

MEETING 8

CONNECTING IDEAS

A. Learning Objective

At the end of the lesson, the students are able to connect words, phrases, or clauses by using cohesive devices correctly.

B. Material Description

Have you ever been in a situation that you have many ideas to express, but you have difficulties to do so? Or, when you already expressed your ideas, they did not sound clear to your listener, say, your friends. Then, you do self-reflection, "What is wrong with me?" Am I Okay? There are many reasons why you face that moment. There is probably something wrong with your focus level. You may be feeling frustrating of problems you currently confronted with, or other probable reasons. But we will not discuss your mental or health problem here. We will focus on learning how to arrange your ideas to be well connected so you can express them well. In language field, you can learn how to link ideas expressed by words or phrases, or clauses, and that is called cohesive devices.

Cohesive devices are linguistic unit that link one idea to another (Halliday & Hasan, 1976). McCarthy (1991) has explained that studying and applying these devices effectively would lead to cohesion and improvement of the writing's quality. According to Morris and Flirts (1991), "cohesion" is the textual quality responsible for making the sentences of a text seem to hang together". The examples of cohesive devices are *therefore, accordingly, however, in contrast*, and the others. The other names to refer to cohesive devices are linking words, connectors, linkers, transitional words, or discourse markers. Each device has its own function. Cohesive devices are important in writing. It helps the readers understand our ideas by signaling the relationship between different clauses, sentences, or paragraphs. Take a look at the following sentences:

*The public transportation in this town is under development **and** affordable in price.*

*The public transportation in this town is under development **but** affordable in price.*

The blackened words in each sentence are cohesive device. They link two ideas. They are (1) under development and (2) affordable in price. However, each device brings different idea to you, doesn't it? The first sentence tells the reader that *affordable in price* is simply being added to the previous information, however, the second sentence tells the reader that they are giving a contrasting opinion to the first part of the sentence by using the word 'but'.

In short, the first sentence expresses that the transportation is incompletely developed as well as offer low price for people to use. However, the second sentence expresses the under-development as something not good because it is followed by 'but' as connector that shows contrasting idea. It means affordable has positive meaning.

From the two examples above, it is evident that the role of connectors is to make our message more succinct so it is easily understood by readers (Bahaziq, 2016). Now, we will learn cohesive devices and their functions.

1. Cohesive Devices to Show Addition

Coordinator	Paired	Subordinating	Transitions	Prepositional Phrases
And	Both...and		In addition,	In addition to
	Not only...but (also)		Further more	As well as
	Neither...nor		Besides*	Besides*
			What's more	Apart from
			Also	Aside from
			On top of that	
			Moreover	
			Indeed	

Examples:

- Both** Indonesia **and** Malaysia agree to improve their trade rate in the upcoming years.
- In addition to** improving trade rate, Indonesia and Malaysia try to bridge and empower their cultural relationship by organizing annual multinational cultural event.

- c. **Furthermore**, the event will be organized by each ministry of culture and education and therefore, will represent the two nation's cultural richness.
- d. **Besides** cultural events, the two countries plan to make an agreement on technology advance.
- e. **Not only** information technology, the agreement will also discuss possibilities to empower manufactured technology.
- f. **On the top of that**, each leader will sign a memorandum of understanding about sovereignty empowerment as a step to combat international conflicts.

2 Cohesive Devices to Show Contrast

Coordinator	Paired	Subordinating	Transitions	Prep. Phrase
But	---	Although, though	However	Despite
Yet		Even though, much as	Nonetheless	In spite of
		Notwithstanding	Yet, even so	For all
		No matter + question word	Nevertheless	Regardless of
		However + adj./adv.	Still	Notwithstanding
		Adj./adv. + though/as	Notwithstanding	

Examples:

- a. **Although** information technology is reaching its popularity, many Indonesians are considered illiterate in technology.
- b. Government is trying to improv our national technology literacy through education. **However**, it seems hard to achieve without systematic and comprehensive helpsfrom all layers of education.
- c. **No matter** how hard our government tries, if we are not willing to hand-in-hand contribute to our technology literacy, human resources of Indonesia remain low in International competitiveness.
- d. **Regardless** of many obstacles we face, every education practitioner must be optimistic to breakthrough this huge challenge for our better nation.

3. Cohesive Devices to Show Direct Contrast

Coordinator	Paired	Subordinating	Transitions	Prep. Phrase
But	---	While	On the contrary	Unlike
Yet		Whereas	In contrast	In contrast to
			On the other hand	Contrary to
			Conversely	As opposed to
			Contrarily While / whereas	

Examples:

- Jakarta is very hot in summer, **whereas** it can be also very cold in winter.
- People living in big cities dream of spending holiday in small villages. **On the other hand**, villagers are fond of taking holiday in malls of big cities.
- Unlike** other people, one of my friends who live in a small secluded village does not want to leave the village because he is comfortable in such serene surroundings.
- If he remains staying in the village no matter what, **contrarily** she wishes to leave it to work as a secretary in a big office in Jakarta.
- In short, everybody is unique. Some people want A **while** other people want Z. That is normal.

4. Cohesive Devices to Show Result

Coordinator	Paired	Subordinating	Transitions	Prep. Phrase
---	So/such ... that	---	Therefore	As a result of
			As a result of this	As a consequence of
			As a result	
			So, this, hence	
			Consequently	
			As a consequence of this	
			Because of this	
			Accordingly	

Examples:

- Indonesia still experiences a high percentage of unemployment. **Because of this**, many Indonesian people live in poverty.
- Many policies are undertaken to decrease the high percentage of unemployment, such as free education tuition, and entrepreneurship workshops. **As a result**, people can have skills to compete in this globalization era.

- c. It is very important to open many enterpreuneral workshops to create job fields. **As the consequence**, people stop expecting to find a job, but they can create a job.
- d. When job opportunities improve, unemployment rate decreases. **As a result of this**, poverty line declines.

5. Cohesive Devices to Show Causes and Effects

Cause		Effect
Man's hunting tiger in a large number	<i>Causes leads to results in is the result for is responsible for</i>	the danger of their becoming extinct
Effect		Cause
Tigers' facing extinction	<i>is the result of is due to is a consequence of result from</i>	man's hunting them in large numbers

Examples

- a. Economic failures in many countries in the world is **a consequence of** the rapid growth of Covid-19 sufferers.
- b. Many employers demonstrated massively **due to** governments' restriction of working hours.
- c. The restriction causes lower income for the companies which **can lead to** termination of employment.
- d. This termination can worsen national economy and **result** many new demonstrations that threaten sovereignty.
- e. We hope the effects caused by the pandemic will not go that bad. Everybody is, hence, **responsible for** maintaining our economy without ignoring the aftermath effect of the pandemic.

6. Cohesive Devices to Show Purposes

Coordinator	Paired	Subordinating	Transitions	Prep. Phrase
---	---	So that	---	In order to
		In order that		To
		For the purpose that		For the purpose of
				For fear of
				So as to

Examples:

- a. Maintaining the environment is everybody's duty **to** create comfortable and joyful living places.
- b. Many simple things are worth doing like putting rubbish in trashes, planting tress in front of home, or smoking not in public places **in order to** keep oxygen quality.
- c. Oxygen quality is one of indicators to measure whether an are deserves to live in **so that** dwellers can afford absorbing it for good.
- d. **For the purpose of** maintaining air quality, the government issues some policies such as protecting river from factories irresponsibly throw their left-over products into it, reboisation, providing city parks, and many more.
- e. As a good citizen, we have to support this movement **in order that** our healthy environment can be maintained.

7. Cohesive Devices to Show Comparison

Similarly	Equally	In the same way
Compared with	Like	

Examples:

- a. Jakarta is the biggest industrial city in Indonesia. This city must be compared with other big citiesin the world such as Tokyo, London, Singapore, and New York.
- b. These mega cities have many industries. In the same way, they become worth living for a great number of people.
- c. People come to these cities for some purposes like earning affordable job, investing propertis, or probably just spending holiday.

8. Cohesive Devices to show sequence

First(ly), second(ly)	Finally	In the first place	Then
To conclude	To begin	Next	

Examples:

- a. I will explain to you how to conduct a research in brief. **To begin with**, you need to formulate the problem.
- b. **Second**, you need to elaborate the finding in introduction part.
- c. **Then**, you need to determine research design that is suitable with your

research problem.

- d. **After that**, you need to make sure all research instruments are well designed and valid.
- e. **Next**, you are ready to collect data, analyze, and interpret it.
- f. **Finally**, you can write a report in form of a research article.

9. Cohesive Devices to Show Examples

For example	For instance	Such as
Namely	As follows	(to be) like

Examples:

- a. There are four types of seasons, **namely** summer, winter, autumn, and spring.
- b. Some countries have these four seasons **such as** England, Denmark, and other European countries.
- c. Many things can be done in autumn **such as** playing with snow, making snowball, and other interesting activities.
- d. Everybody has different favorite season. Budi, **for instance**, likes summer, but Ayu likes winter.
- e. Budi thinks many activities can be done outside in summer **like** playing football, exercising, and other sports.

10. Cohesive Devices to Generalize

In general	Generally	In most cases	Most of the time
On the whole	Wholly	Overall	

Examples:

- a. **Generally**, people are enthusiastic with the advance of technology. They want to take the advantages of technology for their lives.
- b. **In most cases**, technology helps people ease their life. Computer, washing machine, refrigerator, and other electronic products are examples of technology.
- c. **Most of the time**, human always relies on technology to scaffold their activities.
- d. Some people think it is not good to rely too much on technology but **generally** agree that technology should be there to help human.

- e. **Overall**, it can be concluded that technology brings good more than harm.

Now, you can see there are many cohesive devices that can be used for certain purpose. In expressing ideas, it is very important to use the above devices in order that your idea sound clear to your listeners (Awwalia & Suhardi, 2020). This device can create unity. Nasution (2018) states that the unity that it has is a unity of meaning in context, a texture that expresses the fact that it relates as a whole to the environment in which it is placed. You may ask your lecturer if you have something hard to understand from the examples above. To make you understand about cohesive devices, accomplish all the following activities.

C. Exercises

Activity 1

Direction: *Read the following text about free treatment for smokers. Identify the cohesive devices found in the text and classify its function. No. 1 has been done for you.*

Free Treatment for Smoking-Related Illnesses

People who suffer diseases *caused* by smoking effects should be given free treatment. There are three ideas why they still have the right to be treated for free even though they know smoking brings more harm than good.

First of all, knowing the aftermath effect of smoking will not necessarily make them able to stop smoking. Cigarettes have addictive materials that powerfully make them keep smoking even when the desire to stop is high. We should not regret their past that started smoking. We should focus on their current diseases to cure.

Second of all, it is evident that many smokers live in poverty. They smoke to relieve stress of being poors. Even though it is unjustifiable, they cannot help themselves when they get sick. Government, therefore, should be there to help by free treatment in order that they can survive to work and earn money again. If it is not given, it just worsens the sufferers' health because they cannot pay hospital bills.

Third of all, the main goal of free treatment is to improve national health quality. Deciding to give no free treatment for the smokers with all limitations they have will just hamper the goal which eventually shows the failure of the goal at the

end of the day.

In conclusion, It is definitely true that smoking is bad. But the point is how to make people healthy. Therefore, free treatment should be given to all people who need it no matter what the causes of the illness are.

No.	Cohesive Devices	Paragraph	Functions
1	Caused by	1	To show causes and effect
2			
3			
4			
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6			
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Activity 2

Direction: Read the following text about CFC emission in four countries. Identify the cohesive devices and its function respectively. In your opinion, why does one function dominate the others?

CFC Emission in Egypt, Poland, Ukraine, and Malaysia

The amount of CFC emission released by Egypt, Poland, Ukraine, and Malaysia in every 3 years decreases. Overall, it shows a declining amount of CFC emissions in the four countries from 1989 to 2001.

The most notable decline was shown by Poland that successfully dropped its production from 5000 metrics in 1989 to almost zero in 2001. This country already showed a success in 1998 by releasing approximately only 4 metric tons in 1998 and eventually reached its peak in 2001.

The other country that could dramatically decrease the emission release is Ukraine for approximately 4000 metric tons within six years (from 1989 to 1995). However, it performs a slight increase until 2001.

A quite different trend is shown by Malaysia with its constant 3000-metric-ton release over eight years but could successfully decline the amount to reach its peak in 2001 with only 2000 metric tons. The last but not least, Egypt recorded its gradual decrease every 3 years that it does not pass 1000 metric tons of decrease

from the beginning to the end.

Overall, the graph summarizes the declining trends of CFC emission released by the four respective countries over a decade.

No.	Cohesive Devices	Paragraph	Functions
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Activity 3

Direction: Read the following text about what university students learn best. Fill in the blanks in many part of the text with proper cohesive devices.

But	on the other hand	to respond to this issue	in short
So	accordingly,	for instance	

What Subjects University Students Learn Best

People perceive university life as a critical period that determines success in real life., some perspectives to what university students are best to learn remain a hot issue. Those who believe that students should take whatever subjects they like put passion and engagement to the subjects on top of success factors. They believe learning with passion and engagement is a key to mastering the subjects that will significantly empower students to face the future.

....., those who find it urgent to study only those demanded in the future market are basically realists. These people do not ignore that every student naturally has personal interest of study, they believe focusing on learning subjects that will potentially secure them a spot of success in the future is above all they take advantages of learning science and technology as two disciplines that carry a broader success opportunity to the future demands.

....., I start by a fact that everybody is naturally different. This fact

must be brought to education context that study should not be generalized to future demands only. Even what the future actually demands is arguable that living in a science-and-technology-based future,, is not coherent with a demand to be science and technology literate. I believe our future world still demands arts, philosophy, and other humanistic values that are systematic with the advances of science and technology in creating better future, students should be given preference-based choices to study as well as freedom to strive for success with their own belief.

No.	Cohesive Devices	Paragraph	Functions
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Activity 4

Direction: Read the following text about whether people nowadays have more choices in life. Fill in the blanks in many part of the text with proper cohesive devices.

On the other hand	for instance	Some other people	In short	because
Also	To mention a few	But	But	in the end of the day

Do we have More Choices Nowadays?

Some people think that it is a privilege for human living in current years thanks to the advance of civilization that earns many choices for them to live.believe the advantages of technology that bring new choices for modern people always come with disappointing consequences.

Those who perceive that many choices are more eligible now than in the past come from the benefit technology offers. They argue that technology creates

more choices in food, fashion, transportation, and other sectors., people now can reach a very far place in hours by plane. They can choose fresh fruit or vegetables in supermarket. More trends in fashion appear constantly. These possibilities are impossible to be experienced by our grandparents when they were at our ages.

....., people who think that choices are as flowering as the progressive technology see many things disappeared in today's life. People can reach Nusa Dua Beach,, by Plane but bus transportation from Jakarta to Bali slowly but surely go bankrupt. People can buy fresh fruit and vegetables in an extravagant mall, they can no longer feel the joy of picking the directly from the plants. People can buy trendy fashion but they will refuse the old ones., new choices eliminate old ones.

I personally think that the advance of human being nowadays creates more choices on one hand, makes us ignore the antecedent ones on the other hand. It is now goods or services overpower then ones which leave people today,, have equal rate of choices with people yesterday.

No.	Cohesive Devices	Paragraph	Functions
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Activity 5

Direction: Read the following text about equality in household. The paragraphs are randomized so you have to arrange first before identifying and classifying the cohesive devices.

Equality in Household

- Those who believe that women should be the only one to decide probably argue that pregnancy and birth delivery are a complicated process that may risk her life. So, decisions to have babies must come from her mental and physical

readiness.

- Neither husband nor wife should be perceived as more powerful and dominant in carrying their household. Every decision and action should come from both parties especially when it comes to readiness in raising a child.
- I agree that women play more significant roles in delivering birth, nurturing children, and so forth than men do. However, the consequence of ignoring husband's decision in having babies or not would even be worse. Had the husband is not ready, for instance, he would potentially put all responsibilities to nurture the baby on his wife. Vice versa, ignoring his willingness to have babies for all personal reasons the wife has would also threaten the harmony of the family. Therefore, husband and wife should best take their respective seats to deliberate whether it is the time to raise kids without any ego or intervention one over another.
- On the other hand, those who believe husband should also be involved in such decision believe that roles of father in nurturing children are pivotal. In fact, husband plays his significant roles in pre- and post-step of birth delivery. He is also the one who, in most of societies, is responsible to earn money to support the household. These contributions should be taken into account that ignoring their readiness in having babies or not brings them a right to choose to nurture them up or not.

Paragraphs	The Paragraphs
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No.	Cohesive Devices	Paragraph	Functions
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Activity 6

Direction: Read the following text about computer ownership. The paragraphs are randomized so you have to arrange first before identifying and classifying the cohesive devices.

Computer Ownership by Years and Education Level

- Overall, it shows that the improving percentages are based on years and education levels. The recent the year is, the higher the percentage is. In addition, the higher the education level is, the higher the percentage is as well.
- Overall, gradual improvement of the electronic possession occurs. To begin with, in 2002, less than 60% of the population owned computer. The number slightly increased 20% in 2004. The next three surveyed years show repetitive trends of 10% improvement respectively making it reaches its peak for 80% in 2010.
- The percentages of people possessing computer from 2002 to 2010 improves and comparison of computer ownership by the education backgrounds between 2002 and 2010 is significant.
- Further, the percentage of computer belonging rises as the education level does. The lowest education holders, non-diploma, showed lowest percentage of computer ownership while postgraduate qualifiers as highest, have the highest percentage. However, times urge all layers to own computers that in 2002, only about 15 per cent of non-diploma having it but now improve to 50%. The same trend happens to high school graduate, college, bachelor's degree, and postgraduate with a gap about 30 percent in average when the percentage in 2002 and 2010 is compared.

Paragraphs	The Paragraphs
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No.	Cohesive Devices	Paragraph	Functions
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Activity 7

Direction: Fill in the blanks with proper cohesive devices.

"I believe that parents should not go that far determine what is best for their children. Love and years of nurturing children should not legitimate parents to do so. there are two reasons why young people should be given freedom to choose their career path. it raises sense of responsibility. Allowing them to determine their own future a consequence that they cannot blame anyone once they think they are misled. It gives them an awareness and power of struggle to success on the way they have chosen., it eliminates the possibility of mental pressure. What parents think is the best for their children is not as what children do. Some cases are evident that forcing children to be a doctor, or a lawyer, or other promising professions give severe mental issues they were born not having any interest to work on the profession., it is seriously important for parents not to force their children when it is about career."

No.	Cohesive Devices	Paragraph	Functions
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D. References

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