

**COHESION AND COHERENCE ON THE 9TH GRADE STUDENTS'
WRITING AT SMP PGRI 3 MEDAN**

SKRIPSI

*Submitted In Partial fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd.)
English Education Program*

By

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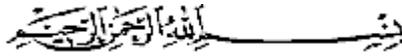
ABSTRACT

Lingga, Keke Primayanti. 1402050301. “Cohesion and Coherence on the 9th Grade Students’ Writing at SMP PGRI 3 Medan”. A Skripsi. English Language Education Program, Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara, Medan 2018.

The main objective of this research is to identify the types of cohesion and coherence made by the students in their writing texts and how are the cohesion and coherence are used by the students’ writing. This study use descriptive qualitative approach. The object of the study is 30 descriptive texts written by the 9th grade students’ of SMP PGRI 3 Medan. The data are collected through documentation. Furthermore, the data are analyzed using qualitative content analysis. The technique of analysis involved observation and test. To find the results tabulation is used in counting the data, then the results show that there are 519 instances of cohesion from the total of occurrences. The types of cohesion are reference (58,76%), substitution (2,90%), ellipsis (0%), conjunction (27,74%), reiteration (10,60%), and collocation (0%). And 476 instances of coherence from the total of occurrences, the types of coherence are repeat key noun (11,55%), Using Consistent Pronoun (50,42%), and using the transition of signal (31,72%) in 30 of the students’ descriptive texts. And from the data analysis in type of cohesion shows that in the grammatical cohesion, reference occurs 15 times and the lowest one was ellipsis that was 0 (zero). In lexical cohesion, the most frequent occurrences was reiteration that is 7 times and the lowest one was collocation that was 0 (zero). From the data analysis in type of coherence shows that the most frequent occurrences using consistent pronoun that is 15 times and the logical order was the least frequent that is 1 times. It can be concluded that the students are competent in producing cohesion and coherence in their writing texts. They utilize all the types of cohesion in their writing texts except ellipsis, and they apply all the types of coherence.

Keyword : Discourse Analysis, Descriptive Text, Cohesion, and Coherence

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The aim of writing this study entitled “ Cohesion and Coherence on the 9th Grade Students’ Writing at SMP PGRI 3 Medan”. This thesis has been written in a partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd) at the English Language Education Program, Faculty of Teacher training and Education, University of Muhammadiyah Sumatera Utara (UMSU).

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The Researcher

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Writing is one of English-language skills. Determining and putting ideas in writing logically and reasonably is not easy. Therefore, it requires the continuous and sustainable exercises. To acquire maximum result, ones' activities in writing need monitoring, for example the activity of students' writing at school that requires special supervision conducted by teachers.

One of the students writing activities at school is to write a descriptive text based on the topic in accordance with the types of writing. Through this writing activity, students can relate ideas. In composing the ideas, students also learn how to arrange words to be a sentence and paragraph until it forms a discourse.

A descriptive text is a text which a writer tries to picture what he is describing. Description is used to describe a particular thing or object, place, or person. The descriptive text is really different from the other kinds of text. Descriptive text is the text that describes something. Wyrick (1987:227) states, "The writer of description creates a wordpicture of persons, places, objects, and emotions using a careful selection of detail to make an impression on the reader." From the explanation above, it can be concluded that descriptive writing is a kind of writing that consists of description, characteristics, definition of something, object or person. Then, the descriptive text is usually written in simple present

tense. It is necessary for the teacher to make teaching and learning writing descriptive text more interesting.

In writing a descriptive text, the students often find some difficulties although they have guided by their teachers to write it. There are some difficulties that students face during writing the descriptive paragraph. First, the problem in developing the ideas. Some students write many main ideas in one paragraph; the idea of the paragraph is still ambiguous. Sometimes, it is also found that some paragraphs are written in one sentence only. The idea of the paragraph is still not clear. Second, the problem in organizing the ideas to write a descriptive text. A paragraph needs more than a unified point; it needs a reasonable organization or sequence. The students have to organize their ideas into good paragraphs; the students have to make their writing readable. To write a descriptive paragraph, the students can organize their ideas by identifying the topic and give the descriptions about the topic.

Type of students' essay can be varied according to the syllabus being applied, for example narrative, descriptive, explanation, recount, report, argumentation, and exposition; they can be called types of writing text. They are very useful both for teachers and students. For teachers, they are ways to achieve the instructional goal of teaching and learning process to fulfill students necessity; for students, they are useful to train students developing writing skill and students will be easy to create their writing. Besides this, students can learn through writing. For instance, students will read more, create more critical thinking and understand more the process of systematic writing. The importance of studying

cohesion and coherence, is to create a good and systematic text, and to make it easy to understand what information is delivered in it. Cohesion and coherence devices help students carry over a thought from one sentence to another, from one idea to another, or from one paragraph to another with words or phrases. Cohesion and coherence devices link your sentences and paragraphs together smoothly so that there is no abrupt jump or break between ideas. Furthermore, cohesion and coherence devices help the reader accurately understand and follow the writers' thought.

To achieve a good writing, the text should be coherent and cohesive. Coherence is the way to relate a group of clauses or sentences to the context (Halliday and Hasan, 1976:23). And cohesion refers to the way we relate or tie together bits of the discourse. Concerning the students' problems in using cohesive devices, recent scholarship demonstrates that many linguist and composition theorists have reached a conclusion that it is useful to analyze cohesion in writing as it contributes to coherence in prose. Cohesion analysis can help distinguish stages of writing development and might provide methods of explaining concretely some of the differences between good and poor student writings. Also, Halliday and Hasan (1976) contend that through analyzing the use of cohesive device, one could evaluate or assess writing quality from the perspective of coherence. However, for some students, it is not easy to write cohesive and coherent text. Here, the students often produce incoherent writing. It was found that the students faced problems in producing a good writing.

Besides many kinds of text, the writer choose descriptive texts as the object of the study because descriptive texts are the texts which describe about places, animals, people, or things so that the reader can see and imagine something that is written by the author.

Based on the explanation above, in this study the writer would like to identify cohesion and coherence devices on the descriptive texts composed by the students at SMP PGRI 3 Medan.

B. The Identification of the Problems

The problems of the study are identified as follows:

1. The types of cohecion devices used by the students' writing of grade IX at SMP PGRI 3 Medan.
2. The types of coherence devices used by the students' writing of grade IX at SMP PGRI 3 Medan.
3. How are the cohesion and coherence devices are used by the students' writing of grade IX at SMP PGRI 3 Medan.

C. The Scope and Limitation

This research is concerned with cohesion and coherence of the sentences. And the study was limited to descriptive writing by the students at SMP PGRI 3 Medan.

D. The Formulation of the Problems

The problems of the study are formulated as follows:

1. What are the types of cohesion devices used by the students' writing of grade IX at SMP PGRI 3 Medan?
2. What are the types of coherence devices used by the students' writing of grade IX at SMP PGRI 3 Medan?
3. How are the cohesion and coherence devices are used by the students' writing of grade IX at SMP PGRI 3 Medan?

E. The Objectives of the Study

In line with the problems stated above, the researcher formulates the objectives of the study as follows:

1. To find out the types of cohesion devices used by the students' writing of grade IX at SMP PGRI 3 Medan.
2. To find out the types of coherence devices used by the students' writing of grade IX at SMP PGRI 3 Medan.
3. To find out how the cohesion and the coherence devices are used by the students' writing of grade IX at SMP PGRI 3 Medan.

F. The Significance of the Study

1. Theoretically

This result of the study is expected to be an input in teaching learning process especially for teaching writing.

2. Practically

- a. For English teachers, in applying any strategy or increasing any technique of teaching English, especially writing.
- b. For students, this research can help students by giving valuable input about coherence and cohesion devices in creating the text.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting research, theories are needed to explain and clarify some concepts or terms use in the study concerned. The terms used in this study are needed to be theoretically explained. This framework is absolutely useful in order to give clearer understanding about all the things related to the study. The theoretical elaboration on the concepts and ters will be presented in the following.

1. Discourse Analysis

According to Brown and Yule (1983:1), said “discourse analysis is the analysis of language in used”. It means that discourse is analysis of language that is used by people both spoken and written. Discourse analysis focuses on natural structure which is found in spoken language, as many find in discourse like conversation, interview, comment and utterance (Cristal, 1987:298). Its means that discourse analysis just focus on speaking not writing like explained from brown that focus the speaking and writing language.

Stubbs (1983:30) state that “whereas linguistics studies language, discourse analysis can study the actual mechanism by which communication, understanding and interaction are maintained”. Expressed more generally, this means that discourse analysis must be concerned with ways in which information is selected to be known and shared as knowledge, taken for granted and not selected at all. It

is therefore concerned, not just with whether statements are true or false but with states of information and differential access to information. From explanation above, the writer concludes that a discourse analysis is study about the use of language that is used by people both spoken and written texts in a social context. Therefore, they would be understand what message that is transferred well.

2. Cohesion

Connor (1984) defined cohesion as the use of explicit cohesive devices that signal relations among sentences and parts of a text. This means that the appropriate used of cohesive devices enables readers and listeners to capture the connectedness between what precedes and what follows. This means that the dependency of the linguistic elements on each other in a text constructs a semantic unit. This shows that connectedness is an indispensable element in any written or spoken discourse. Consequently, linguists dealing with discourse analysis have been striving to help students achieve cohesion in writing. Cohesion is usually thought of as one of the most crucial defining characteristics of the quality of writing and thus has been central in recent research. Witte and Faigley (1981) asserts that the types of cohesive devices and their frequency commonly reflect the invention skills of the writers as well as the influence of the stylistic properties on the texts they write.

According to Halliday & Hasan (1976:5) as defines earlier, “cohesion is a set of linguistic devices which connect ideas making explicit the semantic relations underlying them”. It means that the tool for relating the ideas in the text explicitly through cohesive elements. Moreover, “cohesion refers to the range of

grammatical and lexical possibilities that exist for linking an element of language with what has gone before or what follows in a text. This linking is achieved through relations in meaning that exist within and across the sentences” (Halliday & Hasan, 1976:10). Therefore, cohesion utilizes cohesive ties to sequence and connect sentences together causing a text to be in one piece, not a group of unrelated sentences.

Halliday & Hasan (1976:6) in the book of *Cohesion in English*, classify cohesion into grammatical and lexical cohesion. The grammatical cohesion includes reference, substitution, ellipsis, conjunction. Meanwhile, lexical cohesion includes reiteration and collocation. This is because both of them are determined by two different elements. They are grammar and words. In the lexico-grammatical level, the distinction can absolutely be drawn. The concept of each types of cohesion and its subtypes are as follows:

2.1 Grammatical Cohesion

The grammatical cohesion is established by use of the grammatical elements of the text that expresses the semantic links within and between the sentences. It includes reference, substitution, ellipsis, and conjunction.

2.1.1 Reference

According to Halliday & Hasan (1976:31) “reference is the use of a word to refer to an item in the real world or in a text”. This can be meant that reference is used to indicate the signaling items which represent in the text. Furthermore, Halliday & Hasan (1976:33) state that “when a reference is pointing to an item outside the text, it is define as exophoric reference. But when it is pointing to an

item within the text, it is define as endorphoric reference”. It can be conclude that there are two reference items which are exophoric and endophoric reference. Nevertheless, according to Halliday & Hasan (1976) definition, cohesion is the connection of sentences in a text. Therefore, exophoric reference is out of the cohesion framework, because exophoric reference pints to items outside the text, to the items in the real world. Only endorphoric reference shows cohesive property. Endorphoric reference consists of two subtypes which are anaphoric and cataphoric reference. Anaphoric reference is the referring to an item in the preceding sentence and cataphoric reference is the referring to an item in the following sentence. The details of reference items are described in the following diagram reference.

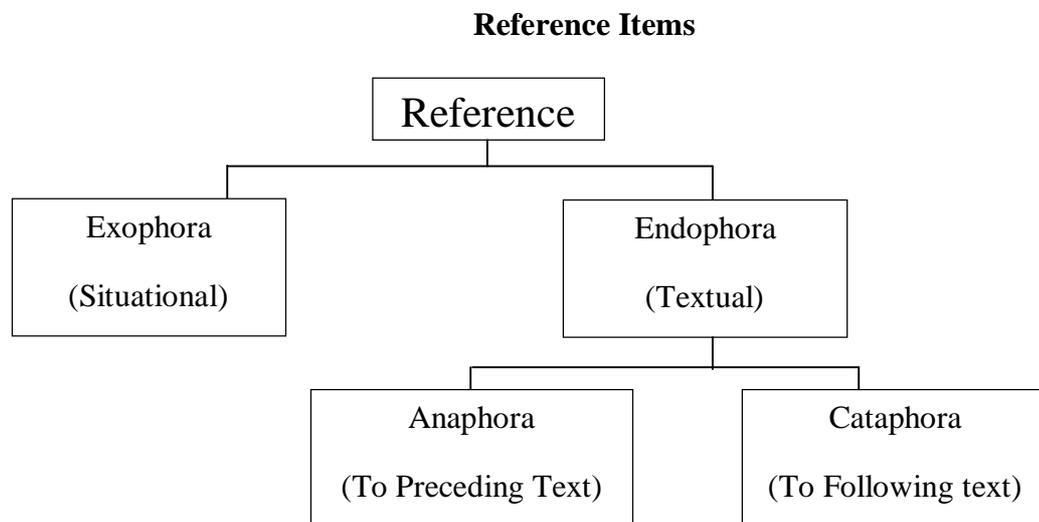


Figure 2.1.1: Cohesion in English (p.33), by Haliday, M. A. K. & Hasan, R. 1976, London: Longman.

The diagram in figure 2.1.1 is the categorization of reference in terms of the position of the referred items. The items can be either situational (endophoric)

which refers to a thing as identified in the context of situation, or textual (exophoric) which refers to a thing as identified in the surrounding text. And either in the previous sentence (anaphoric) which refers back to the preceding sentences, or in the upcoming sentence (cataphoric) which refers to the following sentence. A reference items is an item that has a potential reference and a systematic account on the different types of reference, and their place has to be based on generalized concept of reference (not particular form). In addition, “English reference cohesion is categorized into three subtypes which are personals, demonstratives, and comparatives” (Halliday & Hasan, 1976:37). Their concepts are as follow:

1) Personal reference

Personal reference is reference by means of function in the speech situation, thought the category of person (Halliday & Hasan, 1976:37). Its mean personal reference refer to the person or something. The categories of person, such as I, me, you, mine, her, them, etc. The category of personals includes the three classes of personal pronoun, possessive pronouns (mine, yours, etc) and possessive identifiers (my, your, etc).

For Example: (1). Mr. Daniel was absent yesterday.

He was attended a meeting in Malaysia.

In the second sentence, he refers to Mr. Daniel in the preceding sentence. The word he is called personal reference, as she follows it linguistic reference of Mr. Daniel.

2) Demonstrative Reference

Demonstrative reference is reference by means of location on scale of proximity. It is essentially a form of verbal pointing, as said before the speaker identifies the referent by locating it on scale of proximity (Halliday and Hasan, 1976:37). Its mean refer to the place or location that the people identify.

Table 2.1.1 Categories of Demonstrative Reference

Proximity	Singular	Plural	Adverb
<u>Near</u>	That	These	Here (now)
<u>Far</u>	This	Those	There, Then
<u>Neutral</u>	The		

For Example: (2). Last year we went to Devon for a holliday.

The holliday we had, there was the best we've ever had.

The demonstrative reference in example above is there which has the function of far proximity. It refer to Devon that is located far from the speaker now. In addition it is the indirect speech.

3) Comparative reference

Comparative reference is used to refer to an item via identity and similarity (Halliday & Hasan, 1976:37). It means that comparative reference is based on the thing in terms of likeness and unlikeness. The usage adopts adjectives such as same, equal, similar, different, else, better, more, etc., and adverbs such as so, such, similarly, otherwise, so, more, etc. to signal the reference.

For example: (1) It is the same cat as we saw yesterday.

(2) The distance of the earth from the sun makes it suitable to sustain life. Searching for the other planets with the same distance from their mother stars is to search for an extra terrestrial life.

(3) The blue t-shirt has the same size as the green one

In the example (1) and (2), the item “same” is used as comparative references. In example (1) the item “same” help referring to a cat, which both persons have seen the other day in their real world situation. Therefore, item “same” in (1) is exophoric and does not have cohesive property. In example (2) the item “same” refers to the specific distance between the earth and the sun. The reference endophoric because it points to an item within a text, therefore, it has cohesive property and it is anaphoric, because it points to the preceding sentence. In sentence (3), the word “same” is used to show both t-shirt share a character, the size in this case. The item “same” in example (3) does not refer to any items in the text; therefore it is a reference and does not have cohesive property.

Table 2.1.1 Comparative Reference

Gramatical Function	Modifier	Sub Modifier
Class	Adjective	Adverb
General comparison: Identity	Same, identical, equal	Identically
General similarity	Similar, additional	Similarly, likewise, so, such

Difference (ie non-identity or similarity)	Other, different, else	Differently, otherwise
Particular	Better, more, etc. (comparative adjectives and quantifiers)	So, more, less, equally

Figure 2.1.1 : Cohesion in English (p.39), by Halliday, M. A. K. & Hasan, R. 1976, London: Longman.

2.1.2 Substitution

Substitution is a replacement of an item by a general word to avoid repetition (Halliday & Hasan, 1976:88). This is meant that substitution is the replacement of one item by another. “There are three types of substitution which are nominal substitution, verbal substitution, and clausal substitution” (Halliday & Hasan, 2013).

1) Nominal substitution

According to Halliday and Hasan (1976:90) nominal substitution is a replacement of *one* or *ones* instead of repeating the *same* word in nominal group.

For Example : (1) “There are some new tennis balls in the baf. These ones have lost their bounce”.

In this example, “tennis balls” is replaced by the item “ones”.

2). Verbal substitution

Verbal substitution is a replacement of an element in verbal group and its position is always final in the group. In English, the device used as verbal

substitution is *do* (Halliday & Hasan, 1976:112). It can be informed that verbal substitution operates as head of a verbal group, and “do” is the item used to substitute either a verb or other element which represents an action, event, or relation. This is mostly used in spoken language. It can be expressed by *do, do so, can do, does, did, and done*.

For example : (1) Do you like to go to Bangkok?

Yes, I do.

Here, the word “do” substitutes “like to go to Bangkok”.

3). Clausal Substitution

Based on Halliday & Hasan (1976:130), clausal substitution is a replacement of an entire clause. It's the substitution of elements in both nominal and verbal group. The items to be used to substitute are *so* and *not*. It can be concluded that clausal substitution substitutes an entire clause instead of within the clause, and it may take either positive or negative form which is expressed by “*so*” and “*not*”.

For Example : (1) Everyone seems to think he's guilty. If so, no doubt he'll offer to resign.

We should recognize him when we see him. Yes, but supposing not. What do we do?

2.1.3 Ellipsis

Ellipsis determines semantic relation by using grammatical elements. The function of ellipsis is the same as substitution but the item is replaced by nothing,

in other word, it is omitted. Although it is the same with substitution, it has different structure and pattern. In ellipsis, something is understood without saying (Halliday & Hasan, 1976:142). This is meant that ellipsis is simply “substitution by zero”, the omission of an item is to avoid the item repetition. The omission would not ruin the quality of the text if the context is obvious for the readers to comprehend. “As ellipsis and substitute are similar, so the subtypes of ellipsis are classified identically to substitution, they are nominal, verbal, and clausal” (Halliday & Hasan, 1976:146).

1) Nominal ellipsis

Halliday & Hasan (1976:147) state that nominal ellipsis is the ellipsis of an item in nominal group, which generally is the subject of the sentence. It means that nominal group is used to replace the element in the nominal group. In example (1), “student” is omitted in the second sentence, but a reader could assume that it is “Indonesian student...” from the preceding sentence.

For example : (1) There are two English students and one Indonesian student in the class. The Indonesian has been here for one year. (Researcher’s Documentation)

2) Verbal ellipsis

Verbal ellipsis according to Halliday & Hasan (1976:167) is the omission of an item in verbal group, which is a group of verbs in a sentence. An elliptical verbal group presuppose one or more words from a previous verbal group, which is not fully express in its systemic features. This can be meant that verbal ellipsis

refers to ellipsis within the verbal group. In example (1), the sentence “Yes, I have” is the shortened form of “Yes, I have been swimming”. Most readers can guess the full form of the sentence from the question sentence of example (1).

For example : (1) Have you been swimming?

Yes, I have.

3) Clausal ellipsis

The clause in English have two parts structure which contain of modal and propositional element. The modal element consists of subject and finite element in the verbal group. While the propositional element consists of the reminder of the verbal group and any complements or adjunct that may be appear. “Clausal ellipsis is the omission of items both in nominal and verbal group” (Halliday & Hasan, 1976:197). It can be informed that clausal ellipsis includes the omission in the modal and prepositional elements. Generally, would be looked like the whole clause is omitted but leave some elements for the reader to recognize the omitted items. In example (1), the modal element is omitted in the answer, whereas in the example (2), the prepositional element is omitted.

For example : (1) What was Duke going to do? Plant a row of poplars in the park.

(2) Who was going to plant a row of poplars in the park? The Duke was.

2.1.4 Conjunction

A conjunction can be used as cohesive tie. Conjunctive elements are primarily devices to create cohesion by the virtue of their specific meanings. It

Item “and” in example (1), adds information about the loneliness of the climber climbing up the hill. In example (2), the item “neither” is a negated additive conjunction. It signals that the beds are also not a problem like the camps meals.

2) Adversative

“Adversative refers to the contrary of expectation. The function of adversative conjunction is to indicate a contrary to a readers and listeners expectation, which derived from what is mentioned before” (Halliday & Hasan, 1976:250). It can be meant that adversative is gained by contrasting expectation which come from the content of what is being said or from the speaker-hearer situation. The advertise ties such as yet, though, only, but, in fact, rather, etc.

For example: (1) For the whole day he climbed up the steep mountainside, almost without stopping. Yet he was hardly aware of being tired.

Item “yet” in the second sentence of example (1) is used to give information which is contents contradicts to the expectation of the reader reading the first sentence in example (1).

3) Causal

Based on Halliday & Hasan (1976:256) “the function of causal conjunction is to express the sentences relationship between the cause and the result. The causal relation includes result, reason, and purpose to form a cohesive chain”. It means

that causal conjunction represents one of clause becomes the cause and the rest is becomes the result. The ties such as so, the, for, because, for this reason, as a result, in this respect, etc., are used to perform this function.

For example: (1) For the whole day he climbed up the steep mountainside,
almost without stopping. So by night time the valley was
far below him.

The second sentence in example (1) is the result of the first sentence and the device “So” is used to signal this cause and result relationship.

4) Temporal

The last type of conjunction is temporal conjunction. As Halliday & Hasan (1976:261) declare that “the function of temporal conjunction is to signal the sequence of events and time. It exist when the events in the text are related in terms of timing of their occurrence”. This is meant that temporal conjunction represents the sequence of time. The ties such then, next, after that, next day, until then, at the same time, at this point, etc., are used for temporal conjunction.

For example: (1) For the whole day he climbed up the steep mountainside,
almost without stopping. Then, as duck fell, he sat down to
rest. (Halliday & Hasan, 1976:239)

Item “then” in example (1) is a temporal tie used to signal the sequence of events related to the climber in example (1).

2.2 Lexical Cohesion

Lexical cohesion is the cohesive effect achieved by the selection of vocabulary. The buildup of a discourse is not merely due to grammatical factors, but rather lexical choice significantly contributes as well. It means that the connection among sentences could be built through the word or lexical choices.

There are two types of lexical cohesion: reiteration and collocation.

2.2.1 Reiteration

Reiteration is a form of lexical cohesion which involves the repetition of a lexical item, at one end of the scale; the use of a general word to refer back to a lexical item, at the other end of the scale; and a number of things in between – the use of a synonym, near synonym, or super ordinate (Halliday & Hasan, 1976:278).

Reiteration is form of lexical cohesion which involves the repetition of a lexical item, the use of general word to refer back to a lexical item, and a number of things between the uses of synonym, near synonym, or super ordinate. Reiteration can also occur through the use of word that is systematically linked to a previous one. The items of reiteration may be a repetition (other involving reference), a synonym or near synonym, a hyponym (related to the variation or kinds of thing) or superordinate and a general word.

In addition, Rankema (1993) assert that reiteration also involves a metonymy (part and whole) and antonym (related to a contradictor, position, situation, condition of thing or people).

2.2.2 Collocation

Collocation is cohesion on text is subtle and difficult to estimate, it is a systematic relationship between a pair of words. This would include not only synonyms and near synonym and super ordinate, but also pairs of opposites of various kinds, complementary. (Halliday & Hasan, 1976:285)

Example:

(1). Why does this little boy wriggle all the time? Girl's don't wriggle.

Example above, the collocation is boy and girl. They are related by a particular type of oppositeness, called complementary.

3. Coherence

Oshima and Hogue (2006:21) proposed "coherence achieved when the sentences and ideas are connected and flow together smoothly. Each sentence should move from one sentence to the next one logically and smoothly. There must be no sudden jumps". This can be meant that coherence allow the readers to move easily from one idea to the next, from one sentence to the next, and from one paragraph to the next. Coherence involves connection, the connection between parts of sentences, paragraphs, and even larger units will be clear to the reader. The writer should make the connection available to readers and the text meaningful to the readers.

Oshima & Hogue (2006:22) clarified that here are four ways to achieve coherence in writing:

3.1 Repeat key nouns

“Repeating key nouns (key words) or use synonyms, and focus ideas through the text, are used to help the readers remain focused and headed in the right direction. It can keep the thought of the paragraph flowing from sentence to sentence, so that the sentence are linked together” (Oshima & Hogue, 2006:22). It can be meant that through the use of repeating key nouns, the paragraphs or sentences will connect each other.

For example:

(1) Most students are intimidated by the works of William Shakespeare. They believe Shakespeare’s sonnets and play are far to complicated to read and understand. (Southeastern Writing Center, 2011) The word “Shakespeare” is repeated in the second sentence.

3.2 Use consistent pronouns

Pronouns are used to link or connect sentences by referring to preceding nouns and pronouns. It can help to create paragraph that are easy to read by eliminating wordiness and unnecessary repetition. According to Oshima & Hogue (2006:24), when use pronouns in the text, make sure that it is use the same person and number throughout the sentence or paragraph. Don’t change from ‘you’ to ‘he’ or ‘she’ (change of person) or from ‘he’ to ‘they’ (change of number). It can be concluded that the use of pronoun should be consistent, it refers to the previous nouns or pronouns. Roberts (1985:131) illustrated the example:

“The most persistent disputes between Eden and Churchill, apart from DeGaulle, concerned relations with Soviet Russia. After Hitler’s attack on Russia, Eden was strongly pro-Soviet at the start and cooled off later; Churchill was cautious in the early days and became enthusiastic later. Their first dispute came over the Soviet demand, made even when the Germans were at the gates of Moscow, that the Western powers should recognize unconditionally the Soviet frontiers of 1941. Eden was for agreeing, Churchill against. Curiously, Molotov finally stilled the argument by agreeing to an Anglo Soviet alliance without any mention of frontiers. In the end it was Churchill at Yalta who agreed to the Soviet demand.”

The name “Eden” was repeat three times, “Churchill” four times, and the pronoun “their” once. There is no fixed rule about how often to repeat key nouns or when to substitute pronouns. It is prominent to use repeat a key noun instead of using a pronoun when the meaning is not clear.

3.3 Use transition signals to link ideas

To achieve coherence, the writer needs to use transition signals. Oshima & Hogue (2006:25) proposed that “transition signals are like traffic marks, they tell the readers when to go forward, turn around, slow down, and stop”. This can be meant that transition signals are used to guide the readers from one idea to the next. Transition signals are connecting words or phrases that strengthen the internal cohesion and coherence of the writing. It is similar to change from one item of idea to another. Transition signals act like bridges between parts of the writing. However, without transition signals it is difficult for the writers to

produce a coherent paragraph. Using appropriate transition signals, the writers will not jump out of the blue or sound too abrupt. Their ideas will flow smoothly one after the other” (Bram, 1995:22). Those explanations lead to the conclusion that coherence is the important element used by the writers in their writing text.

Transition signals are expressions such as first, finally, and however, or phrase such as in conclusion, on the other hand, and as a result. Other kinds of words such as subordinators (when, although), coordinators (and, but), adjectives (another, additional), and prepositions (because of, in spite of) can serve as transition signals.

Transition signals are like traffic signs; they tell your reader when to go forward, turn on, slow down, and stop. In other words, they tell your reader when you are giving a similar idea (similarly, and, in addition), an opposite idea (on the other hand, but, in contrast), an example (for example), a result (therefore, as a result), or a conclusion (in conclusion). Transition signals give paragraph coherence because they guide your reader from one idea to the next. There are different kinds of transition signals.

a) Transition words, phrases and conjunctive adverbs.

Transition signal can appear at the beginning, in the middle, or at the end of one independent clause and are usually separated by commas.

For example:

(1) **In addition**, he is one of the best player on soccer team

(2) Luthfi likes camping in the mountains. **Also**, Luthfi is an experienced hiker.

(3) The Merbabu Mountain is higher than Lawu Mountain, **however**.

b) Coordinators

This group includes the seven coordinating conjunctions and, but, so, or, nor, for, and yet and the five correlative (paired) conjunctions both...and, not only...but also, neither...nor, either...or, and whether...or. Coordinators may or may not commas. When they connect two independent clauses, use a comma.

For example:

(1) Tom walked the dog, **and** he grabbed the mail.

(2) Children **not only** need love, **but also** need discipline. (Oshima & Hogue, 2006:28)

When coordinators connect two words or phrases, do not use a comma.

For example:

(1) Do you like tea **or** coffee?

(2) Children need **not only** love **but also** discipline. (Oshima & Hogue, 2006:28)

c) Subordinators

A subordinator (subordinating conjunction) is the first word in dependent clause. A dependent clause is always connected to an independent clause to make a sentence. The sentence may or may not have a comma.

For example:

(1) **Although** I have been here before, he is just too hard to ignore.

(2) Sefty begins to sneeze **whenever** she opens the door to greet a fresh air.

(Researcher's Documentation)

d) Others

The transition signals in this group include nouns such as example, adjective such as additional, prepositions such as in addition to, verbs such as cause, and adverbs such as too. There are no punctuation rules for this group, but it is important to notice what kind of words follow the signals.

3.4 Arrange your ideas in logical order

The choice of one kind of logical order over another will, of course, depend on the topic and the purpose of the text. The combination of two or more different logical orders are recommended in the same paragraph. The important point to remember is to arrange the ideas in some kind of order that is logical to the readers accustomed to the English way of writing. Oshima & Hogue, (2006:34) define "some common kinds of logical order in English, they are chronological order, logic division of ideas, and comparison/contrast".

a) Chronological order

"It is order by time, a sequence of events or steps in a process" (Oshima & Hogue, 2006:34). It means that the text which contain of the sequence of events, or describing the steps of a process is include chronological order. Oshima & Hogue, (2006:33) illustrate the example in the following paragraph on how to grow an avocado tree uses time order to organize the steps.

How to Grow an Avocado Tree

After you have enjoyed the delicious taste of an avocado, do not throw out the seed! You can grow a beautiful houseplant or even your own tree by following these simple steps. First, wash the seed. Second, dry it. Third, insert three toothpicks into thickest part. Then fill a glass or empty jar with water. After that, suspend the seed in the water with the pointed end up and the broad end down. The water should cover about an inch of the seed. Next, put the glass in a warm place, but not in direct sunlight. Add water when necessary to keep the bottom of the seed under water at all times. In two to six weeks, you should see roots beginning to grow. Furthermore, the seed will crack open and then a stem will emerge from the top. However, wait until the stem 6 to 7 inches long. Then cut it back to about 3 inches. Now wait until the roots are thick and the stem has leached out again. Then fill an 8-10 inch diameter clay pot with enriched potting soil. Plant the seed, leaving the top half exposed. Then water it well. After that, water frequently but lightly; also give the plant an occasional deep soaking. However, do not overwater your little tree. Yellow leaves are sign of too much water. Then place the potted plant in a sunny window and watch it grow. The more sunlight, the better. Then, when the stem is 12 inches high, cut it back to 6 inches to encourage the growth of side branches. In just a few more weeks, you will have a beautiful indoor plant. In conclusion, enjoy your new plant, but do not expect to bear fruit. Avocados grown from seed occasionally flower and bear fruit; however, first you will have to plant it outside and then wait anywhere from five to thirteen years.

b) Logical division of ideas

Oshima & Hogue (2006:34) state that “logical division is when a topic is divided into parts and each parts is discussed separately”. This is meant that logical division is a pattern of organization in which the writers divide a topic into points and discuss each point separately. Oshima & Hogue, (2006:3) illustrate the example in the following paragraph about gold uses logical division. First, it discusses golds beauty, and second its utility.

Gold

Gold, a precious metal, is prized for two important characteristics. First of all, gold has a lustrous beauty that is resistant to corrosion. Therefore, it is suitable for jewelry, coins, and ornamental purposes. Gold never needs to be polished and will remain beautiful forever. For example, a Macedonian coin remains as untarnished today as the day it was made 25 centuries ago. Another important characteristic of gold is its usefulness to industry and science. For many years, it has been used in hundreds of industrial applications, such as photography and dentistry. The most recent use of gold is in astronauts' suits. Astronauts wear gold-plated heat shields for protection when they go outside spaceships in space. In conclusion, gold is treasured not only for its beauty but also for its utility.

c) Comparison/contrast paragraph

“Comparison or contrast paragraph is the similarities and/or differences between two or more items are discussed” (Oshima & Hogue, 2006:34). It can be meant that the writers should write about the similarities and differences between two or more people, places, things, or ideas to interpret the comparison and

contrast paragraph. Oshima & Hogue, (2006:5) illustrate the example in the following paragraph about synonyms compare and contrast word meanings.

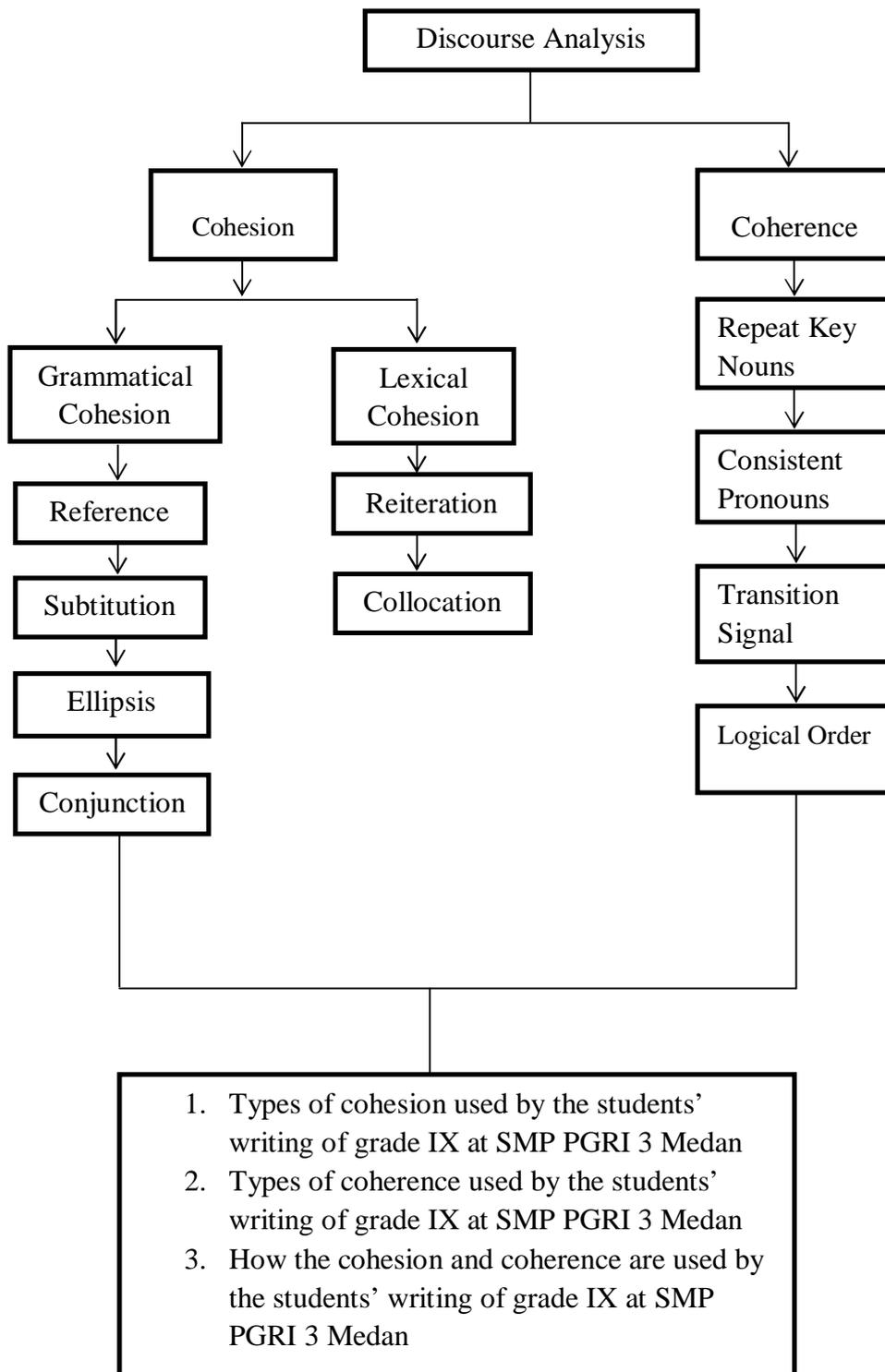
Synonyms

Synonyms, word that have the same basic meaning, do not always have the same emotional meaning. For example, the words stingy and frugal both mean “careful with money”. However, calling someone stingy is an insult, but calling someone frugal is a compliment. Similarly, a person wants to be slender but not skinny, aggressive but not pushy. Therefore, you should be careful in choosing words because many socalled synonyms are not really synonymous at all.

4. Descriptive Text

A descriptive text is a text which a writer tries to picture what he is describing. Description is used to describe a particular thing/object, place, or person. The descriptive text is really different from the other kinds of text. Descriptive text is the text that describes something. Wyrick (1987:227) states, “The writer of description creates a wordpicture of persons, places, objects, and emotions using a careful selection of detail to make an impression on the reader.” From the explanation above, it can be concluded that descriptive writing is a kind of writing that consists of description, characteristics, definition of something, object or person. Then, the descriptive text is usually in simple present tense. It is necessary for the teacher to make teaching and learning writing descriptive text more interesting.

B. Conceptual Framework



C. Relevant Studies

The analysis of cohesion and coherence has been conducted previously by some researchers. The related researchers are the following:

Abdulkerim, K. February 2017. Cohesion and Coherence in Written Texts of Students of Faculty of Education. *Journal of Education and Training Studies*. Vol. 5, No. 2. <http://jets.redfame.com>. 04 January 2018 analyzed the students' skills in using cohesive devices, elliptical narrative and conjunctive components are varies significantly depending on the department in which they are receiving their education. It is observed that there is a highly significant relationship between the length of the text and coherence and consistency. It is observed that there is a significant relationship in a positive direction between consistency and coherence. A significant relationship at a low level between the students' skills in creating a consistent text and references, elliptical narrative and substitution of the cohesive devices is also seen.

Afnan, B. 2016. Cohesive Devices in Written Discourse: A Discourse Analysis of a Student's Essay Writing. *English Language Teaching*. Vol. 9, No.7. <https://files.eric.ed.gov/fulltext/EJ1101750.pdf>. 04 January 2018 analyzed the student's writing shows clear evidence of cohesion and demonstrates the use of grammatical and lexical devices. It is noticed that the most grammatical devices used are reference and conjunction. On the contrary, there is little evidence of using lexical devices. Although the essay is somewhat cohesive, some areas still need improvement.

Anas Huneety, Baasil Mashaqba et al. May 2017. A Contrastive Study of Cohesion in Arabic and English Religious Discourse. International Journal of Applied Linguistics & English Literature. Vol.6, No.3.

https://www.researchgate.net/profile/Bassil_Mashaqba/publication/314145658_A_Contrastive_Study_of_Cohesion_in_Arabic_and_English_Religious_Discourse/links/59e4ecd50f7e9b0e1aa87ecf/A-Contrastive-Study-of-Cohesion-in-Arabic-and-English-Religious-Discourse.pdf. 04 January 2018 this study reveals

that lexical cohesion is the most dominant type of cohesion in Arabic religious discourse, whereas it is grammatical cohesion which dominates English religious discourse. Although both languages prefer the use of reference, conjunctions and lexical repetition, Arabic uses lexical repetition, collocation and personal pronouns more often than English. A major contribution of the present study is that it captures new cohesive devices employed in Arabic religious discourse other than proposed by Halliday & Hasan (1976): rhyming patterns and parallelism.

In summary, these studies show that the studies related to the error analysis particularly in cohesion and coherence. Meanwhile, this study has the purpose to analyze the cohesion and coherence of students'. The writer believes that analyzing of cohesion and coherence can arrange sentences well and structurally.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study, used descriptive design with qualitative method, namely by identifying and analyzing the cohesion and coherence in the students' descriptive writing. Qualitative method was used because the problems of this research needed to be investigated inductively.

B. Source of Data

This study, the data were collected from writing assignments of the students' of grade IX at SMP PGRI 3 Medan that consist of 30 students. And random sampling was used to gain the sample.

C. The Techniques for Collecting Data

The process of collecting data, some methods of collecting data were used like observation and documentation method.

The data of this study the data were collected by using the following methods:

1. Observation
2. Test

D. The Techniques for Analyzing Data

The taxonomic analysis was conducted to get general types of the cohesive devices, it means that classifying the data in terms of grammatical cohesive devices, and lexical cohesive devices in the texts based on the theories. Based on

the description above, the writer used some procedures dealing with taxonomic analysis and theoretical analysis as follows:

1. Classifying the sentences which use coherence and cohesion devices. Choose and then marked the sentences that contain correctly the used of the coherence and cohesive devices. Usually if words, phrases, and sentences which use correct coherence and cohesion devices, the meaning is also coherent.
2. After the data have been collected the data were reduced. Only the relevant data were used.
3. Counting the frequency of occurrences correctly the used of coherence and cohesion devices.

$$X = \frac{\sum N}{N} \times 100$$

Where,

X = the percentage of types of cohesive or coherence devices in students' writing

N = the number of each type of cohesive or coherence devices in the students' writing, and

$\sum N$ = the total number of cohesive or coherence devices in the students' writings.

4. Analysing whether the text is coherent because of the use of correct cohesive devices.

E. Code of Analyze Coherence and Cohesion Devices

1. T: Text, T1: Text 1.

2. P: Paragraph.
3. P1.S1: Paragraph 1. Sentence 1.
4. S: Sentence.
5. RKN: Repeat Key Noun.
6. CP: Consistent Pronoun.
7. TS: Transition Signal.
8. Ref: Reference.
9. Reit: Reiteration.
10. Sub: Substitution.
11. Conj: Conjunction.
12. Call: Collocations.
13. Ell: Ellipsis.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The researcher analyzed the data obtained from the students. It was obtained from test on the 9th grade students' at SMP PGRI 3 Medan on 20th February – 05 th Maret 2018. The students were asked to write a Descriptive Text based on the topic that had been given by the researcher. The researcher found there were five types of cohesive devices: reference (personal, demonstrative, comparative), substitution (nominal, clausal), ellipsis (nominal, verbal), conjunction (additive, adversative, causal, temporal), and lexical cohesion (reiteration and collocation). And used the type of coherent devices : Repeat Key Noun, Content Pronouns, Transition Signal and Logical Order in the Descriptive Text written by students. After the data were collected, the researcher organized and analyzed.

B. Data Analysis

4.1 Types of Cohesive Devices Used in the students' Descriptive Text

Table 4.1
Number of Occurrences of Types of Cohesion in the Students' Descriptive Texts

Text	Type of cohesion					
	Grammatical Cohesion				Lexical Cohesion	
	Reference	Substitution	Ellipsis	Conjunction	Reiteration	Collocation
1	10	0	0	3	1	0
2	12	0	0	4	0	0
3	12	0	0	5	0	0
4	13	0	0	5	0	0
5	7	1	0	2	1	0
6	7	1	0	5	3	0
7	9	0	0	3	1	0
8	8	0	0	3	2	0
9	14	0	0	4	3	0
10	7	0	0	7	2	0
11	12	0	0	6	3	0
12	11	0	0	9	0	0
13	12	0	0	7	0	0
14	10	1	0	1	4	0
15	11	3	0	4	6	0
16	12	0	0	7	0	0
17	14	1	0	6	0	0
18	3	1	0	2	2	0
19	10	0	0	5	0	0
20	8	0	0	6	1	0
21	12	0	0	7	2	0

22	11	0	0	5	3	0
23	11	3	0	4	6	0
24	16	0	0	1	0	0
25	10	1	0	3	0	0
26	6	1	0	9	3	0
27	8	0	0	4	0	0
28	8	0	0	2	7	0
29	15	0	0	8	0	0
30	6	1	0	7	5	0
Total	305	15	0	144	55	0
(%)	58,76	2,90	0	27,74	10,60	0

Table 4.1 indicates that there are 519 cohesive devices in 30 of students' descriptive texts. The lexical and grammatical cohesion also appear. They include four sub categories of grammatical cohesion such as reference, substitution, ellipsis, and conjunction, and two sub categories such as reiteration and collocation.

Reference is the most frequent types among all types of grammatical and lexical cohesion which appears 305 or 58,76%. The second stage is conjunction which emerges 144 or 27,74%. The third reiteration appears 55 or 10,60%, substitution appears 15 or 2,90% and ellipsis and collocation is not appears in the descriptive texts.

In order to make the reader easy to understand the number of percentages of types of cohesion in the students' descriptive texts, the researcher provided it in the following figure.

Number of Percentages of Types of Cohesion in the Students' Descriptive Texts

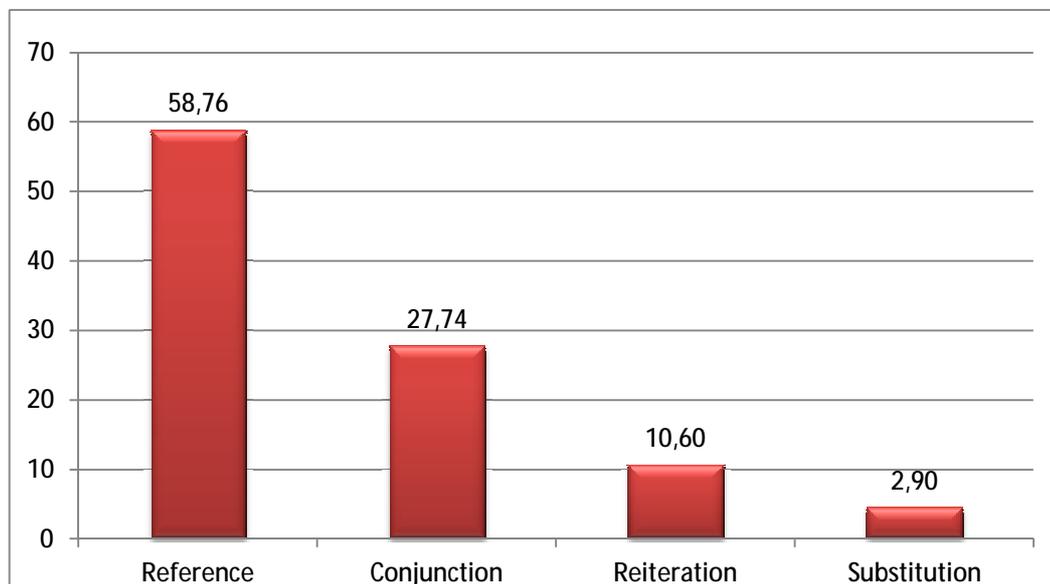


Figure 4.1

4.1.1 Grammatical Cohesion

Grammatical cohesion is a type of cohesion that uses grammar to determine the semantic relation. It consist of reference, substitution, ellipsis, and conjunction. Reference its in the first position among all sub categories of grammatical cohesion. Then it is followed by reference, substitution, conjunction and ellipsis.

1) Reference

Reference cohesion occurs when one item in a text points to another element for interpreting the preceding or the following sentence. The interpretation can be found via sentence structure and inferred using anaphoric

and cataphoric ways. In the descriptive texts in this research, reference uses both anaphoric and cataphoric ways to show the semantic relation. The anaphoric mostly explicit.

Example:

- (1) Fahri is **my friend**. **He** is handsome boy. **He** is 17 years old. **He** is smart boy. **His** weight is 50 kg and height is 155 cm. (Text 7, Sentence 1 until 5)
- (2) **My father** is a great person. **He** always give me motivation to be succesful person. **His** body fat and tall. (Text 20, Sentence 1, 2 & 6)

These data demonstrate the reference to the two person singular pronoun that serves as the subject of the sentence of the data. On the data above, there is the sentence 1 before pronouns *He* is used. This pronoun *He* and *his* refer to the singular. In this case, it can be seen that *he* in sentence 1 refer to *My Friend*, and then *he* and *his* in sentence 1 until end refer to *My Friend (Fahri)*.

2) Substitution

Substitution is a relation within the text. It is used when the writers wish to avoid repetition of lexical item and use grammatical resource of language to replace the item. Substitution can be further classified as nominal, verbal, and clausal substitution. In the explanation texts in this research, there are 11 instances of substitution in which the 10 of them are represented by nominal substitution, and one of them is represented by verbal substitution.

Example:

(1) **Borobudur temple** is **one** of the most beautiful tourist resorts in Indonesia.

From example (1), *one* is used to replace *borobudur temple* that include to the most beautiful tourist resort.

3) Conjunction

Conjunction is semantic cohesive relations with a specification of the way in which what is follow is systematically connected to what has gone before. It conjunctive elements are not in themselves cohesive, but they do express certain meanings which presuppose the presence of other components in the discourse. It helps to connect the idea within and between sentences. There are four categories of conjunction, namely additive, adversative, temporal and causal.

Additive is represented by *and*, *or*, *in other words*, and *also*. Adversative is represented by *but* and *however*. Causal represented by *so*, *because of*, *therefore*, and *for*. The last of conjunction is temporal, which presented by *the first*, *the second*, *third*, *fourth*, *then*, *and then*, *finally*, *soon*, *in conclusion*, *the last*, *previously* and *before that*.

Example:

(1) The elephant **also** have very sharp auditory **because** they have big and wide ears. (Text 6, sentence 4)

(2) I can play tennis **but** i can't play basketball. (Text 2, sentence 10)

From example above, *also* is used to explain. *Because* is used to show the causal relationship between a clause. Meanwhile, *but* is used to show the sequence of the next clause.

4) Ellipsis

Ellipsis is involves a deletion of a word, phrase, or clause. It is the omission of parts of a sentence when they can be presumed from what has already taken place in the text. Ellipsis consists of nominal, verbal, and clausal ellipsis. There is no instance of ellipsis in the students' descriptive texts.

4.1.2 Lexical Cohesion

Lexical cohesion is a type of cohesion that establishes semantic relation using vocabulary. Lexical cohesion consists of reiteration and collocation.

1) Reiteration

Reiteration is a form of lexical cohesion which involves the repetition of a lexical item. It uses the words that have the same or near the same meaning to establish the semantic relation within and between sentences. Reiteration contain of repetition, synonym, superordinate, and general word. Reiteration determines the semantic links using the same words. It repeats the words that are used before. Repetition easiest relation for readers to understand the sentences in the texts. Because they do not need to use the structure or the context to understand the meanings.

Example:

(1) **Elephant is a herbivor animal** and eat all almost of **the vegetations** and **fruits**.

In the example above, the word *herbivor animal* is the superordinate of *elephant*. It is more general than *elephant*. While the vegetations and fruits is the most general words of elephant.

2) Collocation

Collocation uses the words that do not have the same meaning or are not classified in the same categories with the previous words. It uses the same context that the previous words appear. There is no instance of ellipsis in the students' descriptive texts.

4.2 Types of Coherence Devices Used in the students' Descriptive Text

Coherence is categorized into repeating keywords, using consistent pronouns, using transition signals, and using logical order. As mentioned before, the findings showed that there are 476 coherent in the 30 of students' descriptive text. The descriptive texts that analyze in this research establishes all types of coherence. Repeating keywords is the most frequent type than the other types of coherence. It occurs 55. The less frequent type of coherence is logical order which appears 30. It is the less frequent because it seen from the whole texts, whether the texts involve the logical order or not.

Table 4.2
**Number of Occurrences of Types of Coherence in the Students’
 Descriptive Texts**

Text	Type of Coherence			
	Repeating key nouns	Using pronouns	Using transition	Logical order
1	1	7	3	1
2	0	12	4	1
3	0	12	5	1
4	0	8	5	1
5	1	5	4	1
6	3	5	6	1
7	1	6	3	1
8	2	6	3	1
9	3	13	4	1
10	2	6	7	1
11	3	11	8	1
12	0	7	9	1
13	0	12	7	1
14	4	8	2	1
15	6	9	3	1
16	0	6	7	1
17	0	9	8	1
18	2	2	2	1
19	0	7	5	1
20	1	5	6	1
21	2	10	7	1
22	3	5	9	1
23	6	9	3	1
24	0	15	1	1

25	0	8	3	1
26	3	5	7	1
27	0	7	4	1
28	7	7	2	1
29	0	14	8	1
30	5	4	6	1
Total	55	240	151	30
(%)	11,55	50,42	31,72	6,30

Table 4.2 illustrates that there are 476 coherent in the 30 of students' descriptive texts. All the coherent types appear. Coherence divided the types into four, there are: repeating key nouns, using pronouns, using transition signals, and logical order.

Repeating key nouns is the most frequent type among all types of coherence. It appears 55 or 11,55%. The second level is using pronouns which occurs 240 or 50,42%. While using transition signal emerges 151 or 31,72% and the last is logical order which occurs 30 or 6,30%. Logical order is the less frequent type of coherent.

**Number of Percentages of Types of Coherence in the
Students' Descriptive Texts**

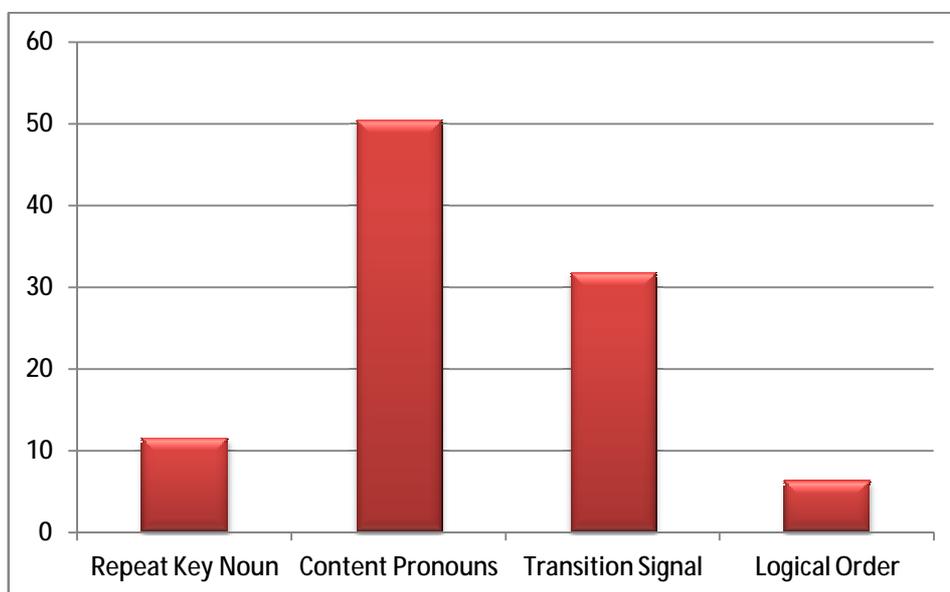


Figure 4.2

1) Repeating key nouns

The findings of repeating key nouns is the most frequent type of coherence. It appears 55. Repeating key nouns is the easiest way for writers to make the sentences in the texts coherent, and it is also the easiest relation for readers to comprehend the sentences in the texts. The readers will get the connection of new material to material that already presented.

Example:

(1) **Monas** as it is popularly called, is one of the monuments built during the Sukarno era of fierce nationalism. **Monas** is freedom square.

From example above, the writers repeat the key noun *monas* in order to ease the comprehension for the readers and to strengthen the argumentation of the

readers. By repeating the key nouns, the readers will easily expect the topic that is being written.

2) Using consistent pronouns

Using consistent pronouns is one of coherent type. Pronoun is a word that takes the place of a noun. There are 240 instances of using consistent pronoun in the students' descriptive texts. The pronouns that are used in the descriptive texts in this research involve personal pronoun, relative pronoun, demonstrative pronoun, and possessive pronoun. Personal pronoun such as *it*, *we*, *they*, *them*, and *she*. Relative pronoun such as "that". Demonstrative pronoun such as *this*, *these*, and *those*. Possessive pronoun such as *our*, *their*, and *its*.

Example:

(1) Although the **dolphins** have 100 teeth, **they** don't use **their** teeth to eat.

They use **it** to get fish than **they** swallow the fish. (Text 9, sentence 10 & 11)

The word *they* is personal pronoun which refers to dolphins. *It* is acts as object. The word *their* refers to *dolphin*, it functions as subject. While *it* refers to the earth and it functions as subject.

3) Using transition signals

Transition signals are used to signal relationship between ideas in the writing. It is similar to change from one item of idea to another. There are 144 instances of transition signals in the descriptive texts analyzed in this research. It is the second position of the most frequent type of coherence after the use of key

nouns. It used words such as when, then, and, or, finally, because, in conclusion, therefore, before that, the first, the last, second, third, fourth, until, while, also, so, after that, but, and so forth.

Example:

(1) **So**, I could just put him on his cage **because** I'm afraid that might running away. I don't wanna lost my rabbit **because** I love him very much. (Text 22, Sentence 7 & 8).

(2) She gives me advice **and also** helps me to solve my problem. (Text 17, sentence 10)

The word is because which is used to introduce the cause or reason of the previous condition. The word *and* is used to add idea between the clause, it also acts as clause connectors.

4) Logical order

The use of logical order in the text is based on the topic and the purpose of the text. Logical order help the writers create a paragraph with a clear purpose that is easy for the readers to follow. Logical order categorized into three common kinds, there are chronological order, logical division of ideas, and comparison or contrast paragraph. There is only one instance of logical order in the descriptive texts analyzed in this research, it is chronological order. Because in the 30 descriptive texts analyzed in this research are in the same topics, which explain the sequence of events or steps in a process, then each of the texts involve chronological order.

4.3 How are the Cohesion and Coherence Devices are Used in the Students'

Descriptive Text.

From the data analysis in type of cohesion shows that in the grammatical cohesion, reference occurs 15 times and the lowest one was ellipsis that was 0 (zero). In lexical cohesion, the most frequent occurrences was reiteration that is 7 times and the lowest one was collocation that was 0 (zero).

From the data analysis in type of coherence shows that the most frequent occurrences using consistent pronoun that is 15 times and the logical order was the least frequent that is 1 times.

CHAPTER V

CONCLUSION AND SUGESSTION

A. Conclusion

Based on the data and data analysis from the chapter IV, the researcher draws conclusions as follow:

1. The students' competence in producing cohesion at their writing texts

In the 30 descriptive texts which written by the students, there are 519 cohesive devices used in their texts. Grammatical and lexical cohesion occur in their descriptive texts. Reference is the most frequent types among all the types of grammatical and lexical cohesion. There are 305 instances, or 58,76% of the total occurrences. The second position is conjunction with 144 instances, or 27,74% of the total occurrences. The next position is reiteration with 55 instances, or 10,60% of the total occurrences. Then, it is followed by substitution with 15 instances, or 2,90% of the total occurrences, and the last is ellipsis and collocation with 0 instance, or 0 % of the total occurrences. It means that the students have good competence in producing cohesion at their writing texts, because they utilized all the types of cohesion at their writing texts except ellipsis.

2. The students' competence in producing coherence at their writing texts

In the 30 descriptive texts which written by the students, there are 476 coherent used in their texts. All the coherent types appear. Consistent pronouns appear as the first rank with 240 instances, or 50,42% of the total occurrences.

The second rank is transition signals with 151 instances, or 31,72% of the total occurrences. Then, it is followed by repeat key noun with 55 instances, or 11,55% of the total occurrences. And the last position is logical order with 30 instances, or 6,30% of the total occurrences. This is meant that the students have good competence in producing coherence at their writing texts, because they applied all the types of coherence at their writing texts.

3. How are the cohesion and coherence devices are used by the students' writing

From the data analysis in type of cohesion shows that in the grammatical cohesion, reference occurs 15 times and the lowest one was ellipsis that was 0 (zero). In lexical cohesion, the most frequent occurrences was reiteration that is 7 times and the lowest one was collocation that was 0 (zero).

From the data analysis in type of coherence shows that the most frequent occurrences using consistent pronoun that is 15 times and the logical order was the least frequent that is 1 times.

B. Sugesstion

The researcher would like to give some suggestions which described as follow:

1. For the writers, the researcher would like to suggest that using cohesion and coherence in the writing text is important. It makes the text can be understood by the readers. Further, the writers should apply the cohesion and coherence at their writing texts.

2. For the teachers, it has been known that using cohesion and coherence is very important. The researcher suggests the teachers to be able to teach and make use knowledge about cohesion and coherence to their students at their writing texts.
3. For the student must be study hard about the cohesion and coherence device and how to use the types of cohesion and coherence devices to make good writing of the texts.

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Curriculum Vitae

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Documentation



