

Cohesion in Text: A Discourse Analysis of Anyag ASSCAT Official Newsletter

Torralba, Louie Jay^a, Alvarez, Evangeline^b, Remorosa Roxan^c, Ytoc, Shiryl^d.

^a *louiejay.torralba@asscat.edu.ph*

^b *ealvarez@asscat.edu.ph*

^c *rremorosa@asscat.edu.ph*

^d *shiytoc@gmail.com*

Agusan del Sur State College of Agriculture and Technology, Bunawan Agusan del Sur, Philippines

Abstract

The United Nations' 2030 Agenda for Sustainable Development includes 17 Sustainable Development Goals (SDGs), with SDG 4 focusing on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. This study explores the application of Halliday and Hasan's (1976) theories of coherence to the ANYAG newsletter, analyzing how cohesive devices enhance communication. By examining the ANYAG newsletter from the third quarter of the 2023 academic year, the study identifies four main types of conjunctions: additive, adversative, causal, and temporal. Additive conjunctions were most prevalent, followed by temporal, causal, and adversative. These conjunctions play a crucial role in shaping text coherence and clarity, linking information, organizing content chronologically, and adding depth through contrasts. The findings highlight the importance of cohesive devices in creating engaging and informative texts, enhancing readability and effectively communicating the institution's milestones and initiatives. This study underscores the necessity for meticulous use of cohesive devices in institutional communications.

Keywords: Sustainable Development Goals 4; linguistic coherence; cohesive devices; Halliday and Hasan; ANYAG newsletter.

1. Introduction

Texts are composed of semantic units that collaborate to convey clear messages and meanings. Semantically, a text is made up of syntactic and semantic sentences structured by grammatical rules, creating a unified piece of writing. This study delves into the theories of coherence proposed by Halliday and Hasan (1976), examining how they apply to the textual content of ANYAG newsletter articles. Through thorough analysis, it explores the methods and structure of these articles, including an evaluation of word choice aimed at effectively communicating with the general audience.

The importance of context in interpreting literature cannot be overstated. According to Brown and Yule (1983), the meaning of speech is heavily influenced by the circumstances in which it occurs. They argue that grasping the contextual background of discourse is essential for a pragmatic approach to language studies. Similarly, Halliday and Hasan (1985/1989) assert that text and context are inseparable, each crucial for understanding the other.

Halliday and Hasan (1985/1989) delve into the concept of text coherence, emphasizing its crucial role in distinguishing cohesive texts from fragmented ones. They identify structural and textual coherence as primary forms, with Hasan highlighting the importance of semantic links between individual sentences in establishing textual unity. Fowler (1986) further underscores this point, suggesting that without coherence, a text would lack the cohesion necessary to convey its intended message effectively.

There are 17 Sustainable Development Goals under United Nation 2030 Agenda, and SDG 4 Quality Education is one of it that aims to ensure inclusive and equitable quality education and

promote lifelong learning opportunities for all this includes ensure that all youth and a substantial proportion of adults achieve literacy and numeracy and ensure all learners acquire the knowledge and skills needed to promote sustainable development

1.1 Purpose of the Study

This study aims to employ Cohesion in Text and Discourse Analysis (DA) to examine ASSCAT's newsletters (ANYAG) with the aim of fostering constructive discourse within the organization. Evaluates how discourse influences stakeholders, assesses communication effectiveness, and offers recommendations for improvement. By analyzing linguistic and visual elements, the research aims to uncover linguistic dynamics, social identities, and institutional norms in the newsletter. Ultimately, it seeks to empower stakeholders, challenge dominant narratives, and enhance a more coherent and cohesive communication practices within ASSCAT.

1.2 Research Questions

The purpose for pursuing this study was to examine the Cohesion in text of ANYAG newsletter. Specifically, this study sought to answer the following research questions:

1. What prevalent cohesive conjunction devices are featured in the ANYAG Newsletter?
2. How do the cohesion shape the meaning and coherence of a text in newsletter?

1.3 Theoretical Lens

Conjunctions play a crucial role in achieving coherence and readability in texts. According to Halliday and Hasan (1976), while conjunctive elements themselves may not possess inherent cohesion, they indirectly contribute to cohesion through their specific meanings. Conjunctions do more than just link parts of a sentence; they convey meanings that depend on other parts of the text. When we talk about conjunctions being cohesive, we're emphasizing how they work with other language elements that follow each other, even if they're not directly connected. This study classifies conjunctions into four distinct categories. The subsequent sections offer a brief overview of each category. Halliday and Hasan (1976) classify conjunctions into four categories: additive, adversative, causal, and temporal. Additive conjunctions, such as "and" or "furthermore," indicate the addition or extension of ideas, seamlessly connecting related concepts to enrich the narrative. Adversative conjunctions, like "but" or "however," serve to highlight contrast or unexpected shifts in thought, adding depth and complexity to the discourse. Causal conjunctions, including "because" or "therefore," elucidate cause-and-effect relationships, clarifying the reasoning behind certain assertions or conclusions. Temporal conjunctions, such as "then" or "afterwards," denote sequence or time progression, guiding readers through the chronological order of events or ideas. Understanding these conjunctions thoroughly empowers writers to craft more cohesive and coherent texts. By adeptly employing conjunctions, writers can skillfully navigate the logical flow of ideas, ensuring clarity and coherence in their communication. Whether it's adding layers of information, contrasting different viewpoints, explaining causality, or sequencing events, the strategic use of conjunctions enhances the overall coherence and effectiveness of written discourse.

Additive

Additive conjunctions offer a nuanced departure from standard coordination, although they share its origins. In cohesive contexts, words like 'and,' 'or,' and 'nor' fall into the category of additive conjunctions. Unlike coordination, which is deeply embedded in linguistic structure, additive conjunctions imply a more

flexible and less rigid connection. While coordination operates within the structural framework of a sentence, the additive relationship fosters cohesion.

Correlative pairs such as 'both ... and,' 'either ... or,' and 'neither ... nor' primarily facilitate structural coordination within sentences, typically without serving a cohesive function. This is because a coordinated pair functions as a single unit. On the other hand, terms like 'and,' 'or,' and 'nor' can represent either external or internal conjunctive relations. For instance, 'and' in an additive context may not distinctly distinguish between external or internal relations. However, when employed independently as a cohesive element, excluding phrases like 'and then,' it often suggests 'there is more to be said' (Halliday and Hasan, 1976, p. 245).

Adversative

Adversative conjunction according to Halliday and Hasan (1976), emphasizes the basic meaning of the adversative as contrary to expectation. Adversative conjunction is: yet, but, however, though, nevertheless, still, in spite of this, despite this, all the same, all the same time, in fact, as matter of fact, actually, in point of fact, instead, rather, on the contrary, at least, rather, I mean.

Causal

Causal conjunction are; because, because..., so..., thus, hence, therefore, consequently, accordingly, because of this, for this reason, on account of this, it follows, on the basis, as a result, in consequence, arising out of this, for this purpose, with this in mind/intention, to this end, then, in that case, that being the case, in such an event, under the circumstances, otherwise, apart from this (Halliday & Hasan 1976).

Temporal

Temporal relations refer to the connections between two consecutive sentences, often denoting a sequence in time where one event follows another. This temporal cohesion is straightforwardly expressed through terms like "then." Other expressions indicating temporal relationships include "and then," "next," "afterwards," "after that," "subsequently," "following," "later," and "since."

According to Halliday and Hasan (1976; 261), the inclusion of an additional component in the temporal relation adds specificity to the meaning beyond just succession in time.

1.4 Delimitation and Limitation of the Study

This research is delimited to analyzing Cohesion in Text a Discourse Analysis (DA) within the content of the ASSCAT ANYAG newsletter third quarter. It focuses specifically on identifying and categorizing instances of discourse within the newsletter's written content. The study is further limited to analyzing the Conjunctive cohesion by Halliday and Hasan (1976), as cited by Kadhim (2016).

2. Review Related Literature

Halliday and Hasan (1976, p. 226) define conjunctions as elements that are cohesive indirectly, relying on their specific meanings. They express meanings presupposing the presence of other components in discourse rather than directly reaching out into preceding or following text. While various labels exist for conjunctions in the literature, they all serve the same purpose in texts. Quirk, Greenbaum, Leech, and Svartvik (1985) and Zamel (1983) refer to them as conjuncts, while other labels include connective adverbs (Huddleston & Pullum, 2002), connectors (Granger & Tyson, 1996), discourse markers (Fraser, 1999; Parrot, 2000), and more. This study adopts Halliday and Hasan's (1976) definition of 'conjunction' as it provides an encompassing and clear operational definition.

Halliday and Hasan (1976) categorize conjunctions into four subcategories: additive, adversative, causal, and temporal, each serving distinct functions in discourse.

Additive conjunctions such as 'and,' 'furthermore,' 'for instance,' and 'similarly' connect discourse units with semantic similarity, emphasizing key points or introducing new relevant information.

Adversative conjunctions like 'yet,' 'nevertheless,' 'however,' 'in fact,' and 'instead' introduce information that contrasts with or corrects previous content.

Causal conjunctions including 'such as,' 'hence,' 'therefore,' 'because,' 'as a result,' and 'in this regard' introduce information that explains the result or consequence of preceding discourse.

Temporal conjunctions such as 'for instance,' 'first,' 'at last,' 'next,' 'previously,' and 'simultaneously' relate discourse units in sequential, simultaneous, or preceding order.

Understanding the role of conjunctions is crucial for students to organize written text effectively.

Conjunctions play a crucial role in signaling logical relations within written texts, enhancing their readability and coherence (Geva, 1992; Heino, 2010). According to Ting (2003), they are essential for establishing organic connectivity in texts, contributing to unity and overall text quality. Schleppegrell (1996, p.272) emphasizes that conjunctions serve as grammatical tools for indicating links within texts. Zamel (1983) suggests that without conjunctions, understanding complex ideas would be challenging, as they help readers anticipate forthcoming information. Researchers in discourse and writing pedagogy, such as Cook (1989) and McCarthy (1991), emphasize the importance of mastering conjunctions as a fundamental writing skill for students.

Several studies have explored the role of conjunctions in written discourse comprehension, yielding varying results. While some studies, including those by Castro (2004), Johnson (1992), and Zhang (2000), found no significant association between cohesive device usage and writing quality, others, such as those by Ferris (1994), Field & Oi (1992), Jin (2001), and Neuner (1987), have suggested a positive correlation between cohesive devices and text quality. Supporting the latter perspective, Liu and Braine (2005) conducted a study using Halliday and Hasan's (1976) framework, analyzing fifty argumentative essays by Chinese undergraduate students. They discovered a notable relationship between the frequency of conjunction use and the quality of argumentative writing. Additionally, Sanders and Noordman (2000) proposed that conjunctions aid readers in constructing mental representations by clarifying the relationships between text segments. These findings collectively highlight the role of conjunctions in enhancing text clarity and comprehensibility.

On the other hand, a study conducted by Afzaal et.al (2019) on of Pakistani English Newspaper Texts: An Application of Halliday and Hasan's Model of Cohesion: A Discourse Analysis aims to analyze the cohesive patterns within selected weekly articles authored by Cyril Almeida from "The Daily Dawn" newspaper, utilizing Halliday and Hasan's cohesion model proposed in 1976. The study identifies five types of cohesion: reference, substitution, ellipsis, conjunction, and lexical cohesion in the analyzed text. Through linguistic analysis, the research reveals frequent employment of cohesive devices such as referencing, substitution, ellipsis, conjunction, and lexical cohesion. Particularly, reiteration emerges as the most prevalent cohesive device, followed by reference from grammatical cohesion. The utilization of various literary terms further enriches the articles, providing insights into political contexts for the audience. Overall, the dominance of lexical cohesion, particularly reiteration and collocation, suggests that the selected news articles by Cyril Almeida maintain cohesion primarily through semantic linkage facilitated by vocabulary rather than grammar and the most additive conjunctions used are 'and' and 'also'. Though, there is one example in which the writer uses a different additive, and that is or (line 18). Moreover, the adversative but (line 15) is used to show contrasting ideas. The applicant also uses causal conjunctions such as, because (line 7), then (line 11), and so (line 20) to link sentences together.

3. Research Methodology

Qualitative analysis was conducted by the following framework of Halliday and Hasan that emphasizes majorly on textual analysis, lexical choices, and social analysis in ANYAG Newsletter Publication dated 3rd Quarter of Academic Year 2023. An analytical framework is provided by the text cohesion, for qualitative analysis, which includes additive, adversatives, causal and temporal cohesion in

text. However, the focus of this study was on the linguistic analysis of articles, text, and section.

3.1 Data Source

The corpora for this research is from the ANYAG ASSCAT Official Newsletter 3rd Quarter AY 2023-2024.

3.2 Data Collection

I took the following steps in data collection. According to Creswell (2007) qualitative researchers engage in a process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. An essential step is to find the availability of the material. First, I took copies from the given circulated ANYAG Newsletters. Second, this serves as documentation and within the newsletter were the Discourse Analysis that I have categorized, and the incorporating Discourse Analysis (DA) in ASSCAT newsletters influence constructive engagement among students and faculty. Then, I use a laptop, pen, and paper to start our analysis.

3.3 Data Analysis

The data analysis in this study involves a systematic investigation of the ways in According to Bogdan and Taylor (1975;5), qualitative methods are research procedures that generate descriptive data in the form of written words or spoken observations of people and their behaviors. This approach focuses on individuals and their backgrounds holistically. Rather than isolating individuals or organizations into variables or hypotheses, qualitative research views them as parts of a whole unit. A qualitative approach aims to produce in-depth descriptions of speech, writing, and observable behavior from specific individuals, groups, communities, or organizations within a particular context. This method emphasizes studying subjects from a holistic, comprehensive perspective, providing a thorough understanding of the context and the nuanced dynamics at play.

The second approach is a theoretical approach, specifically employing discourse analysis. This approach examines discourse from both internal and external perspectives. Internally, discourse is analyzed in terms of its types, structure, and the relationships between its parts. Externally, it is examined in relation to the speaker, the subject matter, and the audience.

The purpose of discourse analysis is to reveal the language rules that construct the discourse, facilitate its production and understanding, and symbolize meaning within it. Discourse analysis aims to understand how discourse functions as a tool for communication.

In this study, the discourse analysis focuses on the ANYAG Newsletter, aiming to identify elements of cohesion within the written text. By examining the cohesive devices used by Halliday and Hassan, the analysis seeks to understand how cohesion contributes to the overall effectiveness and clarity of the text.

3.4 Trustworthiness of the Study

This research is made use of Lincoln and Guba's (1985) classic work at the trustworthiness and evaluation of the reality which is the credibility, conformability, transferability, and dependability.

According to Lincoln and Guba (2005), credibility is one of the important aspects to consider in the qualitative research. Termed as truth value, it asks whether the researcher has established confidence in the truthfulness in the findings for the subjects or informants and the contexts in which the study is undertaken. It establishes how confident the researcher is with the truth of the findings based on the research design, corpus and context. This means credibility, which refers to the confidence in the truth of findings.

To acknowledge the credibility of this research, we took the Published Newsletter from the ANYAG Official

Publication.

Transferability, on the other hand, refers to the degree to which the results of qualitative research can be transferred to other context with other respondents (Tobin & Begley, 2004 as cited in Bitsch, 2015). It is showing that the findings have applicability in another context (Lincoln & Guba, 2005). This is similar to the notion of external validity used by quantitative researchers. Transferability is enhanced by detailed descriptions that enable judgments about a “fit” with other contexts. Comparisons across cases or other units of analysis that yield similar findings also increase transferability (Sagepub, 2020).

To address transferability, we filed the documents and other research materials gleaned in this research to make available to other researchers who wish to conduct the same research or wish to use them in some cases.

Confirmability is another element to consider in the trustworthiness of the study. It is the degree of neutrality or the extent to which the findings of the study are shaped by the respondents and not researcher bias motivation or interest (Lincon & Guba, 2005). Confirmability tends to assume that each researcher brings a unique perspective to the study. This can be documented by checking and rechecking the data throughout the study (William, 2012).

To verify conformability, we made sure that the findings, interpretations and recommendations are supported by data theories. We examined the data ourselves and consulted the expertise of our adviser, other language specialists and some professional to critic the results, analysis and approvals to support the data that will be collected in this research. We also checked and rechecked the data throughout the study through observation and document analysis for validity.

Furthermore, dependability is similar to the concept of reliability in quantitative research paradigms. In this case, the qualitative researchers gather evidence to support the claim that similar findings would be obtained if the study were repeated. Naturally, even if the study will be repeated in the same context with the same participants, it would become a “new” study, given the ever-changing social world and perceptual shifts including news events that may change the researchers thinking overnight (citation here).

To ensure dependability, we examined the process of inquiry to how our data was collected and kept, and how these were tested for accuracy to show that the findings were consistent and could be repeated.

3.5 Role of the Researcher

The researcher’s role in qualitative textual analysis research is critical, as it represents an advanced and systematic approach to processing vast volumes of text (Slapin, 2018); I gathered the data and analyzed the Critical Discourse Analysis in ANYAG newsletter. Therefore, my role in this study was to ensure the truthfulness of the study to avoid biases since I am the primary instrument of data collection and analysis. As Master of Arts in Education in Applied Linguistics and researchers, I encompassed great roles and responsibilities in this research. I discussed and analyzed issues and concerns related to language and communication with relevance to our specialization. As researchers, I encountered several insights when it comes to how students in the English Language develops and changes over time which are worth researchable. As a student teacher, we also used and experienced different modes of discourse and how does ASSCAT newsletters influence social relations and constructive engagement among students and faculty which, are relatable in our research study as well.

According to Denzin and Lincoln (2003), in qualitative studies, the role of the researchers is quite different because researchers are considered as instruments of the data collection. This means that, in this research, we are the primary data collection instruments as we collected and identified word formations written on the ANYAG ASSCAT newsletter and gathered responses of the participants during the interview as our data.

Moreover, Barret (2007) mentioned that qualitative researchers often describe the ambiguities and complexities of extracting meaning from ambiguous and complex data. Thus, I used our skills in obtaining, analyzing, and interpreting the Positive Discourse Analysis employed in the ANYAG based on Tom Bartlett and Jim Martin, and documenting and coding the responses of the respondents using an analysis guide and

having them verified by the language experts.

In terms of gathering the data from the ANYAG ASSCAT official newsletter, to have a genuine interaction to build an atmosphere of trust and confidence. I also provided enough explanation of the purpose of our research and how the study should be taken from the informant. I facilitated and analyzed the research methods of this study and took hold of the documents for confidentiality.

4. Results and Discussion

Results showed that among the four conjunction suggested by Halliday and Hasan (1985/1989), four cohesions in conjunction were present in the data collected, specifically on additive, adversative, causal, and temporal.

The Table below shows the different conjunction devices utilized in the ASSCAT ANYAGNewsletter for third Quarter, the prevalent conjunction device used was additive with thirty-seven or 36.63 percent count text in fourteen articles followed by Temporal with twenty-eight or 27.72 percent while least utilized was adversative with ten or ten percent and causal conjunction with twenty- six or 25.75 percent.

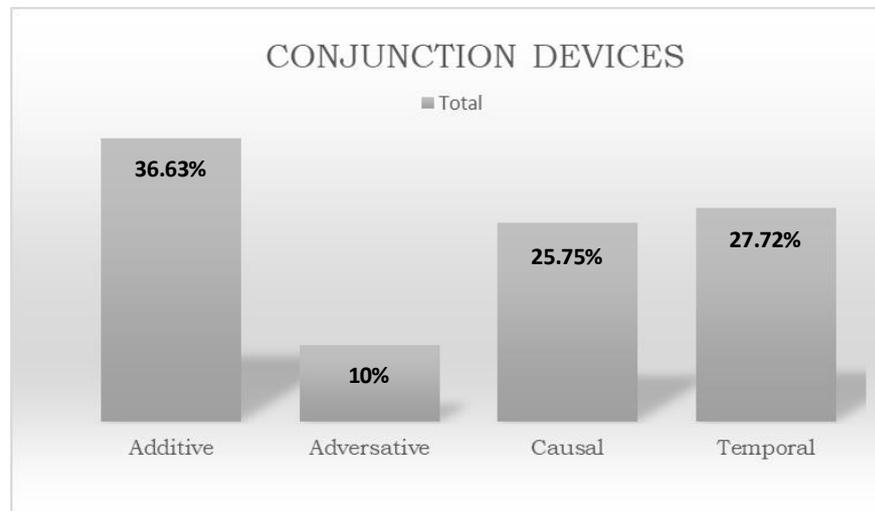


Figure 1. shows the conjunction device found in the ANYAG Newsletter

Additive

These conjunctions indicate addition, continuation, or similarity. They connect sentences or parts of sentences to add more information or continue the flow of ideas. Further results are illustrated in table 1.

Table 1. Additive Conjunction

Conjunction Device	Sample Text	Page No.
--------------------	-------------	----------

Additive	"On July 27, 2023, ASSCAT hosted an on-boarding orientation event at the RIDE Function Hall. During this session, newly-appointed and promoted personnel received assurances regarding job security and opportunities for career advancement." (L2)	12
	"The College President, Dr. Joy C. Capistrano, along with ASSCAT's Vice Presidents, Deans, and Directors, actively participated in welcoming the fresh faces into the institution." (L4)	12

Table 1 presents lines from the article found in ANYAG third Quarter Page 12 titled ASSCAT Welcomes Record Number of New Employees. This statement from the table 1 (L2, L4) use and as a device to link newly-appointed employees with promoted staff. This coordinating conjunction achieves various purposes within the sentence. This shows an additive relationship by the use of and between these two groups, implying that they have equal importance and occurred at the orientation event simultaneously. It also helps to maintain parallelism in structure hence ensuring a coherent and flowing sentence. Besides, it is used to show that the orientation was meant for both new hires and employees who climbed up in ranks. In addition, this conjunction allows for a more concise expression rather than separately indicating them on a list. This statement with the use of and simply implies that ASSCAT treats both newly-appointed and promoted staff equally in terms of orientation provision and guarantees. In connection to job security and career growth aspects indicated afterwards, this cohesive device clearly outlines who exactly will be attending this occasion, within its broader context. Therefore, while maintaining grammatical correctness, the simple word “and” conveys significant details about the inclusivity and scope of the event.

Adversative

Adversative conjunctions express contrast, opposition, or contradiction. They highlight a different perspective, contradiction, or unexpected outcome, often introducing a shift in direction or focus within the text. Further results are illustrated in table 2.

Table 2. Adversative Conjunction

Conjunction Device	Sample Text	Page No.
Adversative	" However , the college’s outstanding performance at the LGU Sports fest stands as a testament to ASSCAT's commitment to excellence, unity, and sportsmanship." (L11)	16
	"This success wouldn't have been possible without the collaborative efforts of the ASSCAT faculty and staff, unit heads, directors, deans, Vice Presidents, and the leadership of College President Dr. Joy C. Capistrano." (L10)	16

Table 2 presents lines from the article found in ANYAG Newsletter titled ASSCAT Engages in Vibrant Celebration Marking 123rd Philippine Civil Service Anniversary. This statement from the table (L10, L11) used adversative conjunctions, “however” It suggests that despite challenges or alternative perspectives that might be considered, the following statement will present a different viewpoint or

emphasize a positive outcome. In the sentence "however, the college’s outstanding performance at the LGU Sports fest stands as a testament to ASSCAT's commitment to excellence, unity, and sportsmanship", "however" signals that despite potential obstacles or contrary expectations, ASSCAT's performance was exceptional, highlighting resilience or unexpected success. While “without” this conjunction device is used to indicate absence or lack of something essential. In the sentence "This success wouldn't have been possible without the collaborative efforts...", "without" emphasizes the crucial role of collaboration. It underscores that the achievement of ASSCAT at the LGU Sports fest was directly attributable to the collective contributions and teamwork of various stakeholders. It implies that without this collaboration, the success might not have been achieved, thus emphasizing the importance of unity and collective effort. They acknowledge the difficulties while reaffirming the institution's dedication to its goals. This shows adversative conjunction in expressing contrast and potential threats to the ASSCAT performance in 123rd Philippine Civil Service Anniversary.

Causal

These conjunctions establish cause-and-effect relationships between clauses or sentences. They indicate why something happened, the reason behind an action or situation, or the consequence of a preceding event. Further results are illustrated in Table 3.

Table 3. Causal Conjunction

Conjunction Device	Sample Text	Page No.
Causal	"Dr. Carmelo S. Llanto, the Vice President of Academic Affairs and Quality Assurance (VPAAQA), delved into ASSCAT's graduate attributes known as SOAR, emphasizing the importance of these attributes in shaping the institution's educational landscape." (L6)	03
	"The event served as a testament to ASSCAT's commitment to fostering a dynamic and supportive environment..." (L13)	03

Sample text one found in ANYAG third Quarter Page 03, causal conjunctions in the article (L6, L13) causal device "emphasizing" functions to highlight the significance of the SOAR attributes discussed by Dr. Llanto. It creates a clear link between Dr. Llanto's discussion and the importance of SOAR attributes, explaining why these attributes are a focal point. This causal connection helps to unify the text by ensuring that the reader understands the relevance and impact of the SOAR attributes on the institution’s educational landscape. While causal device "served" functions to indicate the purpose or outcome of the event. It establishes a cause-and-effect relationship by connecting the event to its role in demonstrating ASSCAT's commitment. This linkage helps the reader see the event's significance in the broader context of the institution's goals, thus reinforcing the overall narrative and maintaining text cohesion. Both terms create logical connections between ideas, ensuring that each sentence builds on the previous one in a meaningful

way. This helps the reader follow the narrative smoothly. By showing the importance and impact of specific actions (discussing SOAR attributes and holding the event), these terms enhance the coherence of the text. The reader can see how individual elements contribute to the overall message and objectives of the institution.

Temporal

These conjunctions relate to time, showing the sequence of events, timing, or order of actions in a narrative or argument, organize the information chronologically, aiding in the clarity and flow of the narrative. Further results illustrated in Table 4.

Table 4. Temporal Conjunction

Conjunction Device	Sample Text	Page No.
	" After the awarding of scholarships, recipients expressed their gratitude and commitment to their studies." (L10)	12
Temporal	" Held at the ASSCAT Sports and Socio-Cultural Center from June 30 to July 01, 2023, the event showcased collaboration under the established Memorandum of Agreement (MOA) between ASSCAT and the Boy Scouts." (L2)	06

Sample text found in Page 12 and 6 of the ANYAG third quarter code (L10, L2) shows sequence of events and order of action, the temporal device "**After**" indicates that the expression of gratitude and commitment occurred subsequent to the awarding of scholarships. "After" connects two related events in a chronological sequence. It ensures that the reader can follow the progression from the awarding ceremony to the recipients' reactions, providing a clear temporal link that enhances the overall narrative coherence. While "**Held**" sets the time frame and location for the event, providing a temporal and spatial context for the subsequent actions described. Links the occurrence of the event to a specific timeframe and location, establishing a clear context for the actions that follow. This temporal reference helps readers understand when and where the event took place, ensuring a cohesive flow in the narrative. And "**from June 30 to July 01, 2023**" provides precise dates for the duration of the event. This temporal device clarifies the exact period during which the event occurred, helping readers situate the event in a specific temporal context. This specificity enhances the narrative's coherence by providing clear temporal boundaries for the described actions. "after," "held," and "from ... to" are vital temporal conjunction devices that contribute significantly to the cohesion of text by structuring the narrative chronologically, providing context, and maintaining clarity and continuity.

The findings showed the conjunction device cohesion in text that contained and classified into four categories. They were additive, adversative, causal and temporal. Those categories were found in the ANYAG ASSCAT Official Newsletter.

4.1 Additive

From the analysis, I examined fourteen articles from ANYAG 3rd Quarter Publication, categorized according to discourse modes suggested by Halliday and Hasan (1976). Four categories of conjunction devices were identified from the collected data. It was evident that the most prevalent conjunction device in ANYAG Newsletter was the additive conjunction, comprising 37 or 36.63% of the text. Clearly, additive conjunctions in ANYAG Newsletter play an important role in text and context structure.

Additive conjunctions serve as vital connectors in the ANYAG ASSCAT Official Newsletter, aiding in the expansion of information, highlighting achievements, reinforcing unity and collaboration, and

maintaining reader engagement. Connecting Events and Ideas: Additive conjunctions build upon previously mentioned ideas, providing additional information or reinforcing points made earlier in the narrative. For instance, in the article titled "ASSCAT Welcomes Record Number of New Employees" (ANYAG 3rd Quarter, Page 17), phrases like "along with" and "also" introduce extra details about events and participants, strengthening the sense of collective effort within the institution.

Expanding Information. These conjunctions enable the newsletter to provide additional details about various events, accomplishments, and initiatives at ASSCAT, enriching the content and offering readers a deeper understanding of the institution's activities and achievements.

Highlighting Achievements. Additive conjunctions emphasize the institution's successes and noteworthy achievements. By linking multiple accomplishments using conjunctions like "and," the newsletter underscores ASSCAT's excellence, reinforcing its positive image to readers.

Reinforcing Unity and Collaboration. They play a crucial role in highlighting the collaborative efforts of ASSCAT's faculty, staff, and students. By connecting different individuals' contributions and achievements, these conjunctions emphasize the institution's unity and teamwork, fostering a sense of community among readers.

Maintaining Reader Engagement. Overall, additive conjunctions contribute to the newsletter's readability and engagement by ensuring a smooth transition between different sections and topics. By seamlessly linking related information, these conjunctions help sustain reader interest and attention throughout the newsletter.

Examples of Additive Conjunctions in use.

"ASSCAT recently celebrated a momentous occasion by inducting its largest-ever cohort of permanent employees, marking a historic milestone in its journey. Along with this milestone, several key initiatives were launched to further enhance the institution's growth and development."

"The event was attended by senior management, faculty members, and staff representatives. Also, several external stakeholders, including government officials and industry partners, were present to show their support for ASSCAT's endeavors."

Additive conjunctions play a vital role in the ANYAG ASSCAT Official Newsletter by indicating addition, continuation, or similarity, and connecting sentences or parts of sentences to add more information or continue the flow of ideas. By building upon previous ideas, enhancing continuity, and providing comprehensive detail, these conjunctions contribute to the overall coherence and readability of the newsletter, ensuring that readers can follow the progression of events and initiatives smoothly and comprehensively.

In the same study conducted by Darweesh (2016) on Iraqi EFL Learners' Problem in using conjunction as cohesive devices results shows The quantitative analysis has revealed that the simple additive conjunctions "and, in addition and moreover", are used without their cohesive signification which connotes adding new or more information. It has been found that the students are incapable of differentiating between the semantics of different adversative conjunction. For example, they use the conjunction 'whether' instead of 'however' and they use 'even' to wrongly mean 'even if'. In the same vein, they have used other types of conjunctions askew. They have depreciated the use of some conjunctions at the expense of other conjunctions.

Same study conducted by Afzaal et.al (2019) Additive conjunctions appeared twenty-two times out of fifty- seven occurrences of the total conjunctions with the percentage of thirty-nine percent, hence being the most frequent type of conjunction and additive conjunctions were used and were represented by "and, or, moreover etc."

Another study conducted by Sinambela et.al (2009) on Conjunction of Grammatical Cohesion in Speech Text of German Prime Minister Angela Merkel additive conjunction (combined) is 153 findings or 45%.

4.2 Adversative

Adversative conjunctions appeared ten times or ten percent of the ANYAG newsletter that play a crucial role in maintaining textual coherence within the ANYAG ASSCAT Official Newsletter by expressing contrast, opposition, or contradiction. They introduce shifts in direction or focus, highlight different perspectives, contradictions, or unexpected outcomes, and provide a balanced view of the institution's narrative.

Expressing Contrast and Opposition. Adversative conjunctions such as "however," "but," and "on the contrary" are used to highlight contrasts and oppositions within the text. These conjunctions draw attention to differences between expected outcomes and actual results, providing a nuanced perspective. For instance, "The department faced significant challenges in the first quarter. However, by implementing new strategies, they were able to overcome these obstacles and achieve their goals" (ANYAG Newsletter, Page 5, Table 2.B).

Introducing Potential Challenges. They are particularly useful for introducing potential challenges or counterpoints to otherwise positive narratives. For example, they can discuss difficulties faced in the scholarship program while reaffirming the institution's commitment to its goals. This balanced approach ensures that readers are aware of both successes and obstacles encountered.

Highlighting Achievements Amidst Challenges. Adversative conjunctions can also highlight the challenges overcome by ASSCAT, such as maintaining timely tax compliance. For instance, "Despite the initial setbacks, ASSCAT successfully maintained timely tax compliance, demonstrating its dedication to fiscal responsibility" (Page 13, Table 2.A). This underscores the institution's resilience and dedication to overcoming difficulties.

Providing a Balanced View. By using adversative conjunctions, the newsletter can present a more balanced view of ASSCAT's activities. For example, "ASSCAT has made impressive strides in research and development, but there are still areas that require additional focus and improvement" (Page 5, Table 2.B). This acknowledges ongoing challenges while highlighting the institution's progress and successes.

Emphasizing Collective Efforts and Outcomes. In the context of collective efforts, adversative conjunctions help introduce contrasting perspectives or unexpected outcomes, emphasizing the results of teamwork. For example, "While the project faced numerous hurdles, the collective efforts of the team led to its successful completion" (Page 5, Table 2.B). This highlights the importance of collaboration and perseverance in achieving positive outcomes.

Maintaining Reader Engagement. The use of adversative conjunctions enhances reader engagement by adding variety and complexity to the narrative. By moving beyond simple additive structures, these conjunctions make the text more dynamic and interesting, sustaining reader interest throughout the newsletter.

Examples of Adversative Conjunctions in use.

"However". "The celebration was a resounding success. However, it was not without its challenges, which were effectively managed by the organizing team."

"But". "The new initiatives have been largely successful, but there are still several areas where further improvement is needed."

"On the Contrary". "Many expected the initiative to fail due to budget constraints. On the contrary, it has been one of the most successful projects of the year."

"Despite". "Despite the initial setbacks, ASSCAT successfully maintained timely tax compliance, demonstrating its dedication to fiscal responsibility."

Adversative conjunctions are crucial for shaping the meaning and coherence of the text in the ANYAG ASSCAT Official Newsletter. They facilitate the introduction of contrasts, potential challenges, and counterpoints, ensuring a balanced and comprehensive narrative. By highlighting both achievements and obstacles, these conjunctions provide depth and nuance to the text, enhancing its overall coherence and reader engagement.

While on the study by Sinambela et.al (2009)) adversative conjunctions (contradictions) is 66 findings or 19%. And on the study conducted by Afzaal et.al (2019) adversative conjunctions were used and indicated by the words such as "but, however, etc.". When new elements were coordinated or linked in addition to the presupposed element by adding to the previous elements with sixteen instances occurrences.

4.3 Causal

Causal conjunctions within the ANYAG ASSCAT Official Newsletter appeared twenty-six or 25.75 percent serve as vital tools for elucidating cause-and-effect relationships between clauses or sentences, providing insights into why certain actions were taken, the reasons behind decisions, or the consequences of preceding events.

Clarifying Institutional Decisions and Actions. Causal conjunctions explain the rationale behind significant institutional decisions and actions. For instance, in Sample Text 1 (ANYAG, Page 17), causal conjunctions such as "following" and "because" elucidate the reasons behind ASSCAT's alignment with DBM standards and the significance of BOT meetings in facilitating appointments. This clarifies the cause-and-effect relationships, providing readers with a deeper understanding of institutional processes.

Demonstrating Logical Progression of Events. Causal conjunctions help demonstrate the logical progression of events and decisions. In Sample Texts 2 and 3 (ANYAG, Page 18), phrases like "following" and "because" establish cause-and-effect relationships, explaining the reasons behind certain actions or events. This logical progression enhances the coherence of the narrative, guiding readers through the sequence of events.

Highlighting Event Focus and Impact. Causal conjunctions such as "emphasizing" and "serving" establish cause-and-effect relationships, explaining why certain aspects were focused on during events and their resulting impact on the institution. This highlights the significance of specific actions or decisions and their broader implications for ASSCAT.

Examples of Causal Conjunctions in use.

"Following". "Following the DBM standards, ASSCAT made several adjustments to its administrative processes to ensure compliance."

"Because". "Because of the strategic importance of BOT meetings, ASSCAT prioritized their scheduling and preparation to facilitate key appointments."

"Emphasizing". "Emphasizing certain aspects during the event served to highlight ASSCAT's commitment to excellence in education and research."

"Serving". "Serving as a platform for collaboration and innovation, the event showcased ASSCAT's contributions to the academic community."

Causal conjunctions play a crucial role in the ANYAG ASSCAT Official Newsletter by elucidating

cause- and-effect relationships and providing insights into institutional decisions and actions. By clarifying the rationale behind events, decisions, and outcomes, these conjunctions enhance the coherence of the narrative and deepen readers' understanding of ASSCAT's activities and initiatives. Their logical progression and emphasis on key aspects contribute to a more comprehensive and engaging portrayal of the institution's endeavors.

On the study by Sinambela (2009) causal conjunctions (cause) is eighty-nine findings or 26 percent causal conjunction found three markers, namely weil 'because' as many as 11 findings, denn 'because' as many as 6 findings, and dass 'that' as many as 72 findings.

4.4 Temporal

Temporal conjunctions within the ANYAG ASSCAT Official Newsletter appeared to be twenty-eight times and are crucial for organizing information chronologically, showcasing the sequence of events, timing, or order of actions in a narrative or argument. Here's how they contribute to the coherence of the newsletter:

Structuring the Narrative of Events. Temporal conjunctions help structure the narrative of events, detailing the sequence of events from announcement to implementation and subsequent impacts. For instance, in Table 4 (ANYAG, Page 4.A), phrases like "in the afternoon session" and specific times such as "the fiscal year 2023-2024" organize the sequence of events, providing a clear timeline and structure to the narrative.

Aiding in Clarity and Flow. By organizing information chronologically, temporal conjunctions aid in the clarity and flow of the narrative. They ensure that readers can follow the progression of events smoothly, without confusion or ambiguity. This enhances the overall readability and comprehension of the newsletter.

Enhancing Reader Understanding. Temporal conjunctions ensure that readers can understand the progression of initiatives and events in a logical and coherent manner. They provide a framework for understanding how different actions and decisions unfold over time, allowing readers to grasp the development of ASSCAT's activities and initiatives.

Examples of Temporal Conjunctions in use.

"In the Afternoon Session". "In the afternoon session, the committee discussed the budget allocations for the fiscal year 2023-2024."

"During the Event". "During the event, several workshops were held to discuss the future direction of research at ASSCAT."

"Following the Announcement". "Following the announcement of the scholarship program, applications were received and reviewed by the selection committee."

Temporal conjunctions play a vital role in the ANYAG ASSCAT Official Newsletter by organizing information chronologically and showing the sequence of events in a clear and coherent manner. By structuring the narrative of events, aiding in clarity and flow, and enhancing reader understanding, these conjunctions contribute to the overall coherence and readability of the newsletter. They ensure that readers can follow the timeline of events clearly and understand the progression of initiatives, thus facilitating a deeper engagement with ASSCAT's activities and achievements.

On the other hand, study conducted by Bahaziq temporal conjunctions express the time order of events such as, finally, then, soon, at the same time, etc. While on the study conducted by Afzaal et.al (2019) Temporal conjunction was 0%. Halliday (1996) suggested conjunction as a word which is used in a text when what is to follow is analytically linked to what has previously occurred; acting as a semantic unified association, serving to join the ideas within and between sentences or clauses.

5. Implication for Practice and Further Research

The analysis of conjunctions within the ANYAG ASSCAT Official Newsletter reveals the significant role they play in shaping the coherence and clarity of the text. Additive conjunctions, by linking related information and providing additional details, ensure a seamless flow of ideas and a comprehensive portrayal of ASSCAT's activities. Temporal conjunctions, by organizing information chronologically, help readers follow the timeline of events and understand the progression of initiatives. Adversative conjunctions, by introducing contrasts and acknowledging challenges, add depth to the narrative and provide a balanced view of the institution's efforts and achievements. These cohesive devices collectively enhance the readability and engagement of the newsletter, allowing it to effectively communicate the institution's milestones, initiatives, and collective efforts. The detailed examination of the use of conjunctions in the newsletter highlights their importance in creating a coherent narrative that not only informs but also engages its readers. The findings of this study underscore the necessity for meticulous use of conjunctions in textual composition, particularly in institutional communications. By leveraging the power of cohesive devices, ASSCAT can continue to produce newsletters that are not only informative but also engaging, fostering a stronger sense of community and shared purpose among its stakeholders. This approach not only strengthens internal communication but also enhances the institution's external image, showcasing its achievements and ongoing efforts to a broader audience. In conclusion, the strategic use of conjunctions in the ANYAG ASSCAT Official Newsletter exemplifies how linguistic tools can be harnessed to construct coherent, engaging, and comprehensive texts. This study provides valuable insights for future research and practical applications, emphasizing the importance of cohesion in effective communication.

5.1 Conflict of Interest

The authors declare that there is no conflict of interest.

5.2 Acknowledgement

The authors express their sincerest gratitude and appreciation to the Agusan del Sur State College of Agriculture and Technology, Office of the President for allowing us to study the official ASSCAT Newsletter comprises of Dr. Joy C. Capistrano's leadership, programs, success stories and entire ASSCAT Community accomplishment for the third quarter of 2023.

References

- Aitchison, J., Huddleston, R., & Pullum, G. K. (2003). The Cambridge Grammar of the English Language. *The Modern Language Review*, 98(3), 803. <https://doi.org/10.2307/3738393>
- Afzaal, M., Hu, K., Chishti, M. I., & Imran, M. (2019). A Study of Pakistani English Newspaper Texts: An Application of Halliday and Hasan's Model of Cohesion: A Discourse Analysis. *International Journal of English Linguistics*, 9(5), 78. <https://doi.org/10.5539/ijel.v9n5p78>
- Alexander, M., & Hasan, R. (1985). *Language, Context, and Text*. Deakin University Press.
- Bitsch, V. (2005). Qualitative Research: A Grounded Theory Example and Evaluation Criteria. *Journal of Agribusiness*, 23(1). <https://econpapers.repec.org/RePEc:ags:jloagb:59612>
- Castro, C. D. (2004). Cohesion and the social construction of meaning in the essays of filipino college students writing in 12 english. *Asia Pacific Education Review*, 5(2), 215–225. <https://doi.org/10.1007/bf03024959>
- Cook, G. (1989). *Discourse*. Oxford: Oxford University Press.
- Creswell. (2007). APA PsycNet. psycnet.apa.org. <https://psycnet.apa.org/record/2006-13099-000>
- Fraser, B. (1999). What are discourse markers? *Jornal of Pragmatics*, 31, 931-952. Celce-Murcia, M., & Larsen-Freeman, D. (1999). *The grammar book: An ESL/EFL teacher's course* (2nd ed.) Boston: Heinle & Heinle Publishers.
- Jin, W. (2001). A Quantitative Study of Cohesion in Chinese Graduate Students' Writing: Variations across Genres and Proficiency Levels. Paper presented at the Symposium on Second Language Writing at Purdue University West Lafayette, Indiana.
- Johnson, P. (1992). Cohesion and Coherence in Compositions in Malay and English. *RELC Journal*, 23(2), 1–17. <https://doi.org/10.1177/003368829202300201>
- Halliday, M. A. K., & Hasan, R. (1976). *Cohesion in English*. Routledge.
- Field, Y., & Yip Lee Mee Oi. (1992). A Comparison of Internal Conjunctive Cohesion in the English Essay Writing of Cantonese Speakers and Native Speakers of English. *RELC Journal*, 23(1), 15–28. <https://doi.org/10.1177/003368829202300102>
- Ferris, D. R. (1994). Lexical and Syntactic Features of ESL Writing by Students at Different Levels of L2 Proficiency. *TESOL Quarterly*, 28(2), 414. <https://doi.org/10.2307/3587446>
- Geva, E. (1992). The role of conjunctions in L2 text comprehension. *TESOL Quarterly*, 26(4), 731-747. Schleppegrell, M. J. (1996). Conjunction in spoken English and ESL writing. *Applied Linguistics*, 17(3), 271-285
- Guba, E. G. (1981). Criteria for assessing the trustworthiness of naturalistic inquiries. *ECTJ*, 29(2), 75–91. <https://doi.org/10.1007/BF02766777>
- Granger, S., & Tyson, S. (1996). Connectors Usage in the English Essay Writing of Native and nonNative EFL Speakers of English. *World Englishes*, 15(1), 17-27.
- Kadhim, Suzanne. (2016). Iraqi EFL Learners' Problems in Using Conjunctions as Cohesive Devices. www.ijrp.org
- Lincoln, Y. S. (1995). Emerging criteria for quality in qualitative and interpretive research. *Qualitative inquiry*, 1(3), 275-289. Retrieved from <https://journals.sagepub.com/doi/10.1177/10778004950010030>

- Mccarthy, M. (1991). Discourse analysis for language teachers. Cambridge University Press.
- Meisuo, Z. (2000). Cohesive Features in the Expository Writing of Undergraduates in Two Chinese Universities. *RELC Journal*, 31(1), 61–95. <https://doi.org/10.1177/003368820003100104>
- Huddleston, R., Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1988). A Comprehensive Grammar of the English Language. *Language*, 64(2), 345. <https://doi.org/10.2307/415437>
- Schleppegrell, M. J. (1996). Conjunction in spoken English and ESL writing. *Applied Linguistics*, 17(3), 271-285.
- Ting, F. (2003). An Investigation of Cohesive Errors in the Writing of PRC Tertiary EFL Students (Unpublished Master's Thesis, National University of Singapore, Singapore)
- Zamel, V. (1983). Teaching those missing links in writing. *ELT Journal*, 37(1), 22-29.
- Huddleston, R. D., & Pullum, G. K. (2002). *The Cambridge grammar of the English language*. New York: Cambridge University Press