

**GRAMMATICAL COHESION ON THE STUDENTS' ABSTRACT IN
ENGLISH EDUCATION DEPARTMENT OF FKIP UMSU**

SKRIPSI

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

By

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**FACULTY OF TEACHER TRAINING AND EDUCATION
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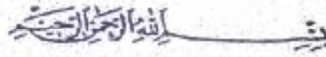
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| Tanggal | Deskripsi Hasil Bimbingan Skripsi | Tanda Tangan |
|---------|---|--------------|
| 31/1-18 | Revision ch-1-3 | |
| 13/2-18 | Raw data | |
| 20/2-18 | Analyzing the data, categorized | |
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| 2/3-18 | Types k error dominant type | |
| 19/3-18 | Abstract k conclusions | |
| 20/3-18 | Abstract, conclusions, suggestions, Reference | |
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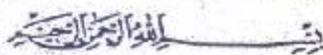
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Dengan ini saya menyatakan bahwa:

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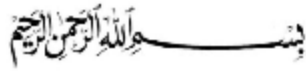
ABSTRACT

Sri Rezeki. 1402040371. “Grammatical Cohesion on the Students’ Abstract in English Education Department of FKIP UMSU”. Skripsi: English Department of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara. 2018.

This study deals with the types of grammatical cohesion on the students’ abstract in English Education Department of FKIP UMSU. The objectives of the study were to describe the types of grammatical cohesion and to find out the dominant types of grammatical cohesion on the Students’ Abstract of FKIP UMSU. The source of data were taken from the abstract of the English Department of FKIP UMSU on academic year 2016/2017. From 370 skripsi, 10% or 37 skripsi were taken as the sample by using random sampling. Descriptive qualitative method were applied on this research. The data were analyzed by using Miles and Huberman (2014) theories which consist of 3 (three) steps; data reduction, data display, conclusion drawing/ verification. The finding showed that there were five types of grammatical cohesion found of personal reference, demonstrative reference, additive conjunction, causal conjunction, and temporal conjunction. There were 47 grammatical cohesion used in the students’ abstract which consist of 4 personal reference (8.51%), 4 demonstrative reference (8.51%), 29 additive (61.70%), 6 clausal (12.76%), 4 temporal (8.51%). The most dominant kinds of grammatical cohesion was additive conjunction (61.70%).

Keyword: grammatical cohesion, grammar, students’ abstract .

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This research is entitled : *“Grammatical Cohesion on The Students’ Abstract in English Language Education Department of FKIP UMSU”*. In conducting this research, there were so many troubles faced by the researcher, and without much help people it was impossible for her to finish this skripsi. Grateful thanks is due for her lovely great parents, Sugito and Sri Lestari, million word never be enough to endless love, care, attention, prayer, encouragement and heart given. Therefore, she also would like to thanks to :

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Finally, the researcher hopes that her study will be useful for the readers, especially for the students of English Education Program who want to do a research and also for the researcher herself. May Allah, the most almighty bless all of us.

Medan, March 2017

The Researcher,

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CHAPTER I

INTRODUCTION

A. Background of the Study

Cohesion is very essential because characteristics of good writing are structure and cohesion. According Halliday and Hasan, (2013:4), cohesion refers to the relation of meaning that exists within a text. It is an important tool in English language production. The use of cohesion is very significant as it functions to join ideas between sentences to build a texture. An appropriate use of cohesive devices will result in a good arrangement and a coherent passage. Knapp and Wakins (2005) as cited in Emi Emilia (2014) argue that cohesion refers to devices available to help link information in writing and help the text flow and hold together. So that, cohesion is vital because cohesion has an important role is to help create a sequence of sentences of text into a whole, it will help the reader to easily catch the relationship between sentences and then show the characteristic quality of writing so that the mastery of cohesive devices right is a crucial part of achieving success EFL learner's in writing a thesis.

As a compulsory requirement for those seeking S-1 degree in both private and public colleges, thesis writing becomes really important for college students. Thesis writing is an academic writing, and hence, it inevitably needs appropriate cohesion and coherence in order to be accepted as academic writing. Students are expected to be able to write a long paper which is mainly consisted of five chapters of a certain topic. The paper should be effective in terms of quantity and quality. Students are expected to be able to demonstrate their ability to express

their ideas clearly and analyze their research findings. When students are writing thesis, plagiarism is prohibited. Students are expected to use their own ideas and insight while accurately referencing published material.

One part of thesis writing that is affected by the inappropriate use of cohesive devices is the abstract section. Abstract, as part of the final project report should also be written concisely, clearly and most importantly cohesively and coherently . It can describe about the students mistake in using grammatical especially in writing abstract. By mastering grammatical cohesion they will understand the rules that should use in writing a thesis well. Many students still confuse in comprehend about the types of grammatical cohesion. Many types of grammatical cohesion Its make 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.

This research about cohesion is not only one research; there are so many previous research in this area, (Musdiawardhani (2012), Nur Hafiz Abdurahman (2013), Ebi Yeibo (2012)). From three previous studies which related with this research that very competent is the paper that has written by Nur Hafiz Abdurahman (2013) the title *Grammatical cohesion analysis of students' thesis writing*. This research talks about what are types of grammatical cohesion students mostly used in their thesis writing and what are dominantly types used in their thesis writing. The previous study is different with this research, the

research is actually almost the same in terms of this research aim to find out types of cohesion students mostly used in their thesis writing, but the differences in this research is exploring cohesion in EFL learner's under graduate thesis between University of Muhammadiyah Sumatera Utara student thesis. So the researcher took their data in the different university, for making something different and interesting to read.

This study focused on investigating students grammatical cohesion about language teaching and learning by using cohesive devices. Their writing is then investigate in terms of the number of cohesive devices are used, and divided into types of grammatical cohesive devices. After that, the investigation took into account the appropriateness of cohesive devices used by students. The ability to write a text is of a vital role and vital requirement for the university students since the pre- requisite of the university graduation is the submission of their final project report as a product of a research. In spite of such an important role, based on the researcher's survey, it has shown that many university students are not able to write even a simple article in English.

B. The Identification of the Problem

The problem of this research could be identified as follow:

1. There are common mistakes of grammatical cohesion found in abstract on students undergraduate thesis of English Department of UMSU.
2. Students not understand about rules of grammatical cohesion found in abstract on students undergraduate thesis of English Department of UMSU.

C. The Scope and Limitation of the Study

The scope of the study was focused on grammar and the limitation of the research to analyze the grammatical cohesion in abstract of thesis made by students of English Department of UMSU in the academic year of 2016 / 2017 by using Haliday's theory.

D. The Formulation of the problem

The problem of this research are formulate as follows :

1. What types of grammatical cohesion used in the abstract on students undergraduate thesis of English Department of UMSU?
2. What was dominant type of grammatical cohesion used in abstract on students undergraduate thesis of English Department of UMSU?

E. The Objectives of the Study

Based on the problems of the study above, the objectives of the study are as follows:

1. to describe the types of grammatical cohesion was used in abstract on students undergraduate thesis of English Department of UMSU.
2. to find out the dominant types of grammatical cohesion was used in abstract on students undergraduate thesis of English Department of UMSU.

F. The significance of the study

The results of the study were expected to give contributions to the related study both theoretically and practically.

1. Theoretically

This research provides a linguistic description and explanation of grammatical cohesion.

2. Practically

a. For learners, this research shows them types of grammatical cohesion.

b. For lectures, this research shows some of the grammatical cohesion types found in writing, therefore lecturers especially who instruct writing subject can help their learners to use grammatical cohesion devices appropriately in order to produce better .

c. For other researcher, this research can be used as references in doing similar research in the same field in the future.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

To conduct a research, there some theories are needed to explain some concept and term to be applied in the research. The theoretical elaboration on the concept and terms used will be present in the following part.

1. Definition of Grammar

The essential component in written and spoken communication is grammar, whenever they have different rules. Mastering grammar in four aspects skills (speaking, reading, listening and writing) is the requirement for English students. Grammar in spoken and written English is different. Earlier in this literary review, the writer will give definitions of grammar as follows:

“Grammar is a description of the structure of a language and the way in which units such as words and phrases are combined to produces sentences in the language”. (Richards, Platt and Weber cited in Nunan, 2005:2).

Grammar divided into two sub-study, morphology and syntax. They are correlated each other because morphology is the study about how words are formed out of smaller units and syntax focused in the way forming a phrase or sentences (Radford, 1997:1).

Based on the both explanation above grammar is description of the structure of a language the way forming a phrase or sentence.

Some people may know grammar of their language but others do not. It could be identified that they are able to interpret things in the right way. That is why people stated that the reason of studying grammar related with interpreting something. It is the way how language works in telling us which parts must be arranged. By knowing grammar, it will help us to use it appropriately. Making the students express their thought in written or spoken English correctly is the aim of teaching grammar. The correctness in usage was the result of teachers' succeed in teaching.

2. Grammar and Writing

Grammar and writing are concept of language that cannot be separated. Writing without grammar will not meaningful and grammar without writing is not good interpretation. In the academic studies, students have a requirement to make or construct English written text. For the first time they called as Basic Writer (BW) Students. They have to master written English in any form. Sometimes they still make error. The acceptable writing can be measured by the correctness of its structures. The inexperienced writers cannot construct the good sentences without practicing regularly. They aware that they leave error behind the sentences almost a third part of the text. Finding and correcting their own error need some phases, considering with the stages of English comprehension. The error phenomenon cannot be ignored if we understand about the above explanation (Saughnessy, 1977:11).

In writing there are some categories that can be used to identify whether it is a good or bad writing as:

“Style: (1) sentences reflect a variety of syntactic structures, (2) vocabulary reflects a concern for the audience and purpose of the paper. Correctness: (1) mechanics are correct: accurate punctuation, capitalization, spelling and grammar; (2) words are used accurately and appropriately; (3) sentences are complete and corrected.” (M. Smith, 1991 cited in Reid, 1993:247).

From the explanation above can be explain that writing can be good or bad if it have a style and vocabulary.

3. Cohesion

The term cohesion is familiar in the study of language. It is part of the system of a language. The simplest definition of cohesion proposed by Halliday and Hasan is that “it refers to relation of meaning that exist within the text and that define it as a text”. Halliday and Hasan (2013:4) state:

Cohesion occurs where the interpretation of some elements in the discourse is dependent on that of another. That one presupposes the other, in the sense that it cannot be effectively decoded except by resource to it. When this happens a relation of cohesion is set up, and the two elements, the presupposing and the presupposed, are thereby at least potentially integrated into a text.

In “*Wash and core six cooking apples. Put them into a fireproof dish*” it is clear that the word *them* in the second sentence refers back to the *six cooking apples* in the first sentence. The word *them* gives cohesion to the two sentences, so that we interpret them as a whole. Halliday and Hasan (2013:4) give details of the

example that the word *them* presupposes for its interpretation something other than itself. This requirement is met by the *six cooking apples* in the preceding sentence. The presupposition and the fact that is resolved, provide cohesion between the two sentences, and in so doing create text. Halliday and Hasan, moreover, put forward that the function of cohesion is to relate one part of a text to another part of the same text. In other words cohesion functions as a tie to link one sentence to another.

The actualization of cohesion in any given instance, Halliday and Hasan examine, does not depend merely on the selection of some option from within those resources, but also on the selection of some other element which resolves the presupposition that this sets up. For example when there is a word *apples* we cannot see that it has cohesive power by itself, a cohesive relation is set up only if the same word or a word related to it *such as fruit* has arisen previously.

4. Grammatical Cohesion

4.1. Reference

According to Halliday and Hassan (2013: 308-309) “reference is the relation between an element of the text and something else by reference to which it is interpreted in the given instance. Reference is a potentially cohesive relation because the thing that serves as the source of the interpretation may itself be an element of text”. Reference divided into exophora and endophora. It can be seen in figure 2.2

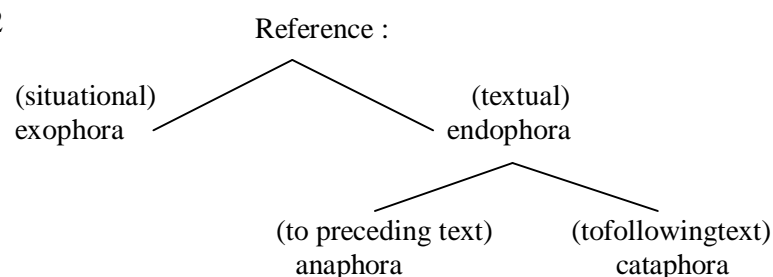


Figure 2.2 Classification of reference

From the figure above, as a general rule, reference items may be exophoric or endophoric: and if it is endophoric, it may be anaphoric or cathaphoric. Exophora, according to them is one, which does not name anything; it signals that reference must be made to the context of situation. Endophora is textual reference, that is, “referring to anything as identified in the surrounding text”. Endophora reference is further classified into anaphora (reference to preceding text) and cataphora (reference to following text).

“Every language has certain item which has the property of reference in the textual sense” (Baker 1992: 181). She identifies the potential function of these reference items are to direct the readers to look elsewhere for their interpretation. The most common items in English and a large number of other languages are pronouns. Apart from personal reference, English also uses items such as *the*, *this*, and *those* to establish similar links between expressions in the text. In “*Mrs. Thatcher has resigned. This delighted her opponents*”, the reader has to go back to the previous stretch of discourse to establish what *This* refers to. So, reference is a device which allows reader/hearer to trace participant, entities, events, etc. in a text (Baker 1992: 181).

There are three type of reference: personal, demonstrative, and comparative reference Halliday and Hassan (2013: 37).

a. Personal Reference

Personal reference is a reference by means of function in the speech situation, through 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) Mrs. Mary was absent yesterday.

She was attended a meeting in Jakarta.

In the second sentence, she refers to Mrs. Mary in the preceding sentence.

The word she is called personal reference, as she follows it linguistic reference of Mrs. Mary.

b. Demonstrative Reference

Demonstrative reference is a reference by means of location, on a scale of proximity. In the case of demonstrative, the words this, these, that, those, here, the, now, and then are used. Halliday and Hassan add this, these, and here imply proximity to the speaker; that, those, and there imply distance from the speaker.

For Example:

(2) Pick these up!

How would you like a cruise in that yacht?

Leave that there and come here!

Last year we went to Devon for holiday. The holiday we had there was the best we've ever had.

In second example, *the* is both cataphoric, pointing forward to we had there, and also anaphoric, referring the second occurrence of holiday back to that in the preceding sentence.

c. Comparative Reference

Comparative reference is cohesion in the form of reference that shows

comparison between one thing and another.

For Example :

(3)It's the same cat as the one we saw yesterday.

It's a similar cat as the one we saw yesterday.

It's a different cat from the one we saw yesterday.

The referent was *the one we saw yesterday*, and the comparative *same*, *similar*, and *different* was pointing forward to it.

4.2. Substitution

Halliday and Hassan (2013) state that substitution takes place when one feature (in a text) replaces a previous word or expression, for instance: "I left my pen at home, do you have one?" In this example, "one" is replaced or substitution for "pen".

It is important to mention that substitution and reference are different in what and where they operate, thus substitution is concerned with relations related with wording .Whereas reference is concerned with relations related with meaning. Substitution is a way to avoid repetition in the text itself; however, reference needs to retrieve its meaning from the situational textual occurrence.

"In terms of the linguistic system, reference is a relation on the semantic level, whereas substitution is a relation on the lexicogrammatical level, the level of grammar and vocabulary, or linguistic form". (Halliday and Hassan 1976: 89)

Halliday and Hasan (2013) points out there are three types of substitution:

nominal, verbal, and clausal substitution.

a. Nominal Substitution

Nominal Substitution happen where the noun or a nominal group can be replaced by a noun. It consist of *one* and *ones* which function as head of a nominal group and *same* which substitutes for an entire nominal group.

For Example:

(4) “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”.

b. Verbal Substitution

Verbal substitution occurred when the verb or a verbal group can be replaced by another verb which is “do” (does, did, doing, done) . This functions as a head of verbal group, and it is usually placed at the end of the group.

For Example:

(5)A : Annie says you drink too much.

B : So do you?

Here, the word ”do” substitutes “drink too much”.

c. Clausal Substitution

Clausal substitution is a relation in which the entire clause not an element within the clause is presupposed and the contrasting element is outside the clause.

Clausal substitution consists of *so* and *not*.

For Example:

(6) A : It is going to rain?

B : I think so.

In this example, the clause “It is going to rain” is substituted by the word “so”.

4.3. Ellipsis

Ellipsis involves the omission of an item. In ellipsis, in other words, “an item is replaced by nothing” (Baker 1992: 187). She adds that ellipsis does not include every instance in which the hearer or reader has to supply missing information, but those where the grammatical structure itself points to an item or items that can fill the slot in question.

Mc. Carthy (1991: 43) also stands in the same flow together with the definition above by saying that ellipsis is “the omission of elements normally required by the grammar which the speaker or writer assumes are obvious from the context and therefore need not be raised. Ellipsis is distinguished by structure having some missing elements”. Knapp and Watkins (2005) as cited in Emi Emilia (2014) argue that, Ellipsis is the omission of a word or structural part of a sentence or clause

Here are some examples of ellipsis:

(7) Joan brought some carnations and Catherine some sweet peas.

(elliptic item: *brought* in second clause)

(8) Here are thirteen cards. Take any. Now give me any three.

(elliptic items: card after any in second clause and cards after any three in

third clause).

(9) Have you been swimming? - Yes I have.

(elliptic item: *been swimming* in the second clause)

Halliday and Hasan (2013:146) assert that there are three types of ellipsis; nominal, verbal, and clausal.

a. Nominal Ellipsis

Nominal ellipsis is the ellipsis within the nominal group, where the omission of nominal group is served a common noun, proper noun or pronoun.

For Example:

(10) There are only a few *vehicles* on the road. More \emptyset are expected to travel along the road after the New Year Holiday.

The word “*vehicles*” is omitted in the second sentence.

b. Verbal Ellipsis

Verbal Ellipsis refers to ellipsis within the verbal group where the elliptical verb depends on a preceding verbal group.

For example:

(11) A: have you been working?

B :Yes, I have (0).

Here, the omission of the verbal group depends on what is said before and it is concerned with “been working”.

c. Clausal Ellipsis

Clausal ellipsis functions as verbal ellipsis, where the omission refers to a clause.

For Example:

- (12) I kept quiet because Anne gets very angry if anyone mentions
Lina's name. I don't know why.

The complete sentence in the second part is *I don't know why Anne gets angry if anyone mentions Lina's name*. Here, a clause is omitted.

4.4 Conjunction

The fourth and final type of cohesive relation that is found in the grammar is that of conjunction. Halliday and Hassan (2013: 226) point out that “conjunctive elements are not primarily devices for reaching out into the preceding (or following) text, but they express certain meanings presuppose the presence of other components in the discourse”. Conjunction involves the use of formal markers to relate sentences, clauses, and paragraphs to each other (Baker 1992: 190).

Unlike reference, substitution, and ellipsis, the use of conjunction does not instruct the reader to supply missing information either by looking for it elsewhere in the text or by filling structural slots, Baker adds. It means that conjunction indicates the way the writer wants the reader to relate what is about to be said to what has been said before.

Halliday and Hasan (2013: 243) state that conjunction can be divided

into additive, adversative, causal, temporal and other conjunctive items (continuatives).

a. Additive

Additive conjunction signal the presentation of addition information such as: and, moreover, in addition to, and, or, also, in addition, furthermore, besides, similarly, likewise, by contrast, for instance.

b Adversative

Adversative conjunction is conjunction which moderates or qualifies the information in the following sentence of a text with the information in the preceding. For example: but, yet, however, instead, on the other hand, nevertheless, at any rate, as a matter of fact.

c. Causal

Causal conjunction interprets the relationship between the cause and consequence such as: because of, for, so, consequently, it follows, for, because, under the circumstances, for this reason.

d. Temporal

Temporal conjunction expresses the relationships which exist when the events in a text are related in terms of the timing of their occurrence.

For example: first, then, after that, then, next, after that, on another occasion, in conclusion, an hour later, finally, at last.

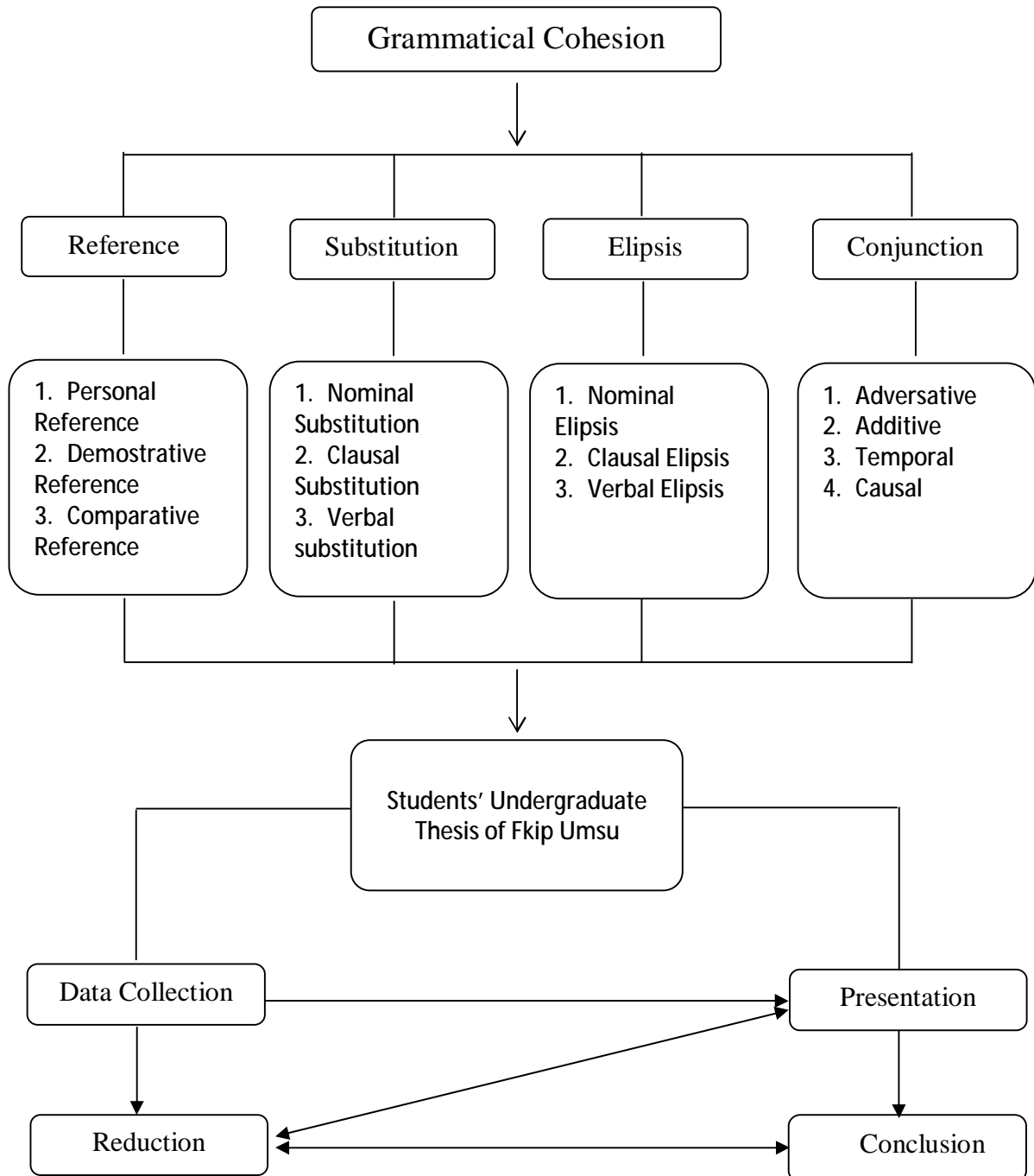
B. Relevant of the Study

This section reviews some previous study that related with this research. Musdiawardhani (2016) talks about the types and differences of cohesive device which are used in the American and Indonesian-English newspaper article in opinion column. The most common of her research are reference and conjunction. It is also found that the used of cohesive device in the Jakarta Post's article is frequently used. Similarly, both of the articles apply less of substitution and ellipsis.

Abdurahman (2013) which study about types of grammatical cohesive devices students mostly used in their thesis writing and how these devices create cohesive discourse in student writing thesis. She found students tended to misuse singular pronoun while referencing plural objects or vice versa. And then, numbers of grammatical cohesive devices used by students are quite varied and Student had mastered its use with improperly using only grammatical cohesion tool. However, existing research does not explore substitution and ellipsis.

Ebi yeibo (2012) talks about reflects significant aspects of textual cohesion of the poet and the research have showing shown that J. P. Clark-Bekederemo's poetry under study, reflects significant aspects of textual cohesion. And, how the poet links various words and linguistic patterns in his poems to achieve connected of meaning. He has showed that linguistic devices such as ellipsis, reference, and conjunction, have text- binding value i.e. they can function as agents of cohesion in a text.

C. Conceptual Framework



CHAPTER III

METHOD OF RESEARCH

A. Source of Data

The source of data were taken from the students' thesis of English Education department University of Muhammadiyah Sumatera Utara (UMSU on Jalan Kapten Mukhtar Basri No.3.

The population of the research was undergraduate thesis of English department of UMSU in the academic year of 2016/2017 which consist of 370 thesis However, the researcher just takes 10% or sample 37 thesis. Random sampling is the appropriate type of sampling used in this method of study because the researcher has to take the data without considering which the best data.

B. Research Design

The researcher was used a qualitative approach in this research paper. According to Miles and Huberman (2012), qualitative research will bring data as words and not a series of numbers. The data that may have been collected in a variety of ways (observation, interviews, essence, documents, tape) and are usually processed through recording, typing and editing. Qualitative research is often referred to as naturalistic research methods (natural setting), because of research done on the condition that a natural and we can say that method qualitative data collected and analysis is more qualitative.

Qualitative research is used to obtain in dept data, the data containing the meaning or definite data and a vale beyond data looks. Therefore, in this study

does not emphasize generalizations, but more emphasis on meaning.

This type of the research does not apply the detail arithmetic calculation or statistic. It contains sentences or description of the objects. It refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things.

In another way, According Silverman (1993) gives the characteristic of qualitative research as follow:

1. Qualitative research should be theoretically driven rather than determined by technical consideration (what can be measured, what can be sampled).
2. The members of society also use the theories about social order routinely.
3. It should attempt to make problematic common-sense reasoning used in definition of variables and in establishment of basic research problem. It means that it should have common-sense assumption about what constitute the field.
4. It should be done in natural condition, not artificial setting.

More specifically, the researcher used descriptive qualitative research in conducting this research. According Suharsimi (1990:309) descriptive research is a research focuses on the finding of information about the state of phenomenon being observed originally and accurately.

C. Techniques of Collecting Data

Collecting a needed data is one of the most important steps in a research. For this reason, a researcher should be able to determine an appropriate technique to collect a data. There are several techniques to collect the data include

observation, questioner, interview and documentation study (2004:70). In this case, the researcher uses documentation study as the way to collect data.

1. Documentation Study

Arikunto (2002:206) defines documentation study as:

“ mencari data mengenai hal – hal atau variable yang berupa catatan, transkrip, buku, surat kantor, majalah, prasasti, notulen, rapat, agenda dan sebagainya “.(obtaining for data about things or variables in forms of notes, transcripts, books, letters, magazine, agendas, etc).

Documentation study is technique of data collection which indirectly aimed to subjects of research. While document is a record of events in the past in forms of handwriting, pictures, or even literature works (Sugiyono, 2006:329).

In this research, documentation study is used to search data in written documents. thesis of English department of FKIP UMSU in the academic year of 2016/2017 are primary documents that are analyzed. Document analysis is conducted because documents are stable and rich sources which open an opportunity to enlarge knowledge about something observed (Guba and Lincoln in Moleong, 2009:201). For this reason, document analysis is preferred.

The analysis in this research concerns on grammatical cohesion find in the abstract of thesis. The analysis is based on Halliday and Hasan’s (1976) cohesion framework and taxonomy. To guide analyzing obtained documents (read: students’ essay), the researcher makes guidance as follows:

- a. Read the students’ thesis to find grammatical cohesion.
- b. Write down the grammatical cohesion which analyzed.

c. Each cohesion device which occurs in each paragraph will be noted in the table according to its classification.

D. Technique of Analyzing Data

There were some steps to analyze qualitative research according to Miles and Huberman (2014) :

1. Data Reduction

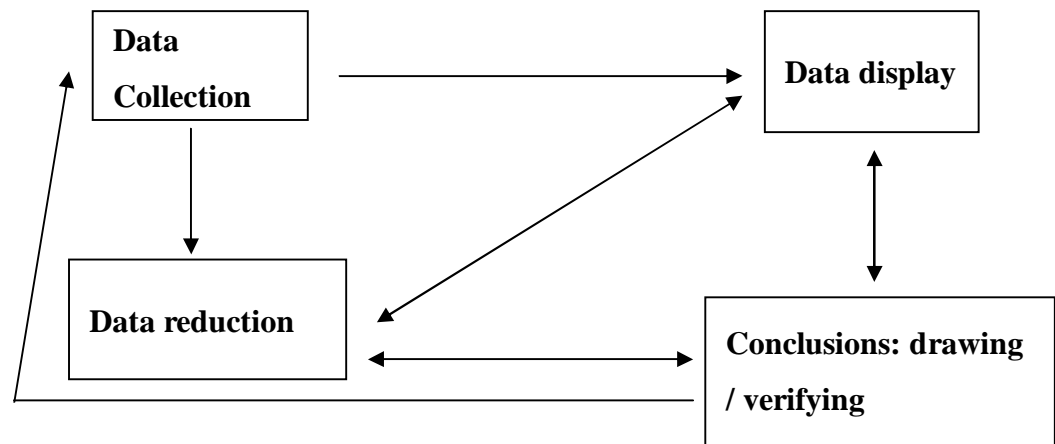
Data reduction was applied some steps that is selecting, focusing, simplifying, analyzing, classifying and coding the data that considered important. In the conducting research, the researcher will select the data that give valuable information in research, the data will be chosen by identifying and classifying of grammatical cohesion in abstract.

2. Data display

Data display was displaying data its mean that process to simplify the data in the form of sentences, narrative, table or etc. In displaying data, the researcher describes data by description of each grammatical cohesion types into table.

3. Conclusion drawing/verification

The last step after doing the data display is drawn of the conclusion and verification. It will use to describe all of the data, so that it will become clearly. The conclusion can be able to answer the formulation of the problem that formulated from the beginning.



4. Counting the percentage from each kind of cohesive devices by using the

percentage formula. The pattern of the formula as following:

$$P = \frac{F \times 100\%}{N}$$

P = The percentage of the obtained items.

F = Frequency

N = The Total Number of Items

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

In the research the data of grammatical cohesion were collected from students' abstract by students' of English Department at UMSU academic years 2017/2018. The researcher took 37 abstract that were collected from 10% students' of English Department at UMSU academic years 2016/2017. There are 8 (eight) students' abstract was analyzed.

Table 4.1 The Percentage of Grammatical Cohesion on the Students' Abstract of FKIP UMSU

| No | Types Of Grammatical Cohesion | Number | Percentage |
|-------|-------------------------------|--------|------------|
| 1. | Personal Reference | 4 | 8.51% |
| 2. | Demonstrative Reference | 4 | 8.51% |
| 3. | Additive | 29 | 61.70% |
| 4. | Causal | 6 | 12.76% |
| 5. | Temporal | 4 | 8.51% |
| Total | | 47 | 100% |

B. Data Analysis

After collecting the data, the types and dominant types of grammatical cohesion were classified based on the types of grammatical cohesion according to Haliday's theory. In other word, grammatical cohesion of the text are tool that used to the relationship between one part of sentences to another sentences and one of clause to another clauses in the text. There are four types of grammatical

cohesion (reference, ellipsis, substitution, conjunction). All of them were analyzed in the students' abstract of English Department at UMSU academic years 2016/2017.

1. Types of Grammatical Cohesion on Students Abstracts' of English Department of UMSU

There are four types of grammatical cohesion: reference, ellipsis, substitution and conjunction.

a. Reference

Reference is the identity of the particular thing of class that is being referred to and the cohesion lies in the continuity of reference (Halliday and Hasan, 2013: 31). Then, the writer finds the data of personal reference. The data are explained below.

1. Personal Reference

Personal reference is reference by means of function in the speech situation through the category of person. Personal reference items are expressed through pronoun and determiners (Nunan, 1993: 23). The writer finds the data of personal reference. The data are explained below.

- (1) There were two classes in this school with total number 51 students and all of the students were taken as the sample. **They** were 26 students from class VII-A as experimental group which taught by applying phonics instruction method and 25 students from class VII-B as control group

which taught by applying lecturing method.

The data from Krisna Dilla Abstact's of English Department at UMSU academic years 2016/2017. The writer finds the personal reference in data above. We finds the personal reference is showed by word "**They**" in the second sentence. The word "**They**" refers back to the total number of the sample. So, the word "**They**" refers back to 51 students in the first sentence

2. Demonstrative Reference

Demonstrative reference is essentially a form of verbal pointing (Halliday and Hasan, 2013 : 57). This reference is achieved by means of location, on a scale of proximity. The writer finds the data of demonstrative reference. The data are explained below.

- (2) The source of the data was taken from the novel Ronggeng Dukuh Paruk by Ahmad Tohari. In collecting the data, some references related to biographical criticism were applied. The data were analyzed by reading the novel, underlining statement of Ronggeng Dukuh Paruk novel **that** related to Ahmad Tohari's biography, analyzing and describing the relationship between Ronggeng Dukuh Paruk novel with Ahmad Tohari's biography.

The data from Trisna Hadiningrum Abstact's of English Department at UMSU academic years 2016/2017. The writer finds the demonstrative

reference in data above. He finds the demonstrative reference is showed by word “that” in the third sentence. The word “**that**” is a relation Ronggeng Dukuh Paruk between Ahmad Tohari’s biography.

3. Comparative Reference

Comparative reference is expressed through adjectives and adverbs and serves to compare items within a text in terms of identity or similarity (Nunan, 1993: 24). The writer not finds the data of comparative reference from Students Abstracts’ of English Department at UMSU academic years 2016/2017.

b. Substitution

Substitution is the replacement of one item with another (Halliday and Hasan, 2013: 88). Substitution is the replacement of obvious in the content with a ‘filler’ word such as one, so, or do to avoid repetition. Then, the writer finds the data of nominal substitution. The data are explained bellow.

1. Nominal Substitution

Nominal substitution is the most typical substitution that use words one or ones. The writer not finds the data of comparative reference from Students Abstracts’ of English Department at UMSU academic years 2016/2017.

2. Clausal Substitution

Clausal substitution is substitution in which what is presupposed is not an element within the clause but an entire clause. This substitution use words so and

not. The writer finds a data in clausal substitution. The writer not finds the data of comparative reference from Students Abstracts' of English Department at UMSU academic years 2016/2017.

3. Verbal Substitution

Verbal substitution is the most common substitution is the verb do which is sometimes used in conjunction with so as in do so. The writer not finds the data of comparative reference from Students Abstracts' of English Department at UMSU academic years 2016/2017.

c. Ellipsis

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

1. Nominal Ellipsis

Nominal Ellipsis is the omission of noun head within nominal group. The writer not finds the data of Nominal Ellipsis on the Students Abstracts' of English Department at UMSU academic years 2016/2017.

2. Verbal Ellipsis

Verbal ellipsis is the omission of verb head within verb group. The writer not finds the data of Verbal Ellipsis on the Students Abstracts' of English Department at UMSU academic years 2016/2017.

3. Clausal Ellipsis

Mc Charty (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 writer not finds the data of Clausal Ellipsis on the Students Abstracts' of English Department at UMSU academic years 2016/2017.

d. Conjunction

Conjunction is a relationship which indicates how the subsequent sentence or clause should be linked to the preceding or the following part of the sentence (Halliday and Hasan, 2013 : 226). Then, the writer finds data of additive conjunction. The data are explained below.

1. Additive Conjunction

According to Halliday and Hasan (2013: 246), the additive conjunction or has the basic meaning of alternation, and it often occurs in questions, requests, permissions, predictions, opinions. Additive conjunction items are signaled through , and, also, too, furthermore, moreover, etc. The writer finds three data of additive conjunction. The data are explained below.

- (3) There were two classes in this school with total number 51 students **and** all off the students were taken as the sample.

The first data from Krisna Dilla Abstract's of English Department at UMSU academic years 2016/2017. The writer finds the additive

conjunction in data above. We finds additive conjunction is showed by word “ **and** ” in the sentence. The word “**and**” is a linked the additive information. The word “**and**” has a relation meaning to linked one word to another word, such as 51 Students and all off the students.

- (4) In other word “there is a significant effect of applying phonics instruction method on the students’ pronunciation”. **besides** that, it was also found some difficulties that student got confused to make different between sound α : and β :.

The second data from Krisna Dilla Abstact’s of English Department at UMSU academic years 2016/2017. The writer finds the additive conjunction in data above. We finds additive conjunction is showed by word “ **Besides** ” in the the sentence. The word “**Besides**” is a linked the additive information. The word “**Besides**” has a relation meaning to show a significant effect in the first sentence.

- (5) There were eighteen lines that contain imagery in the poem and used six types from seven types of imageries; eleven visual imagery, one auditory imagery, three tactile imagery, one gustatory imagery, one organic imagery, **and** one kinesthetic imagery. The researcher suggests to next researcher develop this research by using a different object such as novel, speech, and **also** from daily activity **or** daily conversation.

The last data from Medina Ulfani Abstract's of English Department at UMSU academic years 2016/2017. The writer finds the additive conjunction in data above. We finds additive conjunction is showed by word “ **and, or**” in the second sentence and the last sentence. The word “**and**” is a linked the additive information. The word “**and**” has a relation meaning to linked one word to another word, such as one organic imagery and one kinesthetic imagery. While, the word “**or**” has a relation meaning to linked one word to another word, such as daily activities or daily conversation.

2. **Adversative Conjunction**

Adversative conjunction is a contrary to expectation. The expectation may come from the content of what is being said. It may come from the simple words such as yet, but, though, however, in other hand, etc. The writer not finds the data of comparative reference from Students Abstracts' of English Department at UMSU academic years 2016/2017.

3. **Causal Conjunction**

Causal conjunction is signaled by using words such as because, so, thus, hence, therefore, then, for this reason, etc. Causal conjunction has function to show a specific one of result, reason, purpose. The writer finds the some data of causal conjunction. The data are explained below.

- (6) The instrument **for** collecting data in this research was oral test where students were asked to pronounce 20 English words.

The first data from Krisna Dilla Abstact's of English Department at UMSU academic years 2016/2017. The writer finds the causal conjunction in data above. We finds causal conjunction is showed by word "**for**" in the sentence. The word "**for**" is a reason information. The word "**for**" has a function to show specific on of reason. The word "**for**" refers to reason content from the first speaker activity.

- (7) Based on the result of the analysis, the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. **So**, it proved that the Draw Label Caption Strategy significantly affected the students' in short functional text.

The second data from Efridayani Abstact's of English Department at UMSU academic years 2016/2017. The writer finds the causal conjunction in data above. We finds causal conjunction is showed by word "**So**" in the last sentence. The word "**So**" is a reason information. The word "**So**" has a function to show specific on of reason. The word "**So**" refers to reason content from the first speaker activity.

4. Temporal Conjunction

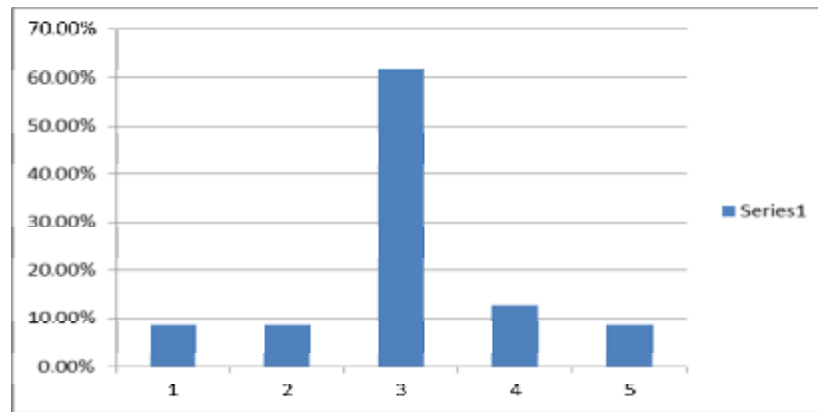
Temporal conjunction is link is established by means of the simplest form. Some temporal conjunction are signaled by using words such as then, next, after that, next day, until then, etc. The writer finds the data of temporal conjunction. The data are explained below.

- (8) The sample were divided into two groups, the **first** group was the experimental that consisted of 33 students treated by using estafette writing method assisted by interactive cd and the **second** group was the control consisted 24 students treated by using conventional method.

The first data from Rahmah Yunita Siregar Abstack's of English Department at UMSU academic years 2016/2017. The writer finds the causal conjunction in data above. We finds causal conjunction is showed by word "**First , Second**" in the sentence. The word "**First, Second**" is a describe the two group of the students in first sentence.

2. The Dominant Types of Grammatical Cohesion on Students Abstack of English Department of UMSU.

Based on the table 4.1 on page 25, there were 5 (five) types of grammatical cohesion found on the students' abstracts. They are (1) personal reference, (2) demonstrative reference, (3) additive, (4) clausal, and (5) temporal conjunction. The distribution of those grammatical cohesion can be describe on the following chart.



It can be seen that most dominant types of grammatical cohesion found in students' abstracts was additive conjunction with the score 61.70 %.

C. Research Findings

1. The finding of this research was identified as the following :

The types of grammatical cohesion were used on students' abstract of English department of UMSU : Personal Reference, Demonstrative Reference, Comparative Reference, Nominal Substitution, Clausal Substitution, Verbal Substitution, Nominal Ellipsis, Clausal Ellipsis, Verbal Ellipsis, Additive Conjunction, Causal Conjunction , and Temporal Conjunction. The finding of this study show that there were five types of Grammatical Cohesion were found on students' abstract of English department of UMSU. They are Personal Reference, Demonstrative Reference, Additive Conjunction, Clausal Conjunction , and Temporal Conjunction. The total number of grammatical cohesion which is used in "students' abstract of English department of UMSU" are 47 grammatical cohesion. It consist of 4 personal reference (8.51%), 4 demonstrative reference (8.51%), 29 additive (61.70%), 6 causal (12.76%), 4 temporal (8.51%). The most dominant kinds of grammatical cohesion found in

students' abstract of UMSU was additive conjunction with the score 61.70 %.

2. Additive conjunction was the most dominant types of grammatical cohesion which is used student's abstract of UMSU . Additive conjunction was dominantly used because in students' abstract has a relation meaning to linked one word to another word.

D. Discussion

The discussion of this research were found that grammatical cohesion on the students' abstract of FKIP UMSU academic year 2016/2017. The most dominant types of grammatical cohesion found on students' abstract of UMSU is additive conjunction with the score 61.70 %. And the additive conjunction word "and" was the most dominant word of additive conjunction on the students' abstract was dominantly used because "and" on this students' abstract has a relation meaning to linked one word to another word.

CHAPTER V

CONCLUSIONS

A. Conclusions

After analyzing the data, conclusions can be drawn as the following.

1. There were 4 (four) types of grammatical cohesion used in the students' abstract. They are reference (personal reference 8.51%, demonstrative reference 8.51%) ; substitution (0%), ellipsis(0%), and conjunction (additive 61.70%, causal 12.76%, temporal 8.51%). The findings of this study showed that conjunction is the most dominant used grammatical cohesion, followed by reference.
2. The most dominant type of grammatical cohesion on students's abstract was additive conjunction that 29 utterances with the percentage 61.70%.

B. Suggestions

In the realation to the conclusion, suggestion were stages as the following.

1. It suggested to the teachers more teach to the students about grammatical cohesion in writing a text.
2. It suggested to students of English Department to study more grammatical

cohesion and write a text so that they were familiar with the used types of grammatical cohesion and enlarge their skill about it.

3. It suggested for the readers to read, found and understand the grammatical cohesion when reading or writing text.
4. It suggested to the other researcher to make the further research on grammatical cohesion in other filed of studies.

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APPENDICES

Table 4.1
Data analysis of types of Grammatical Cohesion on Krisna Dilla
Abstract's (2017)

| No | Utterances | Types of Grammatical Cohesion | | | | | | | | | | | | |
|----|---|-------------------------------|----|----|-----|----|----|----|----|----|---------|-----|---|---|
| | | REF. | | | SUB | | | EL | | | CONJ. | | | |
| | | PR | DR | CR | NS | CS | VS | NE | CE | VE | AD D | ADV | C | T |
| 1. | There were two classes in this school with total number 51 students and all off the students were taken as the sample. | | | | | | | | | | | ü | | |
| 2. | They were 26 students from class VII-A as experimental group which taught by applying phonics instruction method and 25 students from class VII-B as control group which taught by applying lecturing method. | ü | | | | | | | | | | ü | | |
| 3. | The instrument for collecting data in this research was oral test where students were asked to pronounce 20 English words. | | | | | | | | | | | | | ü |
| 4. | The score for correct answer 1. | | | | | | | | | | | | | ü |
| 5. | The score for incorrect answer was 0. | | | | | | | | | | | | | ü |
| 6. | Based on the finding above, it can be said the alternative hypothesis (Ha) was accepted and full hypothesis (Ho) was rejected. | | | | | | | | | | | ü | | |
| 7. | besides that, it was also found some difficulties that | | | | | | | | | | | ü | | |

| | | | | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|----------|--|--|--|
| student got confused to make different between sound : and .. | | | | | | | | | | | ü | | | |
|---|--|--|--|--|--|--|--|--|--|--|----------|--|--|--|

| | | | | | | | | | | | | | | |
|-------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| TOTAL | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 3 | 0 |
|-------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

Table 4.2
Data analysis of types of Grammatical Cohesion on Trisna
Hardiningrum Abstract's (2017)

| No | Utterances | Types of Grammatical Cohesion | | | | | | | | | | | | | |
|----|---|-------------------------------|----|----|-----|----|----|----|----|----|---------|---------|---|---|--|
| | | REF. | | | SUB | | | EL | | | CONJ. | | | | |
| | | PR | DR | CR | NS | CS | VS | NE | CE | VE | AD D | AD V | C | T | |
| 1. | This research showed that the biography of the author indirectly attached and gave an overview of the actual content of the novel. | | | | | | | | | | | ü | | | |
| 2. | The relationship between Ahmad Tohari as a author with his work entitled <i>Ronggeng Dukuh Paruk</i> was a major topic of discussion. | ü | | | | | | | | | | | | | |
| 3. | The objectives of this research were to find out the theme of the novel and relationship between Ronggeng Dukuh Paruk novel with Ahmad Tohari's biography. | | | | | | | | | | | ü | | | |
| 4. | The data were analyzed by reading the novel, underlining statement of Ronggeng Dukuh Paruk novel that related to Ahmad Tohari's biography, analyzing and describing the relationship between Ronggeng Dukuh Paruk novel with Ahmad Tohari's | | ü | | | | | | | | | ü | | | |

| | | | | | | | | | | | | | | |
|-------|--|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | biography. | | | | | | | | | | | | | |
| 5. | It was concluded that the theme was the complexity of ronggeng dancer's life, they included social, human trafficking, character assassination and politic theme and there was the relationship between the biography of Ahmad Tohari to the content of the Ronggeng Dukuh Paruk novel. | ü | | | | | | | | | ü | | | |
| TOTAL | | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 |

Table 4.3
Data analysis of types of Grammatical Cohesion on Siti Aisyah
Rakhmadani Nasution Abstract's (2017)

| No | Utterances | Types of Grammatical Cohesion | | | | | | | | | | | | |
|----|--|-------------------------------|----|----|-----|----|----|----|----|----|---------|---------|---|---|
| | | REF. | | | SUB | | | EL | | | CONJ. | | | |
| | | PR | DR | CR | NS | CS | VS | NE | CE | VE | AD D | AD V | C | T |
| 1. | The objectives of this research were to find out whether the English reading texts were appropriate or not in terms of the readability level for the XI grade students of SMK Muhammadiyah 6 Medan. | | | | | | | | | | | ü | | |
| 2. | The objectives of this research were to find out whether the English reading texts were appropriate or not in terms of the readability level for the XI grade students of SMK Muhammadiyah 6 Medan | | | | | | | | | | | | ü | |
| 3. | This research was focused on the readability level of English reading texts for grade XI students of SMK Muhammadiyah 6 Medan of the academic year 2016/2017. | | | | | | | | | | | | ü | |
| 4. | The Flesch-Kincaid Grade Level Formula, the researcher counted the words, syllables, sentences, the average | | | | | | | | | | | ü | | |

| | | | | | | | | | | | | | |
|----|---|--|--|--|--|--|--|--|--|--|--|---|--|
| | number of words per sentence and the average number of syllables per words of each reading text to determine the level of readability of the English texts on the students' textbook | | | | | | | | | | | | |
| 5. | It was found that according to the theory of Flesch Kincaid Readability, the text were not appropriate level for XI grade students. | | | | | | | | | | | ü | |

| | | | | | | | | | | | | | |
|-------|---|---|---|---|---|---|---|---|---|---|---|---|---|
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 3 | 0 |
|-------|---|---|---|---|---|---|---|---|---|---|---|---|---|

Table 4.4
Data analysis of types of Grammatical Cohesion on Yayang Zhulaini
Limpong Abstract's (2017)

| No | Utterances | Types of Grammatical Cohesion | | | | | | | | | | | | | | |
|-------|---|-------------------------------|----|----|-----|----|----|----|----|----|----------------------------|----------------------------|---|---|---|---|
| | | REF. | | | SUB | | | EL | | | CONJ. | | | | | |
| | | PR | DR | CR | NS | CS | VS | NE | CE | VE | ^{AD} _D | ^{AD} _V | C | T | | |
| 1. | The students were given the exercise which consisted of 20 question and asked to answer the question in order to using Preposition in sentence. | | | | | | | | | | | ü | | | | |
| 2. | After Analyzing the data analysis. | | | | | | | | | | | | | | | ü |
| 3. | There were 33 student who conducted the essay test 19 or 58 % students were categorized as able and 14 or 42 % students were categorized as unable. | | | | | | | | | | | ü | | | | |
| 4. | There were 3 students who got 100 score. | ü | | | | | | | | | | | | | | |
| 5. | There were 10 students who got 80 score and there were 6 students who got 70 score there were 14 students who got score under 60. | | | | | | | | | | | ü | | | | |
| TOTAL | | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 1 | |

Table 4.5
Data analysis of types of Grammatical Cohesion on Rahmah Yunita
Siregar Abstract's (2017)

| | Utterances | Types of Grammatical Cohesion | | | | | | | | | | | | |
|----|--|-------------------------------|----|----|-----|----|----|----|----|----|---------|---------|---|---|
| | | REF. | | | SUB | | | EL | | | CONJ. | | | |
| | | PR | DR | CR | NS | CS | VS | NE | CE | VE | AD D | AD V | C | T |
| 1. | The population of this study was tenth year students of 2016/2017 Senior High School (X TB and X AP 1, and X AP 2) at SMK PARIWISATA IMELDA MEDAN which consisted of 85 students. | | | | | | | | | | | ü | | |
| 2. | The sample were divided into two groups, the first group was the experimental that consisted of 33 students treated by using estafette writing method assisted by interactive cd and the second group was the control consisted 24 students treated by using conventional method. | | | | | | | | | | | ü | | ü |
| 3. | After analyzing, the result of the students' achievement in writing explanatory paragraph using estafette writing method assisted by interactive cd was higher than those taught by using conventional method. | | | | | | | | | | | | | ü |
| 4. | It means that the alternative hypothesis is accepted and the null hypothesis is rejected. | | | | | | | | | | | ü | | |

| | | | | | | | | | | | | | |
|-------|---|---|---|---|---|---|---|---|---|---|---|---|---|
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 2 |
|-------|---|---|---|---|---|---|---|---|---|---|---|---|---|

Table 4.6
Data analysis of types of Grammatical Cohesion on Efridayani
Abstract's (2017)

| No | Utterances | Types of Grammatical Cohesion | | | | | | | | | | | | | |
|-------|--|-------------------------------|----|----|-----|----|----|----|----|----|---------|---------|---|---|---|
| | | REF. | | | SUB | | | EL | | | CONJ. | | | | |
| | | PR | DR | CR | NS | CS | VS | NE | CE | VE | AD D | AD V | C | T | |
| 1. | This research used the experimental research. The population of this research was 299 students of VIII1 , VIII2 , VIII3 , VIII4 , VIII5 , VIII6 , and VIII7 | | | | | | | | | | | ü | | | |
| 2. | The instrument in collecting the data was using by pre- test and post-test. | | | | | | | | | | | ü | | | |
| 3. | And the instrument in collecting the data was using written test about advertisement and poster and scoring the students' answer sheet based on five indicators; content, organization, vocabulary, language use, and mechanism. | | | | | | | | | | | ü | | | |
| 4. | Based on the result of the analysis, the alternative hypothesis (H _a) was accepted and null hypothesis (H _o) was rejected. So , it proved that the Draw Label Caption Strategy significantly affected the students' in short functional text. | | | | | | | | | | | | | ü | |
| TOTAL | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 |

Table 4.7
Data analysis of types of Grammatical Cohesion on Medina Ulfani
Abstract's (2017)

| No | Utterances | Types of Grammatical Cohesion | | | | | | | | | | | | |
|----|--|-------------------------------|----|----|-----|----|----|----|----|----|-------|-----|---|---|
| | | REF. | | | SUB | | | EL | | | CONJ. | | | |
| | | PR | DR | CR | NS | CS | VS | NE | CE | VE | ADD | ADV | C | T |
| 1. | This study attempts to find out the two objective of the study, namely: (1) to find out the types of imagery found in <i>Phenomenal Woman</i> poetry by Maya Angelou, and (2) to find out the functions of imagery revealing the meaning used in <i>Phenomenal Woman</i> poetry by Maya Angelou | | | | | | | | | | ü | | | |
| 2. | The source of the data was taken from Maya Angelou's poetry that released in 1995 in Indonesia and the other data was obtained from internet. | | ü | | | | | | | | ü | | | |
| 3. | The researcher analyzed the imagery by reading the poem carefully and giving the attention for each line of the stanza that contains imagery. | | ü | | | | | | | | ü | | | |
| 4. | There were eighteen lines that contain imagery in the poem and used six types from seven types of imageries; eleven visual imagery, one auditory | | ü | | | | | | | | ü | | | |

| | | | | | | | | | | | | | |
|----|---|--|--|--|--|--|--|--|--|--|---|--|--|
| | imagery, three tactile imagery, one gustatory imagery, one organic imagery, and one kinesthetic imagery. | | | | | | | | | | | | |
| 5. | The researcher suggests to next researcher develop this research by using a different object such as novel, speech, and also from daily activity or daily conversation. | | | | | | | | | | ü | | |

| | | | | | | | | | | | | | | |
|-------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| TOTAL | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 0 |
|-------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

Table 4.8
Data analysis of types of Grammatical Cohesion on Efridayani
Abstract's (2017)

| No | Utterances | Types of Grammatical Cohesion | | | | | | | | | | | | |
|-------|---|-------------------------------|----|----|-----|----|----|----|----|----|-------|-----|---|---|
| | | REF. | | | SUB | | | EL | | | CONJ. | | | |
| | | PR | DR | CR | NS | CS | VS | NE | CE | VE | ADD | ADV | C | T |
| 1. | This was an experimental research which applied one-group pre-test and post-test design. | | | | | | | | | | ü | | | |
| 2. | The data were gathered by administrating an oral test given in pre-test and post-test using the teacher made test. | | | | | | | | | | ü | | | |
| 3. | After analyzing the data, the findings showed that the value of was higher than (2.689 2.048) with $df=n-2$ (30-2=28) | | | | | | | | | | | | | ü |
| 4. | It means the alternative hyphotesis (Ha) was accepted and Ho was reject, there were a significance effect of applying Elicitation Technique on the students' speaking achievement. | | | | | | | | | | ü | | | |
| 5. | The influenced of this technique was 20.5%, and 79.5% by other factors. | | | | | | | | | | ü | | | |
| TOTAL | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 1 |

TOTAL EACH TYPES OF GRAMMATICAL COHESION ::

| | | |
|-----------------|---|----------------------|
| 1. REFERENCE | : | |
| Ø PR | = | 1+2+0+1+0+0+0+0 = 4 |
| Ø DR | = | 0+1+0+0+0+0+3+0 = 4 |
| Ø CR | = | 0+0+0+0+0+0+0+0 = 0 |
| 2. SUBSTITUTION | : | |
| Ø NS | = | 0+0+0+0+0+0+0+0 = 0 |
| Ø CS | = | 0+0+0+0+0+0+0+0 = 0 |
| Ø VS | = | 0+0+0+0+0+0+0+0 = 0 |
| 3. ELLIPSIS | : | |
| Ø NE | = | 0+0+0+0+0+0+0+0 = 0 |
| Ø CE | = | 0+0+0+0+0+0+0+0 = 0 |
| Ø VE | = | 0+0+0+0+0+0+0+0 = 0 |
| 4. CONJUNCTION | : | |
| Ø ADD | = | 5+4+2+3+3+3+5+4 = 29 |
| Ø ADV | = | 0+0+0+0+0+0+0+0 = 0 |
| Ø C | = | 3+0+3+0+0+0+0+0 = 6 |
| Ø T | = | 0+0+0+1+2+0+0+1 = 4 |

Note :

| | | |
|-----|---|-------------------------|
| PR | = | Personal Reference |
| DR | = | Demonstrative Reference |
| CR | = | Comparative Reference |
| NS | = | Nominal Substitution |
| CS | = | Clausal Substitution |
| VS | = | Verbal Substitution |
| NE | = | Nominal Ellipsis |
| CE | = | Clausal Ellipsis |
| VE | = | Verbal Ellipsis |
| ADD | = | Additive |
| ADV | = | Adversative |
| C | = | Causal |
| T | = | Temporal |