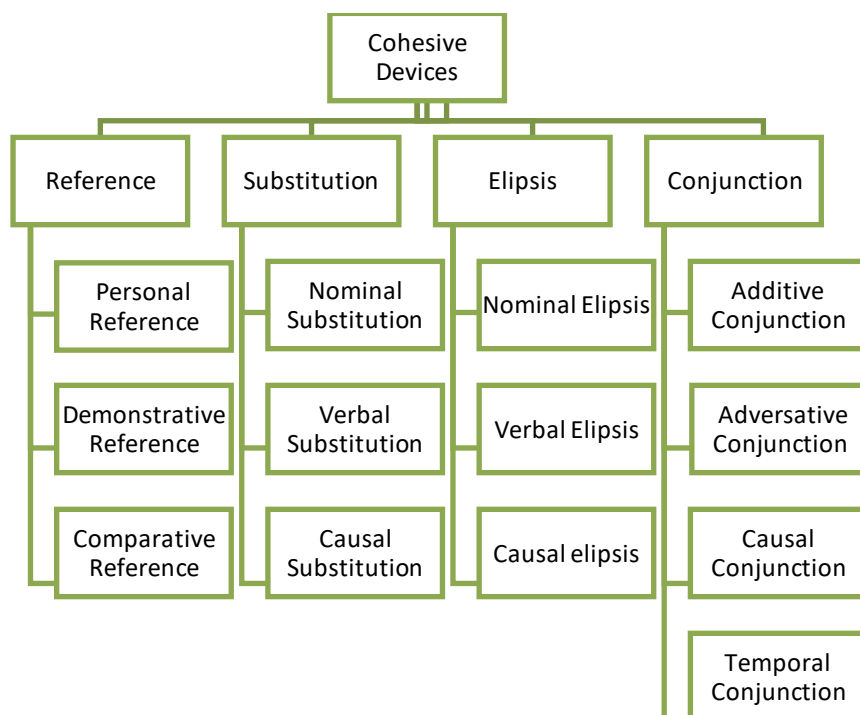


Figure 1. The Framework of Cohesive Devices by Halliday & Hasan (2014)

Data Analysis

To display the data, the researchers employed a code. This enables the researchers to concentrate on a single text, carefully examine each detail, and reach more thorough conclusions. According to Al-khresh (2016), there are four steps in an error analysis study: (1) gathering a learner language sample, (2) identifying errors, (3) characterizing errors, and (4) explaining errors. Those steps were employed in this study. After selecting the set of essays, they were reviewed to determine the presence of cohesiveness devices. The sentences were then divided into four types: reference, substitution, ellipsis, and conjunction (Halliday & Hassan, 2014). Following the classification, the researchers examined how these cohesion techniques were used in the texts, identifying writing faults and clarifying concerns of coherence and clarity

FINDINGS AND DISCUSSION

Findings

This study examines a pros and cons essay related to the topic of students being active in organizations. The essay was analyzed with a focus on grammatical cohesion devices. The analysis includes various aspects of cohesion commonly found in writing, such as identifying references, substitutions, ellipses, and conjunctions. Based on the results of the text analysis that was performed on student essays, the following data results are obtained:

Table 1. The Frequency of Grammatical Cohesion in Students' Essays Subjects

Data	Grammatical Cohesion				Total
	Reference	Substitution	Ellipsis	Conjunction	
Data 1	67	2	1	18	88
Data 2	40	1	1	22	64
Total	107	3	2	40	152
Percentage	70,39 %	1,97 %	1,32 %	26,32 %	100 %

Four types of grammatical cohesiveness are examined: reference, substitution, ellipsis, and conjunction. The table shows that Reference is the most often used cohesion device, accounting for 107 occurrences or 70.39% of the total. This high percentage implies that reference is the primary mechanism for connecting concepts and ensuring text continuity. Using pronouns or specific articles to refer to previously mentioned items typically aids the reader's understanding of the narrative or argument. Conjunctions are the next most common cohesion device, accounting for 40 occurrences (26.32% of the total). Conjunctions connect clauses and sentences and help to ensure that ideas in the text flow smoothly. Conjunctions, while less common than references, continue to serve a significant function in arranging the flow of information and providing good cohesiveness between different portions of the text.

Substitution and ellipsis are the less commonly employed cohesion methods, which occur three times (1.97%) and twice (1.32%), respectively. Substitution replaces words or phrases to prevent repetition, whereas ellipsis removes evident words from the context. The low utilization of these two devices shows that they are less important than reference and conjunction in sustaining the text's grammatical coherence.

Table 2. The Frequency of Grammatical Cohesion of the First Essay

Grammatical Cohesion	Frequency	Percentage
Reference	67	76,14 %
Substitution	2	2,27 %
Ellipsis	1	1,14 %
Conjunction	18	20,45 %
Total	88	100 %

This data displays the frequency and proportion of grammatical cohesion devices in the first essay. According to the data, Reference is the most often utilized type of grammatical cohesiveness, accounting for 67 instances or 76.14%. Followed by Conjunction, it is used 18 times, or 20.45%. Meanwhile, substitution and ellipsis are the least often utilized types of grammatical coherence, occurring only twice (2.27%) and once (1.14%), respectively.

Table 3. The Frequency of Grammatical Cohesion of the Second Essay

Grammatical Cohesion	Frequency	Percentage
Reference	40	62,50 %
Substitution	1	1,56 %
Ellipsis	1	1,56 %
Conjunction	22	34,38 %
Total	64	100 %

Similar to the first essay, in the second essay, Reference is the most commonly employed type in the grammatical cohesion analysis, with 40 occurrences, or 62.50% of the total, showing that this approach is the primary means of preserving textual continuity and intelligibility. References facilitate effective connections between disparate text sections and facilitate readers' comprehension of a narrative or argument by utilizing pronouns, particular articles, or other referring mechanisms. With 22 appearances or 34.38% of the total, conjunctions come in second place regarding usage frequency. They are crucial for joining phrases and sentences and guaranteeing a logical and consistent flow of information. Conversely, Ellipsis and Substitution are the least common forms of cohesiveness; each occurs only once and is responsible for 1,56 % of the total.

The Analysis of Grammatical Cohesion Devices in Student Pros and Cons Essays

Reference

As mentioned earlier, 107, or 70.39%, of the total student essays written had references. As is known, reference is divided into three, namely personal reference, demonstrative reference, and comparative reference. The words *I, my, myself, me, they, their, we, us, it, its*, and so on are included in the data as personal reference. They are the most frequently used reference type in student writing is personal reference. The words *this, that, these, there, here*, and *the* are used as demonstrative references to understand objects in terms of discussion or examples. In contrast, comparative reference is used in student writing to compare aspects of similar or dissimilar subjects. The words found are *good, many, different, as...as, many, more, less*. An example of sentence from students:

I myself joined an organization, but I was not very active in the organization, because I was more concerned with my studies than the organization I joined. (data 1)

The phrase “I myself” is used to emphasize the writer's personal involvement in the decision to join the organization. The use of “myself” here is not only to indicate who is acting but also to provide additional emphasis that the decision results from the writer's personal choice. This shows that the act of joining the organization is a decision made directly by the writer. Furthermore, in the phrase “I was not very active”, the use of “I” in this phrase refers back to the writer mentioned earlier. “I” functions to maintain cohesion and continue the narration. In this context, “I” indicates that although the writer joined the organization, his level of participation was low. It shows a shift from action of joining to the level of participation (not being active), indicating contrast between intention and reality. This phrase directly states the writer's personal experience and feelings regarding her involvement in the organization. Furthermore, in words “I was more concerned with my studies”, here, “I” is used again to show that the writer's priority is their studies, not involvement in the organization. This phrase underlines that the writer's attention and time were focused more on their academic studies than on organizational activities. The word “I” in “... I joined” refers back to earlier mention about organization and used to maintain cohesion and clarity in the explanation.

Campus organizations help students develop social skills, leadership, and other skills that cannot be acquired solely through academic learning. (data 2)

In data 2, “that” is used as a demonstrative reference to introduce a relative clause. The clause introduced by “that” “...that cannot be acquired solely through academic learning...” serves to clarify or provide details about the skill in question. In this context, “that” introduces the relative clause “that cannot be acquired solely through academic learning” to emphasize the special quality of the skills developed through campus organizations. This clause indicates that the skills in question—such as social, leadership and other skills—are unique in that they require practical experience in addition to academic learning. Thus, “that” acted as cohesive device by linking the noun “skills” to the rest of the clause that follows. It is helping the sentence to be understood easily by the reader.

Organizations are important for students as additional learning method outside of college, as long as the organization does not interfere with lectures. (data 1)

In data 1, “as” is used as a comparative reference to compare two things. In this sentence, “as” connects the clause that shows how the organization is considered important with the statement that the organization functions as an “additional learning method”. In the context of comparison, using “as” shows that the organization has a value or function equivalent to an additional learning method. This shows that the organization offers learning benefits comparable to other learning methods outside the college environment. The “as” in this sentence describes the organization's role in the context of additional learning. For example, “as an additional learning method” indicates that the organization provides educational benefits similar to other learning methods, which is important for student learning outside of lectures. “As long as” binds the additional clause ‘as long as the organization does not interfere with lectures’ to express a condition. Here, “as long as” sets a condition that the organization's benefits as an additional learning method only apply if the organization does not interfere with lectures.

Substitution

Substitution is the process of replacing one item with another. The table above demonstrates that substitution occurs 3 times or 1,97 %. Substitution comprises three categories: nominal substitution, verbal substitution, and clausal substitution. However, the students' essays only contain nominal and verbal substitutions, not clausal substitutions. Here are some examples of the student sentences:

In conclusion, organizations can give us positive and useful things if the organization has a clear vision and mission, and the people in the organization have the same goals, not just the same. (data 1)

“Same” is used as a nominal substitution to avoid repeating the same word or group of words mentioned before. In this case, “same” replaces the previously mentioned phrase or

noun. In this sentence, “same” first refers to “goals”. The word “the people in the organization have the same goals” means that the people in the organization have the same goals. The use of “same” here replaces the repetition of the word “goals” to maintain the clarity and order of the sentence.

In the last part of the sentence, “not just the same,” the word “same” is used again to state that the people in the organization do not just have the same goal, but more than that. This shows that besides having the same goal, there are other factors to consider. “Same” helps to keep the sentence concise by avoiding the repetition of the already mentioned phrase ‘goals’. This makes the sentence more effective and clearer without losing meaning. If the sentence doesn't use “same” as a nominal substitution, the sentence will sound awkward and repetitive, like: “and the people in the organization have the same goals, not just the same goals.” By using “same,” the sentence becomes shorter and clearer.

This encourages each member to improve face-to-face communication and practice public speaking skills when presenting activities, just as I do in my role. (data 2)

“Do” is used as a verbal substitution to replace the sentence part containing the previously mentioned verb or verb group. This helps avoid unnecessary repetition and maintains the smoothness and clarity of the sentence. In this sentence, “do” replaces the phrase “improve face-to-face communication and practice public speaking skills when presenting activities”. Using “do” helps avoid repeating the entire word and makes the sentence more concise.

The full sentence, if without using verbal substitution, would be: “This encourages each member to improve face-to-face communication and practice public speaking skills when presenting activities, just as I improve face-to-face communication and practice public speaking skills when presenting activities in my role.” By using the word “do”, the sentence becomes shorter and less repetitive.

“Do” helps to keep sentences concise and clear by replacing long verb phrases. This makes the sentence easier to read and understand. The use of “do” also emphasizes that the writer is doing the same thing each member is encouraged to do: improve face-to-face communication and practice public speaking skills when presenting activities.

Ellipsis

An ellipsis is a substitution in which the original item is not replaced with anything else. There are three types of ellipsis: verbal, nominal, and clausal. The table above illustrates that ellipses occur 2 times, or 1,32 %. The researchers discovered only nominal ellipsis in the data. Here are some examples of the student sentences:

Organizations are important for students as additional learning method outside of college, as long as the organization does not interfere with lectures. But being a student does not have to mean joining one, because we have the right to choose. (data 1)

“One” is used as a nominal ellipsis to replace a noun or phrase that has been mentioned earlier in the text. In this case, “one” replaces the word “organization” mentioned in the first sentence. In the sentence “But being a student does not have to mean joining one,” the word “one” replaces the word “organization”. This is done to avoid repeating the word “organization” that has been mentioned before in the same context so that the sentence becomes more concise and easier to understand. The complete sentence, if without “one,” would be: “But being a student does not have to mean joining an organization,” because the word ‘organization’ was already mentioned in the previous sentence.

They need to manage their time well and find a balance between academic and non-academic activities. Students should also consider the sacrifices needed to advance in one and pursue their goals. (data 2)

“One” is used as a nominal ellipsis to replace a noun or phrase that has been mentioned previously in the context of a sentence or paragraph. In this case, “one” replaces the phrase “academic and non-academic activities” mentioned in the previous sentence. In the sentence “Students should also consider the sacrifices needed to advance in one and pursue their goals,” the word “one” replaces either “academic activities” or “non-academic activities”. This is done to avoid repeating the full phrase mentioned earlier, making the sentence more concise and efficient. The full sentence, if without using “one,” would be: “Students should also consider

the sacrifices needed to advance in academic activities or non-academic activities and pursue their goals." By using "one," the sentence becomes more concise.

Conjunction

Halliday and Hasan state that only conjunctions between sentences or paragraphs are permitted, not conjunctions within sentences, between phrases, or between subjects. In students' essays, there are 40 conjunctions in students' writing for 26,32 % of data in total. They have included four sorts of conjunctions: additive, adversative, causal, and temporal.

Maybe many people out there say that, organizations can give us broad insights, build wider relationships, add experience, and develop talent.

"And" is an additive conjunction to connect words, phrases, or clauses with an equal relationship or add related information. It shows that the connected elements have equal standing in the sentence and together contribute to the overall meaning. In this sentence, "and" connects several different components but share a common context, namely the various benefits that organizations can provide to individuals. These elements include "give us broad insights", "build wider relationships", "add experience", and "develop talent". The use of "and" before the last element "develop talent" indicate that the sentence almost approaching the final element of the series. The word "and" could maintain grammatical cohesion, ensure that the ideas are connected smoothly and logically. It also ensure the readers that all these elements are parallel advantages of participating in organization, not an isolated element.

However, despite the great benefits of organizing, students should still prioritize their academic tasks. (data 2)

"However" is an adversative conjunction to connect two conflicting or contrasting ideas or clauses. It shows that there is a contradiction or opposition between the two parts of the sentence. It emphasizes that the idea in this sentence contrast with the idea that came on the previous sentence. In this sentence, "however" connects two conflicting ideas: the great benefits of organizing ("the great benefits of organizing") and the importance of academic priorities ("students should still prioritize their academic tasks"). "However" has an important role in maintaining logical cohesion across ideas. It also emphasizes that although organization provides many benefits, it should not override academic tasks, which should still be a top priority for students.

I agree with the statement that students should be active in organizing because it provides many benefits for students. (data 2)

"Because" is used as a causal conjunction to connect two clauses that show a cause-and-effect relationship. It links the writer's opinion with the supporting reason. The clause that follows "because" provides the reason or cause for the main clause. In this sentence, "because" connects the main clause (writer's opinion), "I agree with the statement that students should be active in organizing" with the causal clause (supporting reason) "it provides many benefits for students". The use of "because" explains why the writer agrees with the statement that students should be active in organizing. This causal conjunction can maintain the logical flow of the sentence and also strengthen the writer's argument by showing that writer's point of view is not random, it is based on clear reason.

In conclusion, being active in campus organizations offers many benefits to students, including improving communication skills, developing leadership abilities, and building relationships.

"In conclusion" is used as a temporal conjunction to mark the end of an argument or discussion and provide a summary or conclusion of the previously discussed points. This phrase helps the reader know that the writer is about to deliver the final point or conclusion of the argument that has been presented. "In conclusion" acts as a temporal transition marker indicating that the last part of the text is the conclusion. It helps maintain the clear and logical structure of the text, making it easier for the reader to follow the argument. As a conjunction, "in conclusion" links the closing with the previous parts of the whole text. It creates smooth and logical transition from body to conclusion. In this context "in conclusion" shows that the writer is restating the benefits of participating in campus organization.

Discussion

Personal, demonstrative, and comparative references are grammatical cohesion devices used to refer back to or show relationships between parts of the text. Personal reference uses

personal pronouns (such as “he,” “she,” “they”) to refer to participants in the text. In contrast, demonstrative reference uses pointing words (such as “this,” “that,” “these,” “those”) to refer to specific objects or ideas. Comparative reference uses comparison words or phrases (such as “more,” “less,” “as...as”) to show a comparative relationship between two things. In addition, there are also nominal substitutions that replace a noun or nominal group with another word, such as “one” or “the same.” Verbal substitution replaces a verb or verbal group with another verb, usually “do.” Clausal substitution replaces an entire clause with a word like “so” or “not.” However, in this study, clausal and verbal substitutions were not found. A verbal ellipsis is the omission of a part of a verbal group that can be understood from the context, while a nominal ellipsis omits a noun that can be understood from the context. A clausal ellipsis, which is the omission of an entire clause, was also not found in this study. Conjunctions are used to connect ideas, sentences, or paragraphs and include several types: additive conjunctions add information (like “and”), adversative conjunctions show contrast or opposition (like “however”), causal conjunctions show cause-and-effect relationships (like “because”), and temporal conjunctions show time relationships (like “in conclusion”).

This study compares the results of Lestari's research (2023), which examines the use of cohesive devices in recount paragraphs by students. Lestari et al. (2023) found that reference (31.29%) and conjunction (28.75%) were the most frequently used, followed by substitution (12.72%) and ellipsis (1.78%). This study found that reference (62.50%) was the most dominant, while conjunction (34.38%) was also frequently used. Substitution and ellipsis were rare, appearing only once (1.56%). These results could be due to differences in the types of texts analyzed and the students' ability levels. Lestari et al. (2023) also emphasized the importance of comprehensive instruction and support to improve students' ability to use cohesive tools, which aligns with this study's findings that students' varying levels of familiarity and competence with cohesive tools require pedagogical interventions to address the identified challenges. Therefore, despite the differences in the proportion of cohesive device use, both studies suggest that more structured instruction and additional support are urgently needed to help students understand and use cohesive devices more effectively.

CONCLUSIONS

According to the findings of this study, the employment of grammatical cohesive devices in pros and cons essays about students involved in organizations plays a significant role in achieving text cohesion and consistency. According to the study, reference is the most commonly utilized cohesive device, followed by a conjunction, with substitution and ellipsis being uncommon. This demonstrates that students tend to use pronouns and pointer words to preserve text flow and conjunctions to connect ideas. More planned training and assistance in comprehending and employing various cohesive devices are required to increase students' writing ability with strong coherence. This will assist students in producing more coherent and intelligible texts. Moreover, English instructors should provide explicit instruction on a wider range of cohesive devices, particularly substitution and ellipsis which is uncommon for students. Some suggestions and recommendations for future studies are as follows: First, further research on substitution and ellipsis is required to understand why these technologies are underutilized and to identify ways to improve their use through novel teaching methods. Second, investigating the usage of cohesive devices in other text forms, such as narration, description, or exposition, will provide a complete picture of how students utilize cohesive devices in varied settings. Following these recommendations will allow future researchers better to understand the usage of cohesive devices in student writing and design more effective techniques for teaching cohesive and coherent writing skills.

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