

**THE USAGE OF COHESIVE DEVICES IN WRITING DESCRIPTIVE
PARAGRAPH BY THE SECOND YEAR STUDENTS OF MTS
ISLAMİYAH MEDAN**

SKRIPSI

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ABSTRACT

Rika Deswandari, 1302050388, The Usage of Cohesive Devices in Writing Descriptive Paragraph by the Second Year Students of Mts Islamiyah Medan. Skripsi : English Education Program of Teachers' Training and Education. University of Muhammadiyah Sumatera Utara. Medan.2017.

This study dealt with an analysis of the usage of cohesive devices in writing descriptive paragraph by the second year students at Mts Islamiyah Medan. The objectives of this study are to find out the types of cohesive devices used in the students' writing descriptive paragraph and to derive the dominant type of cohesive devices in the students' writing. Descriptive qualitative method was applied to analyze the data. There were 120 students as the population and 55 students as the sample. The findings of this study showed that all the types cohesive devices were found in the student's writing descriptive paragraph. The total number of cohesive devices of grammatical cohesion is 59, Reference 15 (21.4%), Ellipsis 5 (7.14%), Substitutions 1 (1.42%), Conjunction 38 (54.3%). While the total number of cohesive devices lexical cohesion were 11, Repitition 1 (1.42%), Synonymy 1 (1.42%), Hyponymy 3 (4.3%), Meronymy 6 (8.6%) and nothing found for Antonymy. Based on the conclusion, the dominant types of cohesive devices in the student's writing descriptive paragraph by the second year students of Mts Islamiyah Medan were conjunction, that were 38 (54.3%).

Keywords: Cohesive Devices, Writing Descriptive Paragraph.

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CHAPTER I

INTRODUCTION

A. The Background of the Study

The usage of cohesive devices in writing descriptive paragraph was very useful for the students at eight class at MTs ISLAMIYAH Medan academic year 2016/2017, on Jl.Suluh No.71-D Kecamatan Medan Tembung North Sumatera Indonesia. According to Sena (2010) Cohesive devices are typically single words or phrases that basically make the text hang together. By analogy, they are much like the seem in our clothing which keep items like jackets and trouser together. It is helpful for students in developing their ideas to make a good paragraph especially writing descriptive paragraph. A cohesive device is when a word or phrase is linked together in a sentence or article. Cohesive devices were useful English language conjunctions, transitional phrases, synonyms and pronouns that express ideas in cohesive manner. They were used to join sentences together to make ideas more understandable to the reader. Therefore, the researcher had some reason of this problem, such as: the students had lack of comprehending about cohesive devices in writing, the students had difficulties in developing idea, the students still had lack of vocabulary, They also could not write a good paragraph especially in writing descriptive paragraph by using cohesive devices, and the students were easy to get bored in learning writing.

The first reason, based on the writer's experience in teaching practice program (PPL) in second grade at MTS ISLAMIYAH MEDAN, there were some students did not understand about cohesive devices in writing. Cohesive devices

can tell the reader what we are doing in a sentence and help to guide them through our writing. They signal to the reader what the relationships are between the different clauses, sentences and paragraphs. They also argued that writing is the most difficult subject in the school since the students have to produce a text by using English. They have to write about what they think in their mind and state it on a paper by using the correct procedure. Meyers (2005:2) states that writing is a way to produce language you do naturally when you speak.

The second reason, writing descriptive paragraph by using cohesive devices is one of writing types that could not be mastered by students. In writing descriptive paragraph, the students had difficulties in developing idea and appropriate word and confused to find the topic. Student's difficulty in writing good composition could be seen from their poor writing. Pradiyono (2006:165) states that descriptive paragraph is a paragraph that description of an object, both living thing and dead things including human and animals. Descriptive paragraph is focus on the description of parts, characteristics, specialist, qualities or quantities by using objectives or attributed. The description must be organized so that the reader could vividly image the scene being describe. The arrangement of the details in a descriptive paragraph of details depend on the subject. The selection of the details depend on the describer's purpose.

The third reason, the students still had lack of vocabulary. They did not know how to arrange the sentence well. They were still confused to express and to generate their ideas that should be conveyed in writing. They were still got difficulties to write well although they knew the topic which has given by the

teacher. Students had lack confidence in writing on their own. Students also had low of vocabulary often make mistake in selecting the appropriate words to describe the characteristics of the subject. In writing paragraph, vocabulary is needed by the students to describe something clearly. It can help them to write word by word to be phrases and then phrases by phrases to be sentence and so on until a paragraph. Without having enough vocabulary, they could not build a paragraph.

The fourth reason, the students could not writing a good paragraph. The students difficulties in developing the sentence because they had not good foundation in grammar. Many students had not capabilities in grammar. They also got difficulties in using English grammar especially in writing descriptive paragraph. Most of students assumed that English in written is the most the difficult subject. Because they must have knowledge about English grammar. It make the students afraid to make many mistakes when they write their ideas. By mastering grammar they will understand the rules that should used in paragraph.

The last reason, the students confused in comprehend about the types of cohesive devices. Cohesive devices is difficult to understand by students. Many types of cohesive devices. Its made the students confused to differences and understanding about the types. There was a types have a same meaning with the other types. Students also confused to differences about pronoun. Cohesive devices have two class that are grammatical cohesion and lexical cohesion who made the students difficult to understand.

From the explanation above, it can be conclude that writing is very important skill in English subject. The process of writing descriptive paragraph will become as serious problem for the students. They had difficulties in understanding about cohesive devices in writing. They still had low vocabulary and they also got difficulties in using English grammar. They confused about the types of cohesive devices and difficult to understanding. Writing descriptive paragraph by using cohesive devices is not be mastered by the students. That is why the writer is interested in this problem because the writer want to know the students' achievement about the types of cohesive devices. Therefore, the writer choose the title“ The usage of cohesive devices in writing descriptive paragraph by the second year students of MTs Islamiyah Medan”.

B. The Identification of the Study

The problem of the research could be identified as follows:

1. The students had lack of cohesive devices in writing descriptive paragraph.
2. The students had some difficulties in developing ideas in writing.
3. The students were lack of vocabulary, and were not able to arrange the sentence well.
4. The students could not write a good paragraph especially in writing descriptive paragraph by using cohesive devices.
5. The students were confused about the types of cohesive devices.

C. The Scope and Limitation of the Study

The scope of this study is discourse analysis and the limitation of the study is focused on cohesive devices.

D. The Formulation of the Study

The problem of the study can be formulated as the following:

1. What types of cohesive devices were used in writing descriptive paragraph by the second year students of MTs Islamiyah Medan?
2. What types of cohesive devices was dominantly used in writing descriptive paragraph by the second year students of MTs Islamiyah Medan?

E. The Objective of the Study

1. To find out the types of cohesive devices used by students in writing descriptive paragraph.
2. To derive the dominant type of cohesive devices used by students in writing descriptive paragraph.

F. The Significant of the Study

The result of this study was expected to be useful for theoretically and practically significances :

1. Theoritically

In general, the results of this study were theoritically expected to contribute towards learning English, especially in writing by using cohesive devices at MTs. Islamiyah Medan.

2. Practically

Practically, the result of this research useful for :

- a. For students. It can improve students' English learning achievement in writing skill especially writing descriptive paragraph by using cohesive devices and they can more enjoyable in learning English.
- b. For teachers, can enchance and improve learning in the classroom.
- c. For school, can contribute to the school how to improve the students' learning achievement especially in English.
- d. For the headmaster, to increase the students' competence in writing skill especially descriptive paragraph by using cohesive devices.
- e. For the writer, to be one reference to conduct the same study and to be an actual experience in the teaching learning process.
- f. For the readers, it can useful for them in getting information about cohesive devices in written form or as references about writing descriptive paragraph by using cohesive devices.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Cohesive Devices

Cohesive devices is when a word or phrase is linked together in a sentence or article. There are numerous words that are considered cohesive devices in English language. Some examples of cohesive devices for the English are, however, in conclusion, basically, as it turns out, at last, eventually, after all, rarely, normally, at first, often, further, and firstly. Cohesive devices is important in writing especially in writing descriptive paragraph because It make the sentences or paragraph linked together and make easy to read and more understanding by the reader. Make the students know what is cohesive devices and the types of cohesive devices. Cohesive devices is a part of discourse analysis. Discourse is generally seen as “language in use”.

Johnson (2002: 2) defines discourse as “actual instances of communication in the medium of language”. Johnson defines discourse as an institutionalized way of speaking that determines not only what we say and how we say it, but also what we do not say which can be inferred from what we say. Discourse analysis is generally viewed as language above the sentence or the clause. It studies meaning in text, paragraph, and conversation. Brown and Yule (1983:27) in their book explain that discourse analysis is investigating the use of language in context by a speaker / writer, he is more concerned with the relationship between the speaker and utterance, on the particular occasion of use, than with

the potential relationship of one sentence to another, regardless of their use. Discourse analysis analyzes conversation and written discourse. Discourse analysis is concerned not only with complex utterances by one speaker, but more frequently with the turn-taking interaction between two or more, and with the linguistic rules and conventions that are taken to be in play and governing such discourse in their given context. The overall goal of any discourse analysis is to explain how language users construct and interpret meaning in discourse. In summary, discourse analysis is the study which concerns how sentences are built up and as discourse analysis we can tell about contextualized and grammatical items.

Each of the examples can be used to start a sentence to link together the sentence or story.

Example :

My Friend

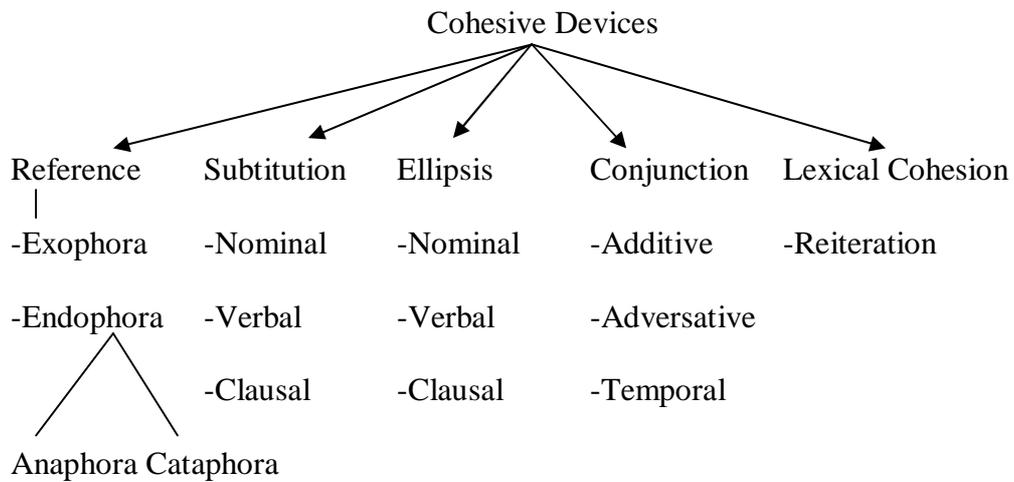
I have a friend. His name is Rahmat Syahputra. He is tall. He has straight hair. He likes apples. He also likes meatball. He is patient. Every student likes him very much.

Until the mid 1970s, cohesion and coherence were often used interchangeably, both referring either to a kind of vague sense of wholeness or to a more specific set of relationships definable grammatically and lexically. The work of Halliday and Hasan (1976) influenced scholars and researchers in rhetoric and composition so that, by the early 1980s, the two terms were distinguished. Cohesion is now understood to be a textual quality, attained through the use of grammatical and lexical elements that enable readers to perceive semantic relationships within and between sentences. Coherence refers to the overall consistency of a discourse, its

purpose, voice, content, style, form, and so on and it is in part determined by readers' perceptions of texts, dependent not only on linguistic and contextual information in the texts but also on readers' abilities to draw upon other kinds of knowledge, such as cultural and intertextual knowledge. Coherence and cohesions are two main features of text. Analysis in these areas can be applied to the instruction of English writing because they play an important role in writing. Coherence, including both sentence and paragraph coherence, lies in the deep structure of a text, and refers to the complex non linear sequences of words, sentences or paragraph.

According to Roy Peter Clark (2006) "The big parts of a story should stick together, but the small parts need some stickum as well. When the big parts fit, we call that good feeling coherence, when sentences connect, we call it cohesion". According to Wayne C. Booth and Marshall W. Gregory (1987) cohesion is achieved when writers connect their organized parts with sufficiently clear and numerous signals, like the words 'finally, thus, however' to make the development of thier cases intelligible and to lead the reader safely along the emerging lines of their arguments. Writing must have not only coherence, an effective design, but cohesion, an explicit set of 'hooks' and 'ties' that ensure a reader's interest and comprehension. Coherence is the kind of 'holding together' that a good design will give any discourse, whether written or spoken. Cohesion is the result of giving readers the right kind of explicit help in figuring out the design. Cohesion gives readers the clues for discovering coherence.

According to Chan (2010) in Halliday and Hasan's definition, coherence refers to the elements internal to the text, consisting of cohesion and register. A text is passage of discourse which is coherent in these two regards, it is coherent with respect to the context of situation and therefore consistent in register, and it is coherent with respect to itself and therefore cohesive. In other words, cohesion as a major characteristic of coherence with regard to the linguistic properties of the language, gives a sequence of sentences a coherent texture. According to Halliday and Hasan's cohesion theory (in Chan: 2010), cohesion, as the major characteristic of coherence covering linguistic properties of the language, gives a sequence of sentences a coherent texture. Cohesion shows how semantic relationships are set up by lexical and syntactic features. Such overt lexical and syntactic features are called cohesive device, which signal the relationship among sentences. To provide a framework for studying and judging the cohesion and coherence writing, five different types of cohesive ties (reference, ellipsis, substitution, conjunction, and lexical cohesion). They contended that through analyzing the usage of cohesive device, one could evaluate or assess writing quality from the perspective of coherence. According to Sena (2010) cohesive device are typically single words or phrases that basically make the text hang together. By analogy, they are much like the seams in our clothing which keep items like jakcets and trousers together. There are two types of lexical cohesion , reiteration (repetition, synonymy, hyponymy, metonymy, and antonymy) and collocation.



1.1 Reference

Reference is the act of referring to a preceding or following element, deals with a semantic relationship (Renkema,1993:38). Reference items in English include pronouns (e.g he, she, it, him, they, etc), demonstrative (this, that, these, there, those), and items like such (a).

Example:

1. Doctor Foster went to Manila in a shower of rain. He stepped in puddle right up to his middle and never went there again.

The example above explains that: He refers back to Doctor Foster and There refers back to Manila.

Reference divided into two types:

- a. Exophoric Reference

Exophoric means that the referred item is outside the text. It is contextual meaning. When use this reference the writer need to make clear line in order to avoid enlargement reader's interpretation. Exophoric relationship which plays no part in textual cohesion.

Examples :

1. Look at that (That “Sun”). In this case the word that refers to the sun.
2. They’re late again, can you believe it?”. *They* refers to some people outside the discourse known to both speakers.

b. Endophoric Reference

Endophoric reference means that the referent is inside the text. Endophoric reference use of a third person pronoun or other word or phrase to refer to someone or something inside the same text. Endophoric reference is classified into two types:

1. Anaphoric reference

Anaphoric reference is the reader must look backward to find the referent item in the text in order to find the interpretation of the item.

Examples :

1. Sony went to the post office. *He* was annoyed because *it* was closed.
He refers to Sony. *It* refers to post office.
2. The keybord looked beatiful, but its sound detracted from *this notion*.
This notion refers to beauty.

2. Cataphoric Reference

Cataphoric reference is the reader must look forward to find he referent item in the text in order to find the interpretation of the reference. The reference item is following the text.

Examples :

1. Although I phone *her* every week, my mother still complains that I don't keep in touch often enough.

Her refers to my mother.

In applying reference, we use reference items. Reference item in English included personal, demonstrative and comparative pronoun.

a. Personal Pronoun

Personal pronoun is pronoun that refers to person. It is used in the special terms, first person, second person, and third person where three of them can be singular or plural.

Table 2.1 Pronoun

	Singular	Pronoun
Subject Pronoun	I, You, She He, It	You, We, They
Object Pronoun	Me, You, Her Him, It	Us, You, Them
Possesive Pronoun	Mine, Your Hers, His	Ours, Yours, Theirs
Possesive Adjective	My, Your Her, His, Its	Our, Your, Their

Examples :

1. I see Roy here. He has not changed a bit.
2. She certainly has changed. No, behind Roy. I mean Kiran.

b. Demonstrative Pronoun

Demonstrative pronoun is pronoun used for address where the referred item located. It is divided into neutral (*the*) and selective demonstrative. Whereas the selective demonstrative is divided into two types: 1. Circumstantial. The examples of circumstantial (adverbial) demonstrative are *here, there, now, and then*. 2. Participant. The examples of participant (nominal) demonstrative are *this, these, that, those, and the*.

Table 2.2 Demonstrative Pronoun

Grammatical class	Determiner	Adverb
Near	This, These	Here
Far	That, Those	There, Them

Examples :

1. London is the capital of England. *There* are many tourist resorts found for holiday vacation.
2. By *this*, I go to school every day. My lovely motorcycle.

c. Comparative Pronoun

Comparative pronoun is pronoun used to show the identity or similarity. It is divided into two types, general and particular comparison. General comparison expresses likeness and likeness, without respect to any particular property. Particular comparison expresses comparability between things in respect of a particular property. There are two kinds of particular property, they are quality and quantity.

Table 2.3 Pronoun

Grammatical class	Determiner	Adverb
General Comparison		
Identical	Same, Equal, Identical	Identically
Similarity	Similar, Additional	Similarly, Likewise
Difference	Other, Different, Else	Differently, Otherwise
Particular Comparison	Better, More, etc.	So, More, Less, Equally

Examples :

1. He and his brother were similarly.
2. She makes more mistakes today.

1.2 Ellipsis

Ellipsis is omitting some items of the text that are clearly understandable by reader and it is not need to be repeated. In the other word ellipsis is substitution by zero. In this type of cohesive we need to know the context of situation. Without context it can't be understood. Addition, McCharty (1993:43) explained that “ Ellipsis is the omission of elements normally required by the grammar which the speaker / writer assume are obvious from the context and therefore need not be raised”.

Tischer, e.q (2000:32) said that “this element of structure is normally unintelligible without the communicative situation and shared world knowledge (presupposition) of participants in conversation”. This statement support the

writer's statement above that this kind of cohesive need to know the context of situation. McCharty in his book said that there are three types of ellipsis: nominal, verbal, and clausal.

a. Nominal Ellipsis

Nominal ellipsis is the omission of noun head within nominal group. Nominal ellipsis often involves omission of noun headword.

Examples :

- a. Have some flowers ?
- b. I don't see any flowers.
- c. There isn't any.

b. Verbal Ellipsis

Verbal ellipsis is the omission of verb head within verb group. McCharty said that two very common types of verbal group ellipsis are what Thomas calls echoing and auxiliary contrasting.

1. Echoing

Echoing is repetition of elements within verbal group.

- Example :
- a. *Will* anyone be waiting?
 - b. Jim *will*, I should think.

2. Auxiliary Contrasting

Auxiliary contrasting is when the auxiliary changes.

- Examples :
- a. *Has* she married?
 - b. No, but she *will* one day. I'm sure.

c. Clausal Ellipsis

With clausal ellipsis in English, individual clause elements may be omitted, especially common are subject-pronoun omission ('doesn't matter', 'hope so', 'sorry', 'can't help you', etc).

Examples : 1. He said he would take early retirement as soon as he could and he has.

1.3 Substitution

Substitution is the replacement of word or sentence or item by another. It is similar with ellipsis. It is divided into three types, nominal, verbal, and clausal.

a. Nominal Substitution

Nominal substitution composed of 'one', and 'ones' which has functioned as head of nominal group and can substitute only an item that also has a head function of nominal group.

Example :

1. These *biscuits* are stale. Get some fresh *ones*.
2. Winter is always so damp. The same is often true of summer.

b. Verbal Substitution

Verbal substitution composed of do, does, did, and done which has function as a head of verbal sentence and can substitute only item that also has a head function of verbal group.

Example :

- a. Have you *called* the doctor?
- b. I haven't *done* it yet, but it will *do* it.

c. Clausal Substitution

Clausal substitution is relation in which the entire clause not an element within the clause is presupposed and contrasting element is outside the clause. It composed of 'so' and 'not'.

Example: 1. Do you need *a lift*? If *so*, wait for me, if *not*, I'll see you there.

1.4 Conjunction

Conjunction is signal relation of idea. McCharty (1991:46) said that conjunction is presupposing a textual sequence, and signals a relationship between segments of the discourse. Conjunction can be single word, phrasal, and clausal. Based on McCarthy's book, conjunction divided into the three types, elaboration, extension, and enchancement. That was explaining below.

Table 2.4 Conjunction Based on McCharty

Type	Sub-types	Examples
Elaboration	Apposition	In other word
	Clarification	Or rather
Extension	Addition	And/But
	Variation	Alternative
Enchancement	Spatio-tempora	There/previously
	Causal-conditional	Consequently/inthat case

Examples:

1. He was insensitive to the group's needs. Consequently there was a lot of bad feeling. (Single-word conjunction)
2. He was insensitive to the group's needs. As a consequence there was a lot of bad feeling. (Adverbial phrase as conjunction)
3. As a consequence of his insensitivity to the group's needs, there was a lot of bad feeling. (Adverbial phrase plus nominalization)
4. The bad feeling was a cosequence of his insensitivity to the group's needs. (Lexical item within the predicate of the clause)

In the other hand, Halliday and Hasan also explain four types of conjunction; additive, adversative, causal, and temporal.

Examples :

1. She 's intelligent. And she's very reliable. (Additive)
2. He is poor but he is honest. (Adversative)
3. He fell in the river because caught a chill. (Causal)
4. I got up after that made my breakfast. (Temporal sequence)

Table 2.5 Exemplified markers of conjunction

Types	Markers
Additive	And, or, furthermore, similarly, in addition
Adversative	But, however, on the other hand, nevertheless
Causal	So, consequently, for this reason, it follows from this
Temporal	Then, after that, an hour later, finally, at least

1.5 Lexical Cohesion

Lexical cohesion is connection based on the word used in written discourse. Lexical cohesion is related vocabulary items occur across clause and sentence boundaries in written text. Lexical cohesion analysis derives from observing that there are certain expectancy between words, lexical cohesion analysis is a way of systematically describing how words in a text relate to each other. There are five types of lexical cohesion (Halliday and Hasan, 1976:320) repetition, synonymy, antonymy, hyponymy, meronymy.

a. Repetition

Repetition occurs when two or more lexical items repeated. This is the repetition of a lexical item, or the occurrence of a synonym of some kind, in the context of reference, that is where the two occurrences have the same referent.

Example:

1. A *conference* will be held on national environment policy. At this *conference* the issue of salination will play an important role.
2. The master of *Entrepreneurshipprogram* is designed to equip graduates with the strategic and leadership skills. *Entrepreneurship program* will provide students with a comprehensive knowledge base.

b. Synonymy

A synonym is a word with the same or similar meaning of another word. Words that are synonyms are said to be synonymous, and the state of being a synonym is called synonymy. An example of synonyms are the words *begin* and

commerce. Likewise, if we talk about *a long time* or an *extended time*, *long* and *extended* become synonyms. In the figurative sense, two words are often said to be synonymous if they have the same connotation.

Synonyms can be any part of speech (such as nouns, verbs, adjectives, adverbs, or prepositions), as long as both words belong to the same part of speech.

Here are more examples of English synonyms:

- a. Verb – *buy* and *purchase*
- b. Adjective – *big* and *large*
- c. Adverb – *quickly* and *speedily*
- d. Preposition – *on* and *upon*

Note that synonyms are defined with respect to certain senses of words; for instance, *pupil as the aperture in the iris of the eye* is not synonymous with *student*. Likewise, *he expired* means the same as *he died*, yet *my passport has expired* cannot be replaced by *my passport has died*. Some lexicographers claim that no synonyms have exactly the same meaning (in all contexts or social levels of language) because etymology, orthography, phonic qualities, ambiguous meanings, usage, etc. Make them unique. Different words that are similar in meaning usually differ for a reason: *feline* is more formal than *cat*; *long* and *extended* are only synonyms in one usage and not in others (for example, *a longarm* is not the same as an *extended arm*). Synonyms are also a source of euphemisms. A word or phrase that means exactly or nearly the same as another word or phrase in the same language, for example *shut* is a synonym of *close*: ‘*the East*’ was a synonym for *the Soviet empire* ‘*shut*’ is a synonym of ‘*close*’.

Example: *My favourite city in the world is San Fransisco. The capital is world renowned for its clam chowder which attracts tourist from all over the world.*

In the second sentence “the capital” functions as synonyms for city. Although the second sentence could begin with “city” the synonym used adds word variety to the text, helping the reader stay focused and interested in the idea being discussed.

c. Hyponymy

Hyponymy is a word whose meaning contain the entire meaning of another word is called hyponym which is known as the subordinate. “Note that the denotation of the hyponym is included in the denotation of superordinate, but the meaning of the superordinate is included in the meaning of the hyponym”.

Example :

1. We were in town today shopping for *furniture*. We saw a lovely *table*.

d. Meronymy

Meronymy is a relationship of part versus whole.

Example :

1. At six months checkup, the *brakes* had to be repeated. In general, however, the *car* was in good condition.
2. Ain't a cloud in the *sky*, “he remarked, looking up at it. Don't see no *sun* but don't see no cloud neither.

e. Antonymy

Antonymy is opposition word. In a sequence of sentences there two word that has adversative meaning.

Example :

1. The *old* movies just don't do it more. The *new* ones are more appealing.

Based on the theory above, the research concludes that cohesive device is instruction of English writing because they play an important role in writing, including sentence and paragraph coherence, lies in the deep structure of a text, and refers to the complex non-linear functional relations the linear sequences of words, sentences or paragraphs..

2. The definition of Descriptive Text

According to Wyrick (2004:314) Descriptive is a word –picture of person, place, objects, and emotion, using a careful selection of details to make an impression on the reader. Pradiyono (2006:165) stated that descriptive is one of the writing types, besides of narrative, recount, information report, discussion, explanation, exposition, procedure, anecdote, advertisement-persuasive exposition. Descriptive text is a text that description of an object, both living thing and dead things including human and animals. Descriptive text is focus on the description of parts, characteristics, specialist, qualities or quantities by using objectives or attributed.

Carol et al (2001:99) explain some specific's personality and history of description:

- a. Functional descriptive include precise detail that objectively describe basic physical characteristics of people, place and thing.
- b. Character profile describe actual people, their appearance, thought, accomplishment, and goals.
- c. Character sketches are detailed description of fictional characters. The writer reveals a character's personality and history though description and dialogue.

Some examples of descriptive text include:

1. The sunset filled the entire sky with the deep color of rubies, setting the clouds ablaze.
2. The waves crashed and danced along the shore, moving up and down in a graceful and gentle rhythm like they were dancing.
3. The painting was a field of flowers, with deep and rich blues and yellows atop vibrant green stems that seemed to beckon they to reach right in and pick them.
4. The oldman was stopped and bent, his back making the shape of a C and his head bent so far forward that his beard would nearly have touched his knobby knees had he been just a bit taller.
5. His deep and soulful blue eyes were like the color of the ocean on the clearest day they can ever imagine.

6. The soft fur of the dog felt like silk against my skin and her black coloring glistened as it absorbed the sunlight, reflecting it back as a perfect, deep, dark mirror.

Descriptive text is so powerful, many examples of it can be found in famous literature and poetry. In this excerpt from *Jamaica Inn* by Daphne du Maurier, notice the writer's choice of adjectives, adverbs, and verbs. 'It was a cold grey day in late November'. The weather had changed over night, when a backing wind brought a granite sky and a mizzling rain with it, and although it was now only a little after two o'clock in the afternoon the pallor of a winter evening seemed to have closed upon the hills, cloaking them in mist.

3. The Definition of the Paragraph

According to Regina L. Smalley and Mary K. Reutten (1986:3), a paragraph is a group of sentences that develops one main idea, in other words, a paragraph develops a topic. A topic is basically the subject of the paragraph, it is what the paragraph is about.

3.1 Topic Sentence

Regina L. Smalley and Mary K. Reutten (1986:10), state that a topic sentence is a sentence that has particular function to introduce the topic paragraph and the controlling idea. The topic sentence is the most important part of paragraph, it tells the reader the general idea of the paragraphs.

3.2 Supporting sentence

Supporting sentences explain the topic by giving more information about it. Supporting point sentences list the main points of the paragraph. Regina L. Smalley and Mary K. Reutten (1986:14) stated that supporting sentences are a number of sentences used to back up, clarify, illustrate, explain or prove the point about the topic sentence.

3.3 Conclusion sentence

A concluding sentence signals the end of the paragraph and reminds the reader of the main idea. Regina L. Smalley and Mary K. Reutten (1986:16) stated that a sentence that summarizes the main idea in the paragraph is called the concluding sentence. Not all paragraphs have concluding sentences, but they are useful for ending the development of the support smoothly.

3.4 Topic Paragraph

Regina L. Smalley and Mary K. Reutten (1986:3), stated that to begin a paragraph may be defined as a group of sentences that develops one main idea. In other words, a paragraph develops a topic. A topic is basically the subject of the paragraph, it is what the paragraph is about.

3.5 Controlling Idea

Regina L. Smalley and Mary K. Reutten (1986:3), stated that a controlling idea is an idea or attitude the topic paragraph and it controls all sentences in the paragraph. It means all sentences in the paragraph should be relevant to a controlling idea. The controlling idea tells what the paragraph will say about the topic. It is

called the controlling idea because it controls or limits the topic to a very specific point or points.

3.6 Unity

In order of paragraph to maintain a sense of unity, the paragraph must focus solely on a single idea , point, argument, that is being discussed. Regina L. Smalley and Mary K. Reutten (1986:17) Unity is a paragraph in which all sentence should relate to the topic paragraph and controlling idea in the sentence.

3.7 Coherence

Coherence is more commonly referred to as the flow of the writing. When a paragraph flows, the reader will be able to understand the main idea that have presented. Regina L. Smalley and Mary K. Reutten (1986:19) stated that a coherent paragraph contains sentences that are logically arranged and flow smoothly.

3.7.1 Logical Arrangement

Regina L. Smalley and Mary K. Reutten (1986:19) stated that logical arrangement refers to the order of one's sentences and ideas. There are various ways to order one's sentences, depending on purpose.

3.7.2 Smooth Flow

Regina L. Smalley and Mary K. Reutten (1986:20) stated that smooth flow refers to how well one idea or sentence leads in to another by using suitable transition. Smooth flow can be achieved through sentence combining and through the use of certain expressions.

4. The Description of Descriptive Paragraph

A descriptive paragraph is a piece of writing in which the writer tries to do description process. The purpose of description paragraph is to describe objects such as a particular person, place, animal or thing. According to Pardiyono (2006 : 164) defines description of object which includes person or focuses an describing parts, characteristic, specialization, qualities or quantities of an object.

Description can be useful in other of writing, but it can also stand alone. According to Regina (2001 : 58) here aome examples of descriptive writing as follows:

a. Describing personality

If we want to describe a person, the first thing that we do is to recognize him or his individual characteristic. They need to describe people occurs fairly in archaism of physical attributes (hair, eye), emotional (warm, nervous, and other), moral attributes (greedy, flush, worthy, etc) and intellect (clever, perception, and so on). Consequently the writer describes the person.

b. Describing a place

As with the people there is commonly occuring head to describe place such as a features of town, district or area like garden or park. The best way to describe a place is by presenting some of concrete example. Such as hotel, home, school, hospital, and so on. Further, it is essential to describe the size and agreement at the spare involved.

c. Describing process

To describe a process in descriptive writing it is important for the writer to know and understand how something is happened and done. That's why the writer will consider the steps for completing the process and also verbs usually use in the imperative form.

d. Describing an object

the best way to describe an object, such as : the size, the shapes, the form, colors, etc.

e. Describing an event

In describing an event the writer will be able to memorize and remember what happen in the event. Suppose, the writer will write and discuss the accident happened two days ago. In this case, he or she explains all details relate to the event clearly. In needed, it makes the event un the real situation.

In Writing descriptive paragraph, several things should be understood as the following :

1. Social Function

The social function of writing descriptive paragraph is to describe a particular person, place, or animal.

2. Generic structure

Generic structureof descriptive writing is :

- a. Identification, which identifies phenomenon that will be described.
- b. Description, which describes about parts, qualities or characteristics of something or someone in details.

3. Grammatial features

According Knapp and Watkins :

- a. In descriptive writing, the present tense is predominantly used. The past tense is used to describe something in the past.
- b. The use of action verbs are needed in describing especially for describing behaviors.
- c. When describing felings, mental verbs are used. Adjective, adverb, and adverbial phrase are used often.

B. Conceptual Framework

Discourse analysis is generally viewed as language above the sentence or the clause. It studies meaning in text, paragraph, and conversation. It has relationship with coherence and cohesion. Coherence refers to the linking of ideas in a logical sequence or order and cohesion refers to organization of sentences and ideas in your essay working together as a whole within their paragraphs. They are cohesive devices (transitional words and expressions). Cohesive devices are typically single words or phrases that basically make the text hang together. By analogy, they are much like the seams in our clothing which keep items like jackets and trousers together. This research uses transactional words and phrases to achieve a clear, logical flow of thought from sentence and from paragraph to paragraph.

Cohesive devices have two categories that are grammatical cohesion and lexical cohesion. Grammatical cohesion: reference, substitution, ellipsis, and

conjunction, and lexical cohesion: reiteration which include repetition, hyponym, synonym, and antonym and collocation. Mastery of written language is absolutely necessary in today's modern life, turns writing skills received less attention. Written descriptive paragraph by the students is not easy to make it. The writer analyze cohesive devices and types of cohesive devices which are taken from written descriptive paragraph by the second year students of Mts Islamiyah Medan. Every word must be classified according type of cohesive devices. By using qualitative descriptive method. The writer will analyze of cohesive devices in the students writing descriptive paragraph by the second year students of Mts Islamiyah Medan.

CHAPTER III
METHODS OF RESEARCH

A. The Location of the Research

This research was conducted at MTs ISLAMIYAH MEDAN, Jl. Suluh No.71-D Kecamatan Medan Tembung North Sumatera Indonesia. It was conducted during two weeks.

B. The Population and Sample

1. Population

The Population of the research was the eight grade students academic year 2016/2017 of MTs Islamiyah Medan. There were three classes which consist of VIII-1, VIII-2, and VIII-3, which consist of 40 students of each classes. The total number of students was 120 students. It was be showed in table 3.1

Table 3.1

The Number of Population

No.	Class	Population
1	VIII-1	40
2	VIII-2	40
3	VIII-3	40
	Total	120

2. Sample

In determining the sample of the research. It would be used to the formulation of slovin. In this research random sampling was used and it was taken 55 students from the population as the sample of the research.

Slovin's formula :

$$n = \frac{N}{1 + (N \times e^2)}$$

$$n = \frac{120}{1 + (120 \times 0,1^2)}$$

$$n = \frac{120}{1 + (120 \times 0,01)}$$

$$n = \frac{120}{1 + 1,2}$$

$$n = \frac{120}{2,2}$$

$$n = 54,54$$

$$n = 55$$

Table 3.2
The Number of Population and Sample

No.	Class	Population	Sample
1	VIII-1	40	18
2	VIII-2	40	19
3	VIII-3	40	18
	Total	120	55

C. The Research Design

This research was conducted by using descriptive qualitative method. Qualitative was used to describe the types and the dominant type of cohesive devices in writing descriptive paragraph by the second year students of MTs Islamiyah Medan.

D. The Instrument of the Research

In this research, the instrument for collecting the data was designed in order to gain the result of the study. The data of this was collected by giving the test to students. The test was designed to find out the use of cohesive devices in writing descriptive paragraph by the students.

E. The Technique of Collecting the Data

The data was gathered by using essay test. The steps of the technique was performed as follows :

1. Asking the students to make one descriptive paragraph.
2. Collecting the students' writing descriptive paragraph.
3. Checking the students' writing to find out types of cohesive devices and the dominant types of cohesive devices found in student's writing descriptive paragraph..

F. The Technique of Data Analysis

The data was analyzed based on the following stpes :

1. Identifying the types of cohesive devices by the students' writing descriptive paragraph.
2. Classifying the types of cohesive devices by the students' writing descriptive paragraph based on their types.
3. Counting the percentage from each kind of cohesive devices by using the percentage formula. The pattern of the formula as following:

$$X = \frac{f}{n} \times 100 \%$$

where : x = The percentage of the obtained items.

F = Frequency

N = The total number of items.

CHAPTER IV

DATA AND DATA ANALYSIS

A. The Data

In the research the data of cohesive devices were collected from the students' writing descriptive paragraph by the second year students of Mts Islamiyah Medan. All the data were collected from 55 student's writing descriptive paragraph. The data were taken by randomly from the students' writing which had a good descriptive paragraph. The Data can be seen in the appendix.

B. Data Analysis

The Data were analyzed based on types of cohesive devices. Cohesive devices are the devices that create relation. The devices function as the formal links between sentences and between clauses. In other word, cohesive devices of the text or language are tools that is used to the relationship between one part of sentence to another sentences and one of clause to another clauses in the text. Cohesive devices divided in to grammatical cohesion and lexical cohesion. Grammatical is deal with the structural of the text. While lexical is deal with connection based on the words used.

Grammatical cohesion is grammatical connections between clauses and sentence in written discourse. There are four types of grammatical cohesion (reference, ellipsis, substitution, conjunction). While lexical cohesion is related vocabulary items occurs clause and sentence boundaries in written text. Lexical cohesion analysis is a way systematically describing how words in a text relate to

each other. There are five types of lexical cohesion (repetition, synonymy, hyponymy, meronymy, and antonymy). All of them were analyzed in student's writing descriptive paragraph by the second year students of Mts Islamiyah Medan.

1. The Classification of Cohesive Devices

A. Grammatical Cohesion

Grammatical cohesion is grammatical connection between clauses and sentences in written discourse. Grammatical Cohesion divided into four types, there are reference, ellipsis, substitution, and conjunctions.

1. Reference

Reference is cohesion created when an item in one sentence refers to an item in another sentence. In order to interpret the sentence, one has to look to the referent in another sentence. In this study, only types of endophoric referene found in students' writing descriptive paragraph.

a. Exophoric Reference

Exophoric means that the referred item is outside the text.

b. Endophoric Reference

Endophoric Reference means that the referent is inside the text. Endophoric use of a third person pronoun or other word or phrase to refer to someone or something inside the same text. Endophoric reference is classified into two types.

1. Anaphoric Reference

Anaphoric reference is points inwards to the text, interpreting the meaning of a reference requires looking elsewhere within the text.

1. *She* is an actress, she usually calls *Natasha, Tasya* or *Wilo*.

The Data above showed anaphoric reference. She refers to Natasha.

2. *Natasha* like eating Pizza, *she* loves it so much.

The Data above showed anaphoric reference. She refers to Natasha.

3. *Aliando* can acting very well, *he* also can playing drum and singing.

The Data above showed anaphoric reference. He refers to Aliando.

4. *Chelsea Islan* is an actress of Indonesia. *She* is a beautiful lady with oriental face.

The Data above showed anaphoric reference. She refers to Chelsea Islan.

5. *Chelsea Islan* is good looking with warm smile. *She* has long hair and white skin.

The Data above showed anaphoric reference. She refers to Chelsea Islan.

6. *His* name is *Lionel Messi*. *He* was born on 24 June 1987 in Argentina.

The Data above showed anaphoric reference. He/his refers to Lionel Messi.

7. *Her* fulname is *Kimberly Alvionella Ryder*. *She* is called *Kim*.

The data above showed anaphoric reference. Her/she refers to Kimberly.

8. *Syfa Hadju* is my favourite artist. *She* is beautiful girl.

The data above showed anaphoric reference. She refers to Syfa Hadju.

9. *Emma watson* also act as Belle in Beauty and the Beast. *She* is a beautiful lady with a sharp nose.

The data above showed anaphoric reference. She refers to Emma Watson.

10. His name is *Cristiano Ronaldo*. *He* has a straight hair and brown skin.

The data above showed anaphoric reference. He refers to Cristiano Ronaldo.

11. *He* is my idol, his name is *Lionel Messi*, *he* is soccer.

The data above showed anaphoric reference. He/his refers to Lionel Messi.

12. I have an artist favourite, *she* is *Syifa Hadju*, *she* has long hair and tall.

The data above showed anaphoric reference. She refers to Syifa Hadju.

2. Cataphoric Reference

Cataphoric reference is the reader must look forward to find the referent item in the text in order to find the interpretation of the reference. In the analysis just found one of cathaporic reference.

13. He is an *artist from South Korea*. I love him because he is very talented.

The data above showed cataphoric reference. Him refers to an artist from south korea.

a. Personal Pronoun

Personal pronoun is pronoun that refers to person.

14. *Raisa* is a singer, *her* full name is Raisa Andriana.

The data above showed pronoun. Her refers to Raisa.

b. Demonstrative Pronoun

Demonstrative pronoun is pronoun used for address where the refered item located.

15. Kim has average *body*. *It* is pretty slim.

The data above showed demonstrative pronoun. It refers to body.

c. Comparative Pronoun

Comparative pronoun is pronoun used to show the identity or similarity.

Nothing found about comparative pronoun in the data.

2. Ellipsis

Ellipsis is the omission of a word or part of a sentence. It occurs when some essential structural elements are omitted from a sentence or clause and can only be recovered by referring to an element in the preceding text. Ellipsis is divided into three types, there are nominal ellipsis, verbal ellipsis and clausal ellipsis. In this study the total number of ellipsis is 5.

a. Verbal ellipsis

Verbal ellipsis is the omission of verb head within verb group.

16. Chelsea is known for acting in so *many film*. My favourite is Merry Riana.

Data showed that many film is explained for all film that Chelsea was act.

17. Natasha has played in *many TV series*. I love her acting in "Anak Jalanan".

Data showed that many series that Natasha played that is Anak Jalanan.

b. Clausal Ellipsis

McCarthy (1991:43) with clausal ellipsis in English, individual clause elements may be omitted, especially common are subject-pronoun omissions (doesn't matter, hope so, sorry, can't help you, etc). The following are examples of clausal ellipsis taken from the data.

18. Raisa is good looking with long hair.

The data will be "Raisa is good looking with her long hair".

c. Nominal Ellipsis

Nominal Ellipsis is the omission of noun head within nominal group.

19. He ever get reward FIFA Ballon d'or as many as *three for 2010,2011, 2012 years*.

Data showed that the nominal elliptical group three rewards is specific of years 2010, 2011, 2012.

20. Justin was born on 1 March 1994. *He is 22 years old.*

Data showed that the nominal elliptical group that Justin is 22 years old.

3. Substitution

Substitution as a device is marked by the use of noun, verbs or clauses to replace some information previously presented.

a. Nominal Substitution

Nominal substitution composed of one and ones which had function as head of nominal group.

21. I like all his drama, *one of them* love rain and his beautiful.

b. Verbal Substitution

Verbal substitution composed of do, does, did, and done which has function as a head of verbal sentence. In this data nothing found about verbal substitution.

c. Clausal Substitution

Clausal substitution is relation in which the entire clause not an element within the clause is presupposed and contrasting element is outside the clause. It composed of so and not. In this data nothing found about clausal substitution.

4. Conjunction

Conjunction is relationship which indicates how the subsequences sentence or clause should be linked to the preceding of the following sentence or

clause by using cohesive ties which relate a sentence, a clause, or a paragraph to each other. Conjunction divided into four types : additive, adversative, causal, temporal. In this study, the total number of conjunction is 38.

a. Additive conjunction

Additive conjunction is the addition to things that have been said or discussed before. Additive adjuncts specify that part of the sentence is an addition to what has been previously mentioned or implied. Example of additive like and, or, furthermore, similarly, in addition. The followings are examples of additive conjunction taken from the data.

22. She usually calls Natasha, Tasya, *or* Wilo.

Data showed that *or* as additive conjunction between natasya, tasya, or wilo.

23. She has long hair, white skin, pointed nose, *and* she has a round eyes.

Data showed that *and* as conjunction between sentence.

24. Her favourite colour is blue *and* pink

25. Her hobbies are dance *and* swimming

26. He also can playing drum *and* singing.

27. People calls him aliando *or* ali.

28. He has a white skin *and* bold eyebrow

29. She has straight hair, sharp nose, *and* she has brown eyes *and* white skin.

30. Nikita willy plays in cinema *and* movies.

31. He handsome *and* top score in real madrid.

32. He has muscular body *and* oval face.

33. Emma Watson also act as Belle in Beauty *and* the Beast.

34. She has a short hair *and* brown eyes.
35. She is a tall lady *and* has a nice smile.
36. She has a long hair *and* she is tall.
37. She has white skin *and* she has sharp nose.
38. She has thin lips *and* beautiful face.
39. He have white skin, slanting eyes, sharp nose *and* his body is very tall.
40. I like his drama one of them love rain *and* his beautiful.
41. She is a singer *and* the genre of her music is pop and jazz.
42. Raisa is good looking with her long hair *and* she has a sharp nose.
43. She has white skin *and* she is a tall woman *and* she has nice smile.
44. He has white skin *and* he has oval face.
45. He has black eyes *and* he has a good personality.
46. She is white *and* she has oval face, black hair, *and* sharp nose.
47. She looks very gergous *and* attractive.
48. I like watching film *and* one day I hope can be an actress like her.
49. She has long hair *and* white skin.
50. Ahe also has a sharp nose *and* slanted eyes.
51. She is an Idol in Indonesia *and* she has a good voice.
52. Justin has red hair, pointed nose, *and* blue eyes.
53. He also can playing piano, guitar, drum *and* saxophone.
54. Justin is very handsome *and* talented boy.

b. Adversative conjunction

Adversative conjunction is conjunction that have contrary relation from the previous sentence. The words belongs to adversative conjunction are but,however, on the other hand, nevertheless. See the following examples of analysis were taken from the data.

55. She is not too tall *but* she is hort.

c. Causal conjunction

Causal conjunction is conjunction includes the relation of result, reason, and purpose. The words belong to causal conjunction are so, consequently, for this reason, it follows from this, and because.The following are examples of causal conjunction found in the data.

56. Justin is very handsome and talented boy *so* I love him so much.

57. She has thin lips and beautiful face *so* I like her style so much.

58. I love him *because* he is very talented.

59. Chelsea Islan is my favourite artist *because* she inspired me.

d. Temporal Conjunction

Temporal conjunction is conjunction that making relation between two sentences may be simple one of the sequence in time. Temporal uses words such as then, previously, after that, an hour later, finally, at least. The following are examples of temporal conjunction taken from the data. In this study not found about temporal conjunction

B. Lexical Cohesion

Lexical cohesion analysis derives from observing that there are contain expectancy relations between words, lexical cohesion analysis is a way of systematically describing how words in a text relate to each other. Lexical cohesion is established through the structure of lexis, or vocabulary and hence at the lexicogrammatical level. There are five types of lexical cohesion : repitition, synonymy, antonymy, hyponymy, meronymy.

1. Repetition

Repetition is using the same word over again. Repetition occurs when two or more lexical items repeated. The total number of Repetition was found in the student's writing descriptive paragraph is 1.

1. Emma Watson is an actress of England. Emma Watson was well-known as Hermoine in Harry Potter.

Repeat of subject of the text explained the person. It will be she.

2. Synonym

Synonym is used to mean sameness of meaning. When in predications with the same referring expression, the predications have the same truth value. The total number of synonymy was found in the student's writing descriptive paragraph by the second year students of Mts Islamiyah Medan is only 1.

2. She is *not too tall* but she is *short*.

The synonym between not too tall and short in a sentences are two words referring of short.

3. Hyponymy

Hyponymy is the state or phenomenon that shows the relationship between more general term (lexical representation) and the more specific instance of it. The total number of hyponymy was found in the student's writing descriptive paragraph by the second year students of Mts Islamiyah Medan is 3.

3. He also can *playing piano, guitar, drum and saxophone*.

The data analysis that piano, guitar, drum and saxophone is hyponymy of music equipment.

4. She is a solo singer and the genre of her music is *pop and jazz*.

The Data analysis that pop and jaz is hyponymy of the genre of music.

5. Her favourite colour is *blue and pink*.

The Data showed that blue and pink is the name of colour.

4. Meronymy

Meronymy occurs when two or more lexical items are related as whole to part. The total number of meronymy was found is 6.

6. He *has short, straight and blond hair*.

The data analysis that are the types of hair.

7. She also has *a sharp nose and slanted eyes*.

The data analysis that are for the face.

8. She has sharp *nose, she has a thin lips, she has a beautiful face*.

9. I like all his drama one of them is *love rain and his beautiful*.

Data showed that love rain and his beautiful is the name of the title of the drama.

10. He also *playing drum and singing*.

Data showed that playing drum and singing are name of hobby.

11. Her hobbies are *dance and swimming*

Data showed that dance and singing is hobby.

5. Antonymy

Antonymy is the state or phenomenon in which the words have the sense relation which involve the opposite of meaning. In this study not found about antonymy.

2. The Dominant Type of Cohesive Devices

After classifying the usage of cohesive devices in writing descriptive paragraph by the second year students of Mts Islamiyah Medan , the researcher found that any one types of lexical cohesion, that is conjunction with the total number most widely was 38 (33 occurrence of additive, 1 occurrence of adversative, 4 occurrence o clausal). It means that the frequency of conjunction is higher than the other types. So, it can be concluded that conjunction is the dominant types of cohesive devices in the business articles of the student's writing descriptive paragraph by the second year students of Mts Islamiyah Medan.

C. Research Findings

After analysis the data based on Cohesive Devices in the student's writing descriptive paragraph by the second year students of Mts Islamiyah Medan, the number and percentage of the types of cohesive devices can be seen in the following table.

Table 4.1 Types of Cohesive Devices and Frequency

Types of Cohesive Devices	Frequency
Grammatical Cohesion	59
1. Reference	15
2. Substitution	5
3. Ellipsis	1
4. Conjunction	38
Lexical Cohesion	11
1. Repitition	1
2. Synonym	1
3. Hyponymy	3
4. Meronymy	6
5. Antonymy	-

1. Cohesive Devices divided into grammatical cohesion and lexical cohesion. Almost all types of cohesive devices used in the student's writing descriptive paragraph by the second year students of Mts Islamiyah Medan. In types of grammatical cohesion was found 59 and types of lexical cohesion was found 11 in the student's writing descriptive paragraph by the second year students of Mts Islamiyah Medan.
2. The total number each types of grammatical cohesion that was found is Reference was 15 (21.4%), Ellipsis was 5 (7.14%), Substitution was 1 (1.42%), Conjunction was 38 (54.3%). And the total number each types of lexical cohesion that was found is Repitition was 1 (1.42%), Synonym was 1 (1.42%), Hyponymy was 3 (4.3%), Meronymy was 6 (8.6%), and nothing for antonymy.
3. The dominant type of cohesive devices which found in the student's writing descriptive paragraph by the second year students of Mts Islamiyah Medan is conjunction, that was 38 (54.3%). The researcher found a lot of conjunction contained in each paragraph like word "and, but, because and also". So the form of conjunction can easily be found in the usage of cohesive devices in writing descriptive paragraph by the second year students of MTs Islamiyah Medan.

CHAPTER V

CONCLUSIONS

A. Conclusion

After analyzing the data , conclusions are drawn as the following.

1. All types of cohesive devices were used by students in writing descriptive paragraph. The total number of cohesive devices were 70. The total number of cohesive devices with type of grammatical cohesion is 59 (15 of the reference, 5 of the ellipsis, 1 of the substitution, and 38 of the conjunction). While the total number of cohesive devices with type of lexical cohesion is 11 (1 of the repetition, 1 of the synonymy, 3 of the hyponymy, 6 of the meronymy, and nothing for antonymy).
2. The dominant type of cohesive devices in the student's writing descriptive paragraph by the second year students of Mts Islamiyah Medan was from type of grammatical cohesion, that was conjunction with the total number 38.

B. Suggestions

In the relation to the conclusion, suggestions are staged as the following

1. It is suggested to the students who still learn English should study more about cohesive devices.
2. It suggested for the readers to read, find and understand the cohesive devices and learn more to make a good writing paragraph.

APPENDICES

The Data Analysis of Type Grammatical Cohesion in the Students writing Descriptive Paragraph

No	Description of Data	Types of Grammatical Cohesion				Conclusion
		Referen ce	Substit ution	Ellipsis	Conjun ction	
1.	She is an actress, she usually calls Natasha, Tasya or Wilo	√				Data showed anaphoric reference. She refers to Natasha.
2.	He is an artist from South Korea. I love him because he is very talented.	√				Data showed cataphoric reference. He refers to an artist from South Korea.
3.	Raisa is a singer, her fulname is Raisa Andriana	√				Data showed pronoun. Her refers to Raisa.
4.	Kim has averege body. It is pretty slim.	√				Data showed demonstrative pronoun. It refers to body.
5.	Chelsea Islan was act in so many film. My favourite is Merry Riana.			√		Data showed verbal ellipsis, that many film is explained for all film that chelsea was act.

6.	Raisa is good looking with long hair.			√		Data showed clausal ellipsis. The data will be Raisa is good looking with her long hair.
7.	He ever get reward FIFA Ballon d'or as many as three for 2010, 2011, 2012 years.			√		Data showed nominal ellipsis. The nominal elliptical group three rewards is specific of years 2010, 2011, 2012.
8.	Justin was born on 1 March 1994. He is 22 years old.			√		Data showed nominal ellipsis that the nominal elliptical group that Justin is 22 years old.
9.	I like all his drama, one of them love rain and his beautiful.		√			Data showed nominal substitution, that one of them consist of love rain and his beautiful.
10.	She has long hair, white skin, pointed nose and she has a round eyes.				√	Data showed additive conjunction because and as conjunction between sentence.

11.	Justin is very handsome and talented boy.				√	Data showed additive conjunction because and as conjunction between sentence.
12.	She is not too tall but she is short.				√	Data showed adversative conjunction that have contary relation from the previous sentence.
13.	I love him because he is very talented.				√	Data showed causal conjunction. Conjunction of because is includes the relation of reason.
14.	She has a thin lips and beatiful face so I like her style so much.				√	Data showed causal conjunction that the relaion of result.

The Data Analysis of Type Lexical Cohesion in the Students writing Descriptive Paragraph

No .	Description of Data	Types of Lexical Cohesion					Conclusion
		Repitition	Synonym	Hyponym	Meronymy	Antonymy	
1.	Emma Watson is an actress of England. Emma Watson was well-known as Hermoine in Harry Potter.	√					Data showed repetition because repeat of subject of the text explained the person. It will be she.
2.	She is not too tall but she is short.		√				Data showed synonym. The synonym between not too tall and short in a sentence are two words refering of short.
3.	He also can playing piano, guitar, drum and saxophone.			√			Data showed Hyponymy. The piano, guitar, drum, and saxophone is hyponymy of music equipment.

4.	Her favourite colour is blue and pink.			√			Data showed Hyponymy because blue and pink are hyponymy of names' colour.
5.	He has short, straight, and blond hair.				√		Data showed Meronymy, short, straight and blond hair are the types of hair.
6.	She also has a sharp nose and slanted eyes.				√		Data showed Meronymy, sharp nose and slanted eyes are for the face.
7.	He also playing drum and singing				√		Data showed meronymy because playing drum and singing are name of hobby.

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