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ENGLISH COHESION AS LANGUAGE ACQUISITION ACHIEVEMENT IN DYNATA ELEMENTARY SCHOOL

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A B S T R A C T

This research focuses on the analysis of English Cohesion applied in student's writing of sixth grade of Dynata Elementary School located in Denpasar. The aim of the research was to know the language acquisition achievement. The theory used to analyze the achievement is English Cohesion proposed by Halliday (2014). The data were taken from student's worksheets of sixth grade of Dynata Elementary School. The method used for the research is qualitative, library research by emphasizing syntagmatic and paradigmatic. The result of the research shows that the students are able to use English as communication tool. It can be seen from English cohesion application which is used to cohere the text. Personal reference is the most use in the text, Conjunctions used in the text indicate the chronology of events. Lexical Cohesion is also found in the text. However, grammatical errors are also found in the text. Nevertheless, the errors made by the students are not categorized fatal, but understandable.

A R T I C L E   I N F O

I.   INTRODUCTION

Language is very important in social interaction. It does not only function as media to transfer idea, but it also functions to know personal identity. Language is not as just matter of language itself, but it reflects what happens beyond the language use. The ability of using language is not only related to the competence of transferring message from the speaker to the target, but it is also used as an indicator of the achievement of cognition. It is related psycholinguistics, namely the competence of using language based on the age. The competence of using language is seen as iconic (Short, 2007) since certain age is associated to grade of language competence.

Language competence is obtained from language acquisition process occurring in social interaction in which involves participants (Halliday, 1978). The process of language

acquisition can be seen from linguistics aspects, namely: Phonology, syntax, semantic, morphology, and pragmatic (Gass and Larry, 2008). Phonology is related to how the learner produces the language and creates the meaning. Syntax is associate how the learner is able to make word and sentence. Morphology is associated to the formation of word. Semantic is associated to how to understand the word. Pragmatic is related to how the learner understand and use the language based on the context. In other word, those linguistics aspects are used as an indicator whether or not the learner achieve good language acquisition process.

Because of that reason, many parents are getting interested in sending their children to the schools which provide more language learning process. They know that sending their children to schools which provide additional curriculum requires much more expensive than other common schools. However, they focus on the result instead of school expense. One of schools providing national plus curriculum is Dynata Elementary School. This school is located in Denpasar. It does not only provide national curriculum, but it also provides additional program suited with a broad curriculum.

The additional curriculum becomes many parents' concerns because they hope their children to be able to use English in early age. The additional curriculum focuses on subjects using English such as mathematics in English, science in English, social in English, and others in English. Those programs enable the parents to send their children to study at Dynata Elementary School. Regarding to era globalization, what the parents expect for their children are viewed as anticipation from dynamics of era. They realize that English has very important role in the world. Having good English competence enable to them to follow science and technology development. Therefore, it eases them to get their aims in the life.

Because of that reason, this research explores the achievement language acquisition obtained from Dynata Elementary School. This research focuses on semantics analysis, namely English cohesion applied in the students' writings written by three sixth grade students. The research observes English cohesion because

it has very important role to identify whether or not the students' writings are categorized as text. Ability to make a good text by applying cohesion becomes an indication the students' achievement.

English cohesion is one of semantics stratum from Systemic Functional Linguistics (SFL). The analysis involves grammatical and lexical cohesion analysis in which ideational, interpersonal, and textual languages involve. Halliday (2014) emphasizes that ideational is related to how the language is used to describe entity happening or done in the world. Interpersonal language is related to how the language is used by the participants when doing social interaction. Textual language is associated with how the language is formulated in social interaction.

There are numbers of previous researches related to this research. This research analyzed texts by using SFL theory, namely.

Suardana (2021a) analyzed Balinese narrative text entitled *Bengu Mati* 'bad smell means death'. The research analyzed social semiotic of the text from SFL perspective. The method used for the research was qualitative research by approaching syntagmatic and paradigmatic. The result of the result showed that it was very important to comprehend social context when analyzing social phenomena in community. Social phenomenon *bengu* 'bad smell does not always have meaning death'. *Bengu* 'bad smell' may occur when we don't take a bath or sweat released from the body. The research is viewed to be useful research to support this research because the two of the researches use SFL theory in which social context becomes the concerns.

Semadi (2021) also did research on Balinese narrative text entitled *I Durma Anak lara*. The research was *Behavioral Process in Text of I Durma Anak Lara: Systemic Functional Linguistics*. The research used qualitative research. The result of the research suggested that the behavioral process applied in the text had very significant meaning. The verbs categorized as behavioral process indicated that the success could be obtained by hard efforts. The success could be obtained by serous and continuous efforts.

(Suardana, 2021b) analyzed Balinese narrative text of *Mèn Brayut.* The research explored social semiotics from SFL perspective. Qualitative research was applied for the research by syntagmatic and paradigmatic approach. The result of the research indicated that The God develops all human being living in the universe with sincerity with full of care. The God never ends to give some blessing all human being in the world.

Ayub, Seken, Suarnajaya (2013) did research in Cohesion and Coherence of Students` English Writings at The Second Grade of SMAN 1 Labuapi West Lombok. The theory used to analyze was English Cohesion proposed by Halliday dan Ruqaiya (1976). The research used qualitative method. The result of the research was presented in percentage. The most percentage was reference (40,84%), lexical cohesion was 37,99%, conjunction was 19,6%, ellipsis was 1,39%, and substitution was 0,29%. That result is viewed to give contribution in English cohesion analysis. However, it did not give clear the function of English cohesion within the text. The result of the research could be explored more deeply so the function of the cohesion could be seen clearly. The function of the cohesion could have been presented descriptively.

Liyana (2014) analyzed Cohesion and Coherence in English Students' Thesis. The theory used to analyze the text was Halliday and Ruqaiya (1976). The result of the research showed that (i) Grammatical cohesions were found such as reference, substitution, ellipsis, and conjunction. Lexical cohesions were found, namely reiteration and collocation. (ii) Error cohesion devices were found in reference and conjunction. (iii) Types of coherence device were found, namely nominal group repetition. (iv) Grammatical errors were found in the text. The research was very useful for this research because the research was used as guideline to analyze the data. In addition, the two of the researches applied English Cohesion theory as part of SFL.

Dashela (2021) did research Theme-Rheme analysis with SFL theory, clause as message proposed by Halliday (2004). The research was performed with qualitative research. The data were taken from short story

"Sleeping Beauty" written by Charles Perrault. The result of the research indicated that Topical Theme and Textual Theme were found in the text. Interpersonal Theme was not found in the text. Topical Theme could be found in Subject of the clause and marked Themes were found in adverbial as Topical Theme. Whereas, textual Themes were found in conjunctive adjunct, conjunction, and continuative. The research has close relationship with this research since the analysis of Theme-Rheme is part of Cohesion analysis. Theme-Rheme analysis is in clause analysis, while cohesion is semantics stratum (Halliday, 2014). Because of that reason, the research is used as one of supporting research.

II. THEORETICAL FRAMEWORK

SFL is theory of linguistics oriented to language in use. The meaning of language is defined by how the language is used based on context happening in the speech event. Language and other aspects named as social contexts can be separated. They work together to create certain meaning, called potential meaning (Halliday, 1978).

Linguistics is associated with phoneme, morpheme, word, group or phrase, clause, and clause complex. Whereas, the social aspects are related to context of situation, context of culture, and ideology.

The sequence of clause in which clauses have semantic relation is categorized as discourse semantic (Halliday, 1976). Discourse semantic involves some series of clause or clause complex. The clauses used within text must be in coherence in semantic relation. The relation one clause to other clauses is called text.

Series of clause can be called as text when a clause and other clause are linked with cohesive device to make them coherence. Halliday (2014) emphasizes that cohesion can be classified into grammatical cohesion and lexical cohesion. Grammatical cohesion is associated with cohesive devices, namely: conjunction, reference, substitution, and ellipsis. Whereas, lexical cohesion consists of reiteration collocation.

Conjunction is very important in the text because it has certain functions to guide the hearer(s) or the reader(s) to comprehend the text. Halliday (2014) states that conjunction can be classified into three functions, namely: (i)

elaboration, (ii) extension, and (iii) enhancement.

Elaboration conjunction serves to give some elaboration about the essence of clause. This kind of conjunction functions to give some explanation more detail to the hearer(s) or the reader(s). Therefore, it eases them to comprehend what the text means. Generally, there two categories used in elaboration, namely opposition and clarification. Opposition can be found in (i) expository such as *I mean, in order word, that is to say, to put it another way,* (ii) exemplifying such as *for example, for instance, to illustrate.* Clarification conjunctions can be associated with (i) Corrective such as: *rather, at least, to be more precise.* (ii) Resumptive such as; *as I was saying, as what you thought.* (iii) Summative such as *to sum up, to conclude, briefly,* (iv) Varifactive such as; *actually, as matter of fact.*

Extension conjunction serves to add some information or five some alternation (variation). Additional conjunction can be (i) positive such as; *and, also, moreover, in addition,* (ii) negative such as: *nor,* (ii) adversative such as: *yet, but, however.* Whereas, Variation conjunctions are related to (i) replacive such as *on the contrary, instead,* (ii) subtractive such as: *a part from, except,* (iii) alternative such as: *alternatively.*

Enhancement conjunctions are related to adjuncts. The type of this conjunction can be categorized at least three functions, namely (i) temporal such as *firstly, then until then, at the same time,* (ii) manner such as: *similarly, likewise,* (iii) causal -condition such as; *in order to, for that reason, otherwise, if not, in consequence,* and (iv) matter such as: *here, there, in other respect, elsewhere.*

Reference is related to Theme-Rheme analysis. It serves to maintain the coherence between on clause to another clause. Reference can be associated into personal, demonstrative, and comparative references.

Personal reference is related to pronoun, object and possession serving as entity reference. Pronouns serving as subject within clause are; (i) *She* for the third singular female person, (ii) *he* for the third singular male person, (iii) *you* for addressee can be one or more than one person, (iv) *I* for the speaker, (v) *we* for the speaker(s) or and involves hearer(s), (vi) *they* for the third plural persons, and (vii) *it* for entity non-human, involving an entity.

Demonstrative reference is associated with selective and non-selective. Selective references are such as: (i) *This* for singular near from the speaker, (ii) *that* for singular far from the speaker, (iii) *these* for plural near from the speaker, and (iv) *those* for plural far from the speaker. Whereas, non-selective reference is *the* because the reference is categorized as neutral demonstrative (Halliday, 1976).

Comparative reference is associated to the similarity, or degree. The references used in this type are such as: (i) Adjective, for examples, *same, better, less, more,* and others. (ii) Adjunct, for examples, *likewise, equally, precisely, differently,* and others.

Substitution also serves certain functions in a text. The use of substitution indicates the relationship among the participants. Halliday (2014) classifies substitution into two categories, namely nominal group, verbal group, and clausal substitutions. Nominal group substitution happens in which the head of the group is substituted with *one* or *ones.* Verbal group substitution happens in which the head of verbal group is substituted with *do* or *does.* The substitution is suited to tense used in the text. The clausal substation is shifted with *so.*

Ellipsis in social interaction is often found. The term of ellipsis is associate with "missing" of word or clause. It has very close relationship with substitution. The use of ellipsis within the text is defined with social context happening in the speech event. Ellipsis may happen in nominal group, verbal group, and clause.

Lexical cohesion is cohesion related to the word. However, it also maintains semantic relation. Lexical cohesion is associated with reiteration. Reiteration is interpreted as repetition of what being said in previous clause. Reiteration can be realized with the same word, antonym, and synonymy which involves the superordinate or subordinate.

Collocation is related to the equivalence of one word to another word. Collocation is very important for social interaction since the one word and another must be equivalence such as status, class, value such as *boy and girl, spoon and fork,*

III. RESEARCH METHOD

This research is qualitative research by applying and improving theory of English Cohesion proposed by Halliday (2014). Therefore, this research can be called as "Grounded Theory" (Yusup, 2014). This theory was chosen to identify English acquisition achievement. The theory is viewed to be very important to use as an indicator how deep or far the sixth-grade students of Dynata Elementary school are able to use English which is formed into a text.

The data were taken from the sixth-grade students of Dynata Elementary School located in Denpasar. There were some worksheets done by the students. Three of the students' worksheets were selected because the three works filled the requirements, namely: (i) writing more than ten clauses, (ii) writing good English structure, (iii) filling the complete name, and (iv) the writing could be read easily.

The data I, II, and III were taken from Kania's worksheet, the data IV and V were taken from Weda Dharma, and data VI and VII were taken from Agung Elyin.

The data were analyzed based on syntagmatic and paradigmatic (Fontaine, 2013). Syntagmatic is associated with the syntax whether it is nominal group, verbal group or others. Paradigmatic is associated with the effect of language use in the text.

The data were analyzed descriptively. Each the analysis component was analyzed with the theory of English Cohesion, namely Grammatical and Lexical Cohesions. Grammatical Cohesion involves conjunction, substitution, ellipses, and reference. Lexical Cohesion involves reiteration and collocation.

This research does not only describe about the use of English Cohesion, but it also describes the errors found in the text. It was done because the research took position as academic researcher. The research explored language acquisition achievement obtained by the sixth students of Dynata Elementary School.

IV. DISCUSSION

In this section, there are numbers of clause which are presented below.
Data I

(i) Hallo, my name is Kania. (ii) During the English class, I listen to the teacher's explanation about the material. (iii) The teacher explained about connector, passive voice, and many more.

The data I consists of three clauses. Clause ii and iii contain cohesive devices. In addition, there is grammatical error in the text.

In clause ii, the subject *I* functions as personal reference of *Kania* as the writer. The reference *I* indicates that the clause emphasizes the writer as an actor in the text. It is related what Kania does during the lesson. *The teacher's explanation* serving as nominal group consists of deitic, entity related to possession, and the head (Halliday, 2014). The nominal group is lexical cohesion by using subordinate of *English class.* The learning process involves many aspects such as teacher, students, worksheet, lesson, book, knowledge, and many others. *The teacher's explanation* is categorized as knowledge shared from the teacher to the students. Using the deitic *the* serves to restrict the context of situation regarding to what is being done. In addition, the deitic *the* guides the reader(s) to look back, called anaphoric (Halliday, 1976).

Nominal group *the material* is lexical cohesion, subordinate of *English class.* The nominal group is associated with knowledge shared to the students. The nominal group can be construed into *the* functioning as deitic and *material* functioning as head of the nominal group. The deitic brings context of what being said in previous clause.

In the clause iii, the nominal group *the teacher* is reiteration of the clause ii by repetition of the nominal group *the teacher's explanation.* The function of the nominal group in the clause iii is to emphasize the actor of the event. The nominal group *the teacher's explanation* mentioned in the clause iii is the nominalization of the clause ii *the teacher explains* in which involves the actor and the process. It is called ideational grammatical metaphor (Halliday, 2014).

The nominal group *connector, passive voice, and many others* belong to lexical cohesion. Those are parts of *English class* mentioned in the clause i. The nominal group

many more consists of two elements, numeric. *Many* is related to indefinite number in large number. The number can be identified exactly. Whereas, the numeric *more* is related to additional. It means that there are some additional beside what is being said. The nominal group gets ellipsis that happens in the head of the nominal group (Halliday, 2014). The nominal group should be *many more lessons.*

Besides that, grammatical error is found in the text. The text represents daily activity done by the actor, Kania. Therefore, the tense used for the text is Present Tense. However, there is an error in *explained* which is categorized as verb II, called Past Tense. The clause can be analyzed based on the Theme-Rheme related to cohesion.
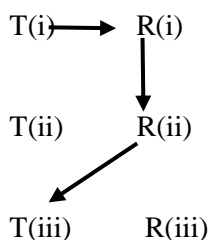
T(i) ⟶ R(i)

T(ii)   R(ii)

T(iii)   R(iii)

Figure 1.

The figure 1 indicates that the clause i, ii, and iii have close relationship. *Kania* serving as Rheme in clause i refers to *I* taking position as Rheme in clause ii. Nominal group *the teacher's explanation* is repeated with *the teacher* function as Theme in the clause iii.

Data II
(i) Studying with Miss Ayu is fun so I can listen to the material and understand it better. (ii) While studying, sometimes I laugh because of funny word from friends. (iii) While studying, sometime I joke with my sister.

The data II is constructed by three clauses. These clauses can be construed as below.

In the clause i the word *studying* indicates the process of learning associated with *English Class.* The process is realized with nominalization process called Gerund. The nominalization functions to link the clause with the activity done by Kania. The proper name *Miss Ayu* is called Cataphora (Halliday, 2014) because the teacher mentioned in previous clauses is Miss Ayu which can be found in the

following clause. In previous clauses, persons who do not know the context of situation do not know the teacher teaching in English class.

The subject *I* refers to Kania. The subject indicates that the actor, Kania emphasizes the involvement in the process of learning process in which Kania is very active in the activity. The nominal group *the material* is repetition of the clause found in data I. The existence of the nominal group *the material* functions to maintain the coherence of the text. This nominal group *it* serving as personal reference refers to *the material.* The existence of *it* within a clause is viewed as inappropriate because the two nominal groups are the same which are considered as redundancy. The object *it* should be omitted in the clause. The clause should be *so I can listen and understand the material well.*

The verbal group complex *listen and understand* is not categorized as collocation. The two kinds of verb are from different process. The verb *listen* is behavioral process near from mental process, while the verb *understand* is categorized as mental process related to cognition (Suardana, 2022). Because of that reason, the verbal group does not belong to be collocation. Inappropriateness of collocation is caused by the conjunction *and.* The conjunction *and* should function as extension especially addition. However, the conjunction should be shifted into *then* functioning as enhancement conjunction. The nominal group should be *listen then understand.*

The adjective *better* is related to comparison. This comparison should embed with nominal group, for example better life, better understanding. However, the use of *better* is not appropriate because the text emphasizes the process of activity. It should be *well* functioning as adjunct of manner (Halliday, 2014).

The nominal group of *funny word from friends* is derived from modifier + Head + Post modifier. The nominal group can be elaborated such as: Epithet realized with adjective *funny,* Head realized with *word* is abstract common noun, and post modifier realized with preposition phrase *from friends.* The nominal group does not have relation with the context because the context of the text is concerned to school activity, while the nominal group is

concerned with social activity. It is because of the ambiguity of the nominal group. The nominal group *friend* has still have wide meaning so the meaning of *friends* can be interpreted all friends. This the reason why the nominal group has ambiguity. The nominal group would be appropriate context if the nominal group were *funny word from the friends.*

In the clause iii, *while studying* is repetition of the clause ii. It indicates that the writer gives additional information about what is being done by the actor during the process of learning.

The nominal group *my sister* is nothing to do with context of situation. The nominal group has family register. In other word, there two different contexts in the text, the first context is school context, and the second context is family context.

Based on the explanation above, the writer explains her activity through a text. the cohesive devices were applied. However, the context does not have coherence. The Theme-Rheme analysis can be described as below.
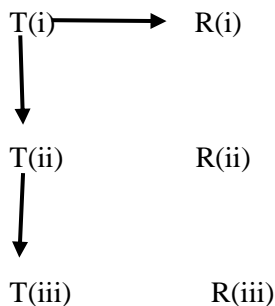

Figure 2.

Theme clause i, ii, and iii are the same because the Theme clause ii and iii are the repetition of clause i. It means that the data II emphasizes the activity done by the actor during the process of learning process. The conjunction *while* applied in the clause ii and iii indicates enhancement associated with time, called conjunctive adjunct.

Data III

(i) <u>After</u> the material explanation finishes, we do some worksheets. (ii) The question is about <u>the material</u>. (iii) <u>After</u> <u>the worksheets</u> finish, <u>I</u> send it to Google classroom. (iv) <u>While</u> waiting for <u>the others who have not</u> <u>finished</u> <u>the worksheets</u> yet, <u>I</u> am watching videos on YouTube.

The clauses mention above apply three conjunctions. The three of these conjunctions are enhancement conjunctions called conjunctive adjunct. The conjunction *after* mentioned in clause i and iii function to state sequence of events, while the conjunction *while* applied in the clause iv states two events happening in the same time but different activities done by different actors. Based on the conjunction above, the text describes the chronology of event that is done by the actor.

The nominal group *the material* mentioned in clause ii states repetition of *the material explanation* mentioned in the clause i. However, the function of the nominal group has different function. *The material* mentioned in the clause i functions as Theme. It means that *the material* in the clause i becomes the actor's concern. It is very important. Whereas, *the material* in the clause ii functions as Rheme.

The nominal group *worksheets* are repetition of *the worksheet* mentioned in the clause *some worksheets.* The *worksheets* mentioned in clause iii has lower quantity because the numeric *some* is not mentioned or is not consistent. In other word, the meaning of the nominal group in the clause i is "larger number' than in the clause iii. The nominal group *the worksheets* is also repeated in the clause iv. It has the same number as the clause iii mentions.

The personal reference *I* and *the others* refer to the subject *we* found in the clause i. The use of *we* indicate that the learning process involves many students. It can be seen from the subject *I* as an actor. The other actors is realized with *the others.* Those clauses can be described as below.
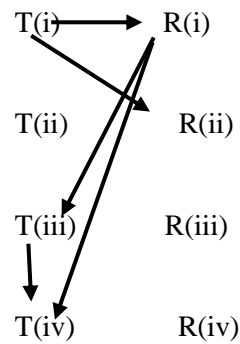

Figure 3.

Based on the description above, the clause i becomes center clause called the main topic. The clause ii, iii, and iv are expansion clauses with enhancement conjunctions.

The clause ii is not expanded in the following clauses. The clause is too simple, the clause can be combined with the previous clause such as *After the material explanation finishes, we do some worksheets about the material.* Therefore, the clause can serve as *circumstance.* This process is called ideational grammatical metaphor. It is much more sensible.

Data IV

(i) <u>When</u> math class, I always try to answer <u>the quiz</u> <u>that</u> <u>Miss</u> give, but I am not enough to raise <u>my</u> hand. (ii) <u>I</u> love answering <u>math worksheet, (iii)</u> <u>I</u> am confident about <u>my answer</u>. (iv) <u>When</u> <u>Miss</u> check, there will be mistake <u>that</u> <u>I</u> make.

The clauses mentioned above is written by Weda Dharma.

There are two kinds of conjunction applied in the text. The first conjunction is *when* functioning as time conjunction which indicate subordinate clause. It means that the conjunctions are used to elaborate chronology of events. The second conjunction is *that* functioning as embedded clause. It means that the conjunction serves to elaborate the head of nominal group. The writer tries to give more specific information regarding to the head of nominal group.

The nominal group *the quiz* is a part of *math class* mentioned in the clause i. Therefore, *the quiz* is categorized as subordinate of *math class* (Halliday, 2014). *Math class* can be also found in the clause ii realized with *math worksheets.* It is also called subordinate.

The personal references *I* are found in each clause. It indicates that the writer is very active in every activity. The personal reference is supported with personal reference as possession *my* mentioned twice such as *my hand* and *my answer.* The possession *my* in *my hand* serves part of the body, while *my* in *my answer* is related cognition.

The name of the teacher is not mentioned completely in the clause iv. The nominal group gets ellipsis in the head. However, this phenomenon makes the reader(s) not understand because the ellipses need context comprehension. It should be *Miss Ani* or another name. In addition, other ellipses can be found in the clause iii, namely *Miss check.* It is understandable clause. The clause iv will be much more understandable *Miss Ani Checks the answer.* The semantic relation can be seen as below.
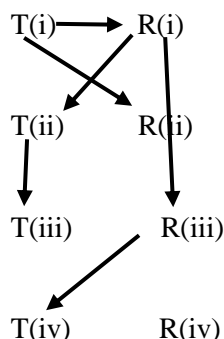

Figure 4.

Semantically, each clause has very closed relationship. The Theme in clause i becomes the Rheme in the clause i. in addition, The Rheme in the clause i becomes the Theme in the clause ii. The Theme of clause iii is the reiteration of clause ii and the Rheme of the clause iii realized with *my worksheets* is subordinate of *the quiz.* The nominal group *the answer* is repeated in the clause iv, but it gets ellipses.

The grammatical error is found in the clause iv. The clause *there will be mistake that I make.* The existence of *will* in the clause is not needed very much because the use of that modality is needed when the event will happen next time. That clause is categorized Present Future Tense. The clause should use Present Tense.

Data V

(i) Sometime, Naren help me do my worksheets, (ii) but sometime I am annoyed with Naren. (iii) Miss Sinta is a good teacher, (iv) Miss Sinta teaching activities is fun.

The clause i and ii use adjunct *some* which indicate that the activity done by the actor is not routine. The conjunction *but* used in the clause ii indicates contradiction (Halliday,

2014). It means that in certain condition the subject *I* in the clause i serves as beneficiary (Suardana, 2022). It means that the Subject *Naren* work for *I*. However, in another occasion, *I* becomes the victim. From the use of conjunction, the clauses are very difficult to understand.

Proper name *Miss Sinta* found in the clause iv is repetition of *Miss Sinta* functioning as Subject in the clause iii. The two *Miss Sinta* are used to emphasize that the writer has positive emotion with *Miss Sinta.* The two Subjects function to describe Miss Sinta's character, namely Miss Sinta does not make the situation boring. The clause can be described as below.
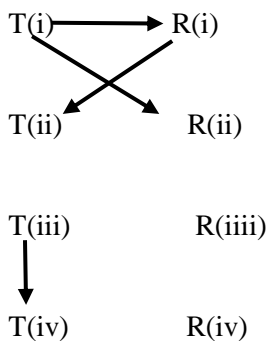

Figure 5.

The figure 5 indicates that there is not any semantic correlation between clause ii and iii or iv. Because of that reason. The clauses mentioned above is not called text.
Data VI
(i) Usually during English class, I listened to Miss Ayu explanation. (ii) When I does not understand about the material that Miss Ayu had explain, I asked her, I asked her until I can clearly understand about the material. (iii) We also have some games before the class started. (iv) After the class finished, Miss Ayu give us some questions.

The clauses are written by Agung Elyn. Here is the analysis.

The clause ii uses nominal group complex *the material that Miss Ayu had explain* is the reiteration of *English class* applied in the clause i. The nominal group complex is subordinate of the *English class.* However, the existence of post modifier functions to restrict the head of nominal group. The absence of post modifier can cause ambiguity of the meaning,

The nominal group *the material* serving as Rheme of the clause ii. It is very clear that the same nominal group comes in the clause ii. It functions to emphasize about the material. The repetition clause come in the clause ii *I asked her, I asked her.* It means the seriousness of following the class. The actor is very diligent in the class.

The personal reference *I* found in the clause i refers to the writer. It is repeated in the clause ii. The use of *I* indicates that only the writer is too active to follow the class. The personal reference will become *we* in the clause iii and *us* in the clause iv. The personal *we* and *us* mean that there are a lot students involving the class.

The nominal group *the class* found in the class iii and iv are reiteration of *English class* found in the clause i. The lexical cohesion applied in the clause iii and iv indicates that one clause and another clause have coherence.

The nominal group *some questions* in the clause iv is lexical cohesion, the reiteration of *English class* found in the clause i. The proper name *Miss Ayu* is found in the clause i, ii, and iv serving as Rheme in the clauses. It means that *Miss Ayu* does not become the first or the main actor in the activity. However, the text emphasizes *I* and *we* as actor of the activity. The clauses above can be elaborated as below.
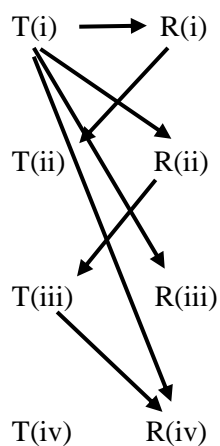

Figure 6.

Those clauses have very tight coherence since the Theme and Rheme in each clause. However, there are some grammatical errors.

i. The adjunct *usually* indicates the adjunct of Present Tense. However, the tense used in the clause i uses Past Tense realized with *listened.*

ii. The modality *does not* found in the clause ii is not appropriate because the subject of the clause ii is *I*. The appropriate modality is *do not.* In addition, the nominal group complex *the material that Miss Ayu had explain* uses inappropriate tense. The clause should Present Tense *the material that Miss Ayu explains.*

iii. The clause iii *the class started* belongs to be Past Tense. The clause should be Present Tense *the class starts.*

iv. The clause iv *after the class finished, Miss Ayu give us some questions* is viewed as grammatical errors. The subordinate clause *after the class finished* should be in Present Tense *after the class finishes.* The superordinate clause *Miss Ayu give us some questions* should get morphology process by adding *es* in the verb *give.* The clause should be *Miss Ayu gives us some questions.*

Data VII

(i) Usually, every Miss Ayu class, the sixth grade students will be very noisy. (ii) Sometimes, when Miss Ayu give me worksheets and I already done. (iii) I talk with my friend, while Miss Ayu explain the material. (iv) Sometimes I will take a note in my writing book.

Proper name *Miss Ayu* mentioned in the clause ii and iii is reiteration of the clause i realized with *Miss Ayu's class.* The nominal group *Miss Ayu class* is not mentioned clearly what subject she teaches in the sixth-grade class. However, the reiteration found in the clause ii and iii function as actor teaching in the class. Therefore, the nominal group in the clause i and the nominal group in the clause ii and iii are different. However, those nominal groups (clause i and ii) are subordinate of the nominal group found in the clause i.

The nominal group *the sixth grade students* has general meaning, it can be interpreted for all of the students taught by Miss Ayu in the class. It involves *I* and *my friends.*

The personal reference *I* realized in the clause ii, ii, and iv represents that the *I* functions as very active in every activity.

The personal reference related to possession *my* in *my friends* and *my note* have different functions. *My* in *my friends* is related to *Miss Ayu;s class* involving many students. Whereas, *my* in *my note* is not related to the class directly. It is categorized as "personal belonging". The clauses can be described as below.
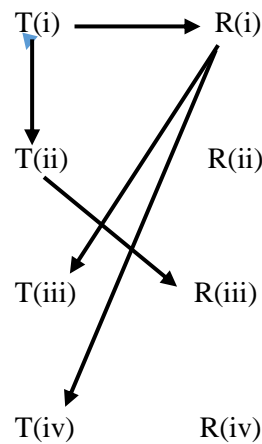

Figure 7.

Figure 7 indicates that the clauses have coherence because The Theme of clause i has semantic relation with Theme of clause ii and The Rheme of clause iii. The Rheme of clause i has semantic relation with the Theme of clause iii and iv.

Nevertheless, there are grammatical errors found in the clause, they are:

i. The Clause U*sually, every Miss Ayu class, the sixth grade students will be very noisy* is not appropriate tense. The adjunct *usually* is used for Present Tense. However, the clause used is Present Future Tense marked with modality *will.* In addition, nominal group *Miss Ayu class* should be *Miss Ayu's class.*

ii. In the clause ii, the verbal group *give* should be *gives* because the clause is Present Tense. The subject of the clause is *Miss Ayu* as third singular person. Because of that reason, the verb should have morphological process.

iii. The clause *while Miss Ayu explain the material* is Present Tense. The verb *explain* should be *explains*. It should get morphology process by adding suffix *-es* in the verb.

V. CONCLUSION

Based on the analysis above, the research sees that the sixth-grade students of Dynata Elementary School have good skill in using English as tool of communication. The measurement which is used to identify the achievement is English Cohesion. Grammatical and lexical cohesions are applied in the texts. The personal reference realized with *I* is mostly used the texts. It is followed by the conjunction. The use of conjunction indicates the chronology of events. Substitution and ellipsis are used in very small number. Lexical cohesions especially in subordinate is used in big number, while the text uses very small collocation.

Nevertheless, the students have difficulty using grammar because grammatical errors are also found in the text. The errors are not categorized fatal because their English is still understandable.

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