



The Use of Language Elements in the Creation of Coherences in Discourse



Suyanu ^a
Rusdiawan ^b
Anang Zubaidi Sumerep ^c

Article history:

Received: 12 April 2017

Revised: 18 August 2017

Approved: 25 August 2017

Published: 30 September 2017

Keywords:

Discourse;

Coherences;

Grammatical;

Abstract

Good discourse has a coherence that binds statements involved in it based on logical thinking. In a coherent discourse, the reader finds the order thoughts which is clearly the tip of the base as a form of the regular mode of thinking of the author. Coherence is the final character of writing that reflects the perfection of the author in controlling his or her way of thinking in order to realize a discourse. Coherence in discourse can be seen primarily as the sentences involved in it are intertwined each other and the ideas flow smoothly. One sentence relation to another sentence or the smooth movement of ideas in discourse is formed by the use of certain language elements as a grammatical form that embodies the cohesiveness of a discourse. The language elements, in this case, are transitional words/phrases, pronouns, and repetitions of keywords. The use of these elements is quite important in constructing sentences that mesh and flow logically in a discourse. It also happens between a paragraph one and another paragraph in a discourse, the elements of language is a bridge that is vital for the transition of thoughts or ideas in a writer's writings.

2455-8028 © Copyright 2017. The Author.

This is an open-access article under the CC BY-SA license
(<https://creativecommons.org/licenses/by-sa/4.0/>)

All rights reserved.

Author correspondence:

Suyanu,

Mataram University

Majapahit Street No. 64 Mataram, West Nusa Tenggara-Indonesia

Email address: Suyanu1@unram.ac.id

1. Introduction

The complete language unit in the discourse means that there are concepts, ideas, intact thoughts, which the reader can understand in written discourse or the listener of oral discourse (Chaer, 2012: 267). In realizing a good discourse of writing activities, paragraphs are defined as the backbone of a writing or essay. An essay or writing cannot be formed from loose words or sentences. The words must be arranged into sentences, then one sentence

^a Mataram University, Indonesia

^b Mataram University, Indonesia

^c Mataram University, Indonesia

with the other sentences must be linked into a coherent essay. However, in fact, composing a sentence into a coherent sentence is not easy. Many obstacles faced by the authors when they will start to build his writing. One of them is how to combine the sentences or statements well in order to form complete and clear ideas. In other words, how to relate the thoughts that are still haphazard with the slick sentences into a good article.

Writings cannot be good if the paragraphs are not well organized. Paragraphs are the smallest unit of writing. Its contents form one thought as part of the message that the authors conveyed in their writing. Unclear paragraphs will make it difficult for the reader to capture the author's ideas. Therefore, an article will only be good if the paragraphs are good and arranged in a logical sequence.

A good paragraph has a coherence that binds statements within it based on a logical sequence. In a coherent passage, the reader finds an orderly order of thoughts or ideas, which is clearly the tip of the base as a reflection of the regular way of thinking of the author. Coherence is the finished nature of writing, which reflects the author's victory in controlling his way of thinking against reckless work.

The reader can grasp the coherence primarily because the sentence in the paragraph is interlaced. The linkage is usually overlooked by the author while they were writing, their thought more devoted to the effort gave birth to the idea before vanishing from memory. There is always a connection between the consecutive thought, but the relationship is personal. If they reread their writings, it would seem to them that some part of their thought was not listed because it is quite clear to them. However, the presence of that part is actually required by the reader to find the relationship of various statements in the paragraph. That part is the elements of sentence-linking as a grammatical form that embodies the coherence of a paragraph or discourse. The sentence linking elements are transitional words/phrases, pronouns, and repetitions of keywords.

2. Research Methods

This research uses the qualitative descriptive approach with the aim to elaborate or cultivate the quality of library information so that it becomes a decent written data to be discussed. Sources of research data were in the form of critical articles gathered from books or bibliography. Data collection was conducted by using library method with note technique. This step aims at obtaining data from written sources such as textbooks and so forth, and then the recording was aimed at getting the main ideas of every idea found in the source of research data. Data analysis is done by library elaboration technique, meaning that this research investigates various matters concerning the research focus on the data source, then data were described in detail and critically. The data presentation is done informally, it means that the form of data presentation is a description of words or written terms.

3. Results and Analysis

3.1 The Elements of Language (Transitional Words / Phrases, Replacements, Keyword Repetition):

Definition and Function

Authors often encounter difficulty in formulating the relationship between one idea and another. As a result, it needs aid, that is transitional words or phrases as a link between one idea with another idea, or one sentence with another sentence. The transitional word/phrase is a word or more placed at or near the beginning of a sentence as a beacon to indicate sentence splitting (Adjat Sakri, 1992: 32). Transitional words/phrases can also be regarded as a stepping stone for the transition of ideas from one sentence to another sentence in the paragraph.

Transitional words/phrases in written companions are essential for intertwining ideas that are poured through sentences in paragraphs. For the reader, the transitional phrase in a sentence or paragraph will ideas that the sentence or paragraph is related to the previous sentence or paragraph (Adjat Sakri, 1992: 32), compared with Djago Tarigan (1993: 15), for the very transitional word / phrase writers, transitional words/phrases help writers connect the ideas before and after them between sentences or between the paragraphs that are compiled.

The transitional words/phrases are varied in terms of the kind that can be chosen according to the author's intent and to include diversity in the paragraph. The following are given examples, grouped according to their respective functions:

- a) To give an illustration or example: *contohnya* (for example), *umpamanya* (by way of example), *misalnya* (for instance), *seperti* (such as), *sebagai gambaran* (for description);
- b) To add another aspect to the idea: *kedua* (the second), *selain itu* (besides), *lagi pula* (moreover), *selanjutnya* (furthermore), *tambahan pula* (additionally), *juga akhirnya* (finally), *kemudian* then;

- c) To state a distinction or contrastivity: *di pihak lain* (on the other hand), *sebaliknya* (on the contrary), *sekalipun begitu* (nevertheless), *sementara itu* (otherwise), *akan tetapi* (nevertheless) namun (however),
- d) To state conclusions or results: *oleh karena itu* (therefore), *kesimpulannya* (In conclusion), *sebagai kesimpulan* (in summary), *dengan demikian* (thus), *dengan perkataan lain* (in other words) (Adjat Sakri, 1992: 33).

A pronoun is a word referring to person or thing that replaces position and function in the sentence. By the use of the pronoun, the sentence will feel fresh, varied, and harmonious. If a word that refers to humans, objects, or things are not replaced, the writing will feel monotonous and cliché even boring to the reader. With the use of pronouns of coherence or cohesiveness of an essay or discourse, there will appear to be a regular relationship between the constituent sentences. Consider the following example of the discourse. "Rina and Rani were friends since childhood. Rina and Rani are best friends. Rina and Rani are always together anywhere. Rina and Rani love helping friends who need it. "

The use of Rina and Rani in the above example is not wrong but it makes the sentences feel monotonous and cliché. It is felt that the relationship between one sentence with another sentence is less smoothly running because too much repeating the name of persons (Rina and Rani). In order to make the sentences feel fresh and not cause the boredom of the readers, Rina and Rani said in the second sentence and subsequently are replaced with the word "them" and "both". Thus, the relationship between these sentences becomes coherent.

The repetition of "keywords" is one of the constituent elements between one sentence and another to be coherent or cohesive. Keywords are a word or group of words that are considered important in the sentence. Therefore, the keyword tends to be repeatedly used in the sentence. It is fundamental because it serves or contributes in determining coherence to build a harmonious discourse. The function of this keyword in building a discourse is the same urgent as both linguistic elements namely transitional words/phrases and pronouns, yet, the utilization is different according to their needs. Look at the following example.

"*Ruang belajar saya tidak luas. Luasnya hanya tiga kali tiga meter. Meja belajar yang sederhana merupakan salah satu perlengkapannya. Demikian pula lampu belajar yang sederhana hampir tak pernah menyala karena aliran listrik selalu menjadi kendala. Itulah gambaran sekilas keadaan tempat belajar saya.*" "My study room is not spacious. The space in only three by three meters. A simple study table is one of the equipment. Similarly, simple study lamps almost never light up because the flow of electricity is always a constraint. That's a glimpse of the description of my study."

As seen in the example above, the repetition occurs in the word "luas" (spacious) in the second sentence even though there is a slight form change, and the word "belajar" (study) in the third, fourth, and fifth sentences.

3.2 The Importance of Using Transitional Words / Phrases, Replacement Words, and Keyword Replacement in a Discourse

- a) It has been stated that a good discourse is a discourse of equality, which binds the statement involved in it according to a logical ideas order or set. The ideas order, besides functions to the sequence of sentences in the order of the subject, is also supported by the use of the means of language that serves as a binder or link between one sentence and another, i.e. transitional word/phrase.

The following will give some examples of the use of transitional words/phrases as the context of a sentence in discourse/paragraph. Compare for example the following two examples as an example of a simple discourse/paragraph:

- 1) Yesterday morning, Kampung Bertais was thrown by the killing of a poor widow of vegetable sellers. Her ex-husband disappeared from the village.
- 2) Yesterday morning, Kampung Bertais was thrown by the killing of a poor widow of vegetable sellers. Meanwhile, her ex-husband disappeared from the village.

The two sentences in the first quotation are less closely related as if the two sentences speak for themselves. By adding that transitional phrase *sementara itu* (meanwhile) at the beginning of the sentence, the two relationships become more closely altered as seen in the second quotation. There, the transitional phrase connects or becomes an ideas-switching bridge from the first sentence to the second sentence.

Let us consider the following paragraph:

Physical fitness can also be defined as various aspects of the quality of life that are closely related to the state of positive physical health. Physical health can also be said to be the main series or the forerunner

of freshness in general. When a person is in fresh condition, one of the principal aspects that appear in the state of his physical appearance. Subsequent physical fitness is one's ability to carry out everyday tasks with full capacity and responsibility without being tired of meaning and eagerly enjoying the use of leisure time in the face of possible future hazards.

(quoted and composed from Safrudin in the 23rd edition of VII Journal of June 1994).

The author of the above discourse wants to give an understanding about physical health with some formulation of a different understanding. If we look, it will appear that the sentences are lined up without a close and mutually supportive link. The situation is caused by the absence of elements that connect or divert the ideas from one sentence to another.

Let us consider the following discourse which is a change from the above discourse.

Physical fitness can also be interpreted as various aspects of the quality of life that are closely related to the state of positive physical health. *Besides*, physical health can also be said to be the main series or the forerunner of freshness in general. *That is why*, when a person is in a fresh state, one of the most visible aspects is his physical appearance. *Thus*, subsequent physical fitness is one's ability to carry out everyday tasks with the fullest of abilities and responsibilities without being tired of meaning and eagerly enjoying the use of leisure time in the face of possible future hazards.

The use of transitional phrases in the second discourse above will seem to flow the author's ideas. The ideas are not written out without any connection to each other. The first idea may be considered incomplete or less clear, then a second idea is needed to clarify the first idea. To connect the two ideas is used another transitional phrase *selain itu* (besides) that will add another aspect of the first idea so that both are related or mutually supportive. Then from the previous two ideas comes a third idea which is one of the two forms of circumstance connected with that transitional phrase *itulah sebabnya* (that is why). Finally, the use of a transitional phrase *dengan demikian* (thus) at the beginning of the last sentence sums up previous ideas (meanings) completely in order to obtain a comprehensive understanding of the central idea of physical fitness.

Another example of how the author forms a series of transitions between sentences in a discourse, we note the following example of a discourse consisting of short sentences:

I was accepted and started working. My experience is mainly derived from the book. I am not prepared to face difficult times to adjust. I became deterred and very dissatisfied with my work so almost want to quit my job. Apparently, my employer *melifiat* it. He called me into his office and talked to me about my position and the opportunity for promotion in the future. I realized there was nothing wrong with me in my job, and I decided to keep working.

(quoted and composed by Adjat Sukri, 1992: 34)

The above discourse is not wrong, the details are complete and the order is orderly. However, the discourse is not good because the idea of the author does not flow smoothly from one sentence to the next. It feels like his ideas falter because there are some thoughts that are not revealed in the discourse. The section is usually in the form of coupling (transitional word/phrase) that links one sentence with another sentence like the discourse below as an improvement of the above discourse.

I was accepted and started working at that time, my experience is mainly derived from the book. **However**, the book has a weakness, that is not preparing me to adjust in the face of difficult times. As a result, I became deterred and so dissatisfied with my work that I was almost about to quit my job. Apparently, my employer saw that. **Therefore**, he summoned me to his office and talked to me about my duties and the opportunity for promotion in the future. **Since then**, I realized that there was nothing wrong with me in my job, and I decided to keep working.

It needs to bear on ideas that the linkage is not only woven into a single paragraph but must also be woven with other paragraphs in writing. It is because the main manifestation of a writing is scattered paragraphs, which carry writer's messages. Let us look at the linkage of the following two paragraphs by utilizing the transitional word/phrase as well. The role of methods and techniques in science in general and social science, in particular, is enormous. Especially for the social sciences method is often viewed as a benchmark to establish the presence or absence of certain social sciences. *Therefore*, it would not be wrong if the role of methods and techniques for social science in general, including political science is equated with the equipment of natural science research, such as a microscope for medical science or telescope for the science of astronomy.

Meanwhile, on the object of the research, there is a fundamental difference between natural science and social sciences. The object of natural science is the inanimate object which is the factor of malar (constant), *while* the object of social science is human as a sentient and sensitive living being that is influenced by personality and environment. His behavior is the final result of various factors that are malar, especially the variable factor. Difficulties in these factors are common to the judgment that social science will not be able to provide universal certainty. But precisely because it is also the political science as a branch of social science should be more use of methods and techniques in order to improve the dignity of science.

(quoted and composed by Adjat Sukri, 1992: 42-43)

The error in using transitional words/phrases in linking one paragraph with another paragraph results in the chaos of a writer's ideas. Let us consider again the example of the following paragraphs:

The word is indeed "magical". By words we can express our hearts; we can rule people, worship them, judge them, or show our dependence on them. By the words we make people can get a picture of our person. A person's speech indicates his or her background, or with a famous saying: Language denotes a nation.

“Demikianlah dalam kita berolah pikir sehari-hari akan tampak seberapa jauh penguasaan kita atas kata dan ketrampilan kita berbahasa. Memang tidak dapat dipungkiri adanya pertalian yang sangat erat antara pikiran dan ungkapan dalam bahasa. Makin tajam dan gamblang pikiran terolah dalam benak makin tinggi pulalah tuntutananya atas kemampuan “bank kata” atau kosa kata kita untuk mengungkapnya. Kosa kata yang memadai merupakan prasyarat bagi orang yang hendak berolah pikir, terutama mengenai perikehidupan, ilmu dan teknologi pada masa kini.”

(Thus, in our daily thinking we will see how far our mastery of words and skills we speak. It is undoubtedly that there is a very close connection between the ideas and the expression in the language. The sharper and clearer the ideas is cultivated in the ideas the higher is the demand for the ability of the word bank or our vocabulary to uncover it. Adequate vocabulary is a prerequisite for people who want to think, especially about life, science and technology today.)

(quoted and composed from Adjat Sukri, 1992: 44-45)

Thus, such transition phrase in the above example is out of place. The phrase *“Demikianlah dalam kita berolah pikir”* (Thus in our ideas-processing) is about to say that the first paragraph speaks of words as a means of exercise, but it is not. The first paragraph speaks of the word as the expression of the heart's wider scope than just thinking.

If such a transitional phrase is to be maintained, the first sentence needs to be adjusted to the contents of the first paragraph with the contents of the first paragraph, for example as follows:

“Demikianlah pada ungkapan isi hati akan tampak berapa jauh penguasaan kita atas kata dan keterampilan kita berbahasa”

(Thus, the expression of conscience will show how far our mastery over the words and skills we speak.)

Both paragraphs speak of words in different links. The first paragraph speaks of words as expressions of the heart, while the second paragraph as a means of thinking. Therefore, after the first sentence is improved the use of the word string or transitional word *“memang”* (indeed) in the second sentence is not appropriate. It would be more appropriate if the two sentences were contrasted with the transitional phrase *“sementara itu”* (meanwhile). However, the first sentence becomes redundant because the phrase can be seated as a coupling of the paragraph's transition words/phrases. By deleting the first sentence the sound of the second paragraph reads as follows:

“Sementara itu tidak dapat dipungkiri adanya pertalian yang sangat erat antara pikiran dan ungkapan dalam bahasa. Makin tajam dan gamblang pikiran terolah dalam benak makin tinggi pulalah tuntutananya atas kemampuan “bank kata” atau kosa kata kita untuk mengungkapnya. Kosa kata yang memadai merupakan prasyarat bagi orang yang hendak berolah pikir, terutama mengenai perikehidupan, ilmu dan tehnologi pada masa kini.”

(While, it cannot be denied that there is a very close connection between the ideas and the expression in the language. The sharper and clearer the ideas is cultivated in the ideas, the higher the demand for the "word bank" or our vocabulary to expose it. An adequate vocabulary is a prerequisite for people who want to think, especially about life, science and technology today.)

b) The Importance of The Use of Pronoun in Discourse

A word that refers to persons or things will not be used repeatedly in a similar context. Repetition of the same word without a clear purpose will cause a bad taste. Repetition is permitted only when the word is emphasized or stressed. To realize good coherence, it requires a good and clear interrelationship between the elements that make up the sentence (Keraf, 1994: 38). The tools that can be used to make a discourse cohesive and coherent, whether grammatical or semantic in order to avoid the same sentence are used in their pronouns, their, them, this and that.

c) The Importance of Keyword Repetition

The clarity of a paragraph can be secured by repeating the keywords, ie words considered important in a paragraph. These keywords first appear in the first sentence and are repeated in subsequent sentences. The presence of the word is repeated in the paragraphs that serve to preserve the coherence or congruence of all the paragraphs.

Look at the example below:

“Sebagai penjasmanian pikir dan berpikir bahasa itu merupakan alat yang baik dalam pergaulan antar manusia. Pergaulan antar manusia ialah pertemuan total antara manusia satu dengan manusia lainnya; manusia dalam keseluruhannya, jasmani dan rohaninya bertemu dan bergaul satu sama lain. Tanpa bahasa pertemuan dan pergaulan kita dengan orang lain amat tidak sempurna.”(Keraf, 1980 : 77).

(As the realization or materialization of thought and ideas, language is a good tool for human relationships. Interpersonal interconnection is the total encounter between man and man; humans in their entirety, body and spirit meet and mingle with each other. Without language our relations and interactions with others is not perfect "(Keraf, 1980: 77).

4. Conclusion

From explanations and examples above, it shows how important the use of the following linguistic elements, i.e. transitional words/phrases, the use of pronouns, and the repetition of keywords in the development of a discourse. The elements of language are very necessary to form a discourse that interlock. The sentences in each paragraph cannot be dragged away without the means of connecting one another.

Every paragraph built by the author should be created by considering coherence. The coherence of paragraphs is not formed by itself but deliberately created by the author by utilizing elements of language that can support that effort. Thus, the purpose of the author wants to convey his or her message to the reader can be realized.

Coherence does not only occur between one sentence and another sentence in it, but also between one paragraph and the other in a discourse. The sentences that make up the paragraphs should flow and move on the basis of a logical ideas-set.

Acknowledgements

We would like to extend our gratitude to all those who have given assistance so that this article on the critical review of the literature can be delegated. We also express our gratitude to the input and assistance of the Faculty of Teacher Training and Education of Mataram University which has provided a forum for scientific advancement for the advancement of science, especially at the University of Mataram.

References

- Akhadiah, S. dkk. 1988. *Pembinaan Kemampuan Menulis Bahasa Indonesia*.
- Alwi, H., Sugono, D., & Moeliono, A. M. (1999). *Telaah bahasa dan sastra: persembahan kepada Prof. Dr. Anton M. Moeliono*. Yayasan Obor Indonesia.
- Chaer, A. (1990). *Pengantar semantik bahasa Indonesia*. Rineka Cpta.
- Chaer, A. (2012). *Folklor Betawi: kebudayaan & kehidupan orang Betawi*. Masup Jakarta.
- Jaafar, N., Jalalluddin, R. L., Razak, I. A., & Esa, R. (1992). Investigation of delay in utilization of government dental services in Malaysia. *Community dentistry and oral epidemiology*, 20(3), 144-147.
- Keraf, G. (1994). *Argumentasi & Narasi: Komposisi lanjutan III*: Jakarta: PT. Gramedia Pustaka Utama.
- Keraf, G. (1994). *Komposisi*. Ende Flores: Nusa Indah... 2007. *Argumentasi dan narasi*.
- Keraf, G. (1994). *Komposisi*. Flores NTT: Nusa Indah. 1997. *Komposisi*. Jakarta: Nusa Indah. 2007. *Argumentasi dan Narasi*.
- Kridalaksana, H. (1986). *Kelas kata dalam bahasa Indonesia*. Gramedia Pustaka Utama.
- Sakri, A. (1992). *Bangun paragraf bahasa Indonesia*. Penerbit ITB.
- Schütz, V. *Camion Blanc: Daft Punk Humans après tout*. Camion blanc.
- Syafrudin, A. (1994). *Kepala daerah*. Citra Aditya Bakti.
- Tarigan, D. (1993). *Strategi Belajar Mengajar*. Jakarta: Remaja Rosda Karya.

Biography of Authors

	<p>Drs. H. Suyanu, M.Pd was born in Blitar on February 15, 1958. He completed the study of elementary education up to high school in his hometown. Furthermore, he continued his bachelor and master degree education majoring Indonesian Language and Literature Education at IKIP Malang which is now the State University of Malang. He completed his undergraduate study in 1982 and master degree in 2006. Now, he is a lecturer at the undergraduate program of Language Education, Indonesian and Regional Literature.</p>
	<p>Dr. H. Rusdiawan, M.Pd. was born in the village of Montong Buwuh, West Lombok on May 11, 1957. He completed basic education in his hometown. Then he continued his junior and senior secondary education in Mataram City. Bachelor degree, master, and doctoral degree he completed at one college, namely IKIP Malang which is now the State University of Malang. He served as Dean of the Faculty of Teacher Training and Education, University of Mataram and now he serves as the head of Master of Education Program at Mataram University.</p>
	<p>Drs. Anang Zubaidi S., M.Pd. was born in Selong City, East Lombok on April 7, 1955. He finished his elementary education up to high school in Selong. He continued his undergraduate studies in the Department of Indonesian Language and Literature Education, IKIP Yogyakarta which is now the State University of Yogyakarta) and completed his study in 1982. He graduated his master degree in 2006 majoring Management of Education at the State University of Surabaya. Now, he is a lecturer of Language Education, Indonesian Literature, and Regional Studies, University of Mataram.</p>