**AN ANALYSIS OF COHESION IN DIARY OF A WIMPY KID:
THE UGLY TRUTH**

SKRIPSI

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

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MEDAN
2018**

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Judul Skripsi	:	An Analysis of Cohesion in Diary of A Wimpy Kid The Ugly Truth

Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
02/03 2018	Revise chapter 4. Data collect		
07/03-2018	Data Analys		
14/03 2018	revise chapter 5 abs ack		
20/03 2018	Revise the whole chapter		
31/3	acc for the exam.		

Medan, Maret 2018

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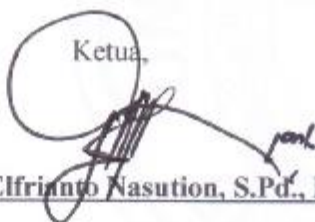Fakultas keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

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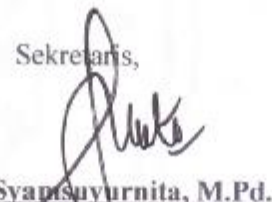dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa :

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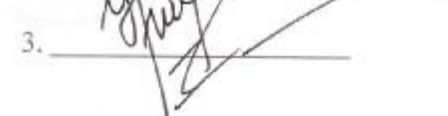
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ABSTRACT

Sri Wahyuni, 1402050298, An Analysis Of Cohesion In Diary Of A Wimpy Kid: The Ugly Truth. Skripsi : English Education Program of Teachers' Training and Education. University of Muhammadiyah Sumatera Utara. Medan.2018.

This study dealt with an analysis of cohesion in *Diary of a Wimpy Kid the Ugly Truth*. The objectives of this study were to find out the types of grammatical cohesion used in Diary of a Wimpy Kid and derive the dominant type of grammatical cohesion in the students' writing. Descriptive qualitative method was applied to analyze the data . Beside of in this analysis there was several types the total number of cohesive devices of grammatical cohesion were 35occurences. They consist of Reference (10), Ellipsis (7), Substitutions (6), Conjunction (12). the dominant types of grammatical cohesion in Diary of a Wimpy Kid the Ugly Truth was conjunction (12occurences).

Keywords: Cohesion, cohesive devices and novel.

ACKNOWLEDGMENTS

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Assalamualaikum Wr.Wb

In the name of Allah, the most Gracious and the Merciful.

First of all, the researcher would like to thank the Almighty Allah SWT the Most Beneficent and the Most Merciful for giving his favors, ideas, and inspirations in accomplishing this research. Secondly, the researcher would like to express her thanks to our prophet Muhammad SAW, who has brought humans being from the darkness into the brightness era. That's why the researcher has enough ability in writing study. In writing this thesis entitled An Analysis Of Cohesion In Diary Of A Wimpy Kid The Ugly Truth. With purpose for submitting in partial fulfillment of the requirement for degree in English Education. There were so many obstacles faced by the researcher can certainly without help for many people, especially the following people, it might be possible for her to finish it. Thus, the researcher would like to express her thanks first to her beloved parents, Mr.Alm Sukasdi and Ms.Sri Kanti, for their pray, advise, courage, moral, and material support from she born until forever. May Allah SWT always bless them. Then the researcher also would like thank to:

1. Dr. Agussani, M.AP as A Rector of University of Muhammadiyah Sumatera Utara.

2. Dr. Elfrianto Nst, S.Pd, M.Pd as the dean of FKIP UMSU who had given her the recommendation to carry out the research.

3. Mandra Saragih, S.Pd, M.Hum and Pirman Ginting, S.Pd, M.Hum as the Head and secretary of English Department at The Faculty Teacher Training and Education, UMSU for the encouragement in completing the research.

4. Yusriati, SS, M.Hum as the supervisor who had given suggestion, advice, ideas, critics, and guidance in writing this research.

5. Rini Ekayati, S,S, M.Hum as the researcher's reviewer who had given suggestion advide and comment for the researcher.

6. Dr. Bambang Panca Syahputra,S.pd, M.Hum as the researcher's reviewer who had given suggestion advide and comment for the researcher.

7. All lecturers at FKIP at university of Muhammadiyah Sumatera Utara, who had given knowledge in English teaching for her during academic year at UMSU.

8. M. Arifin , S.pd., M.pd The Head of Library Umsu who has given permission for her to conduct the research at that library.

9. Her beloved brothers and sisters Sumarni, Nurhayati and Selamet Sucipto, Sunarli thanks a lot of for your supports and pray.

10. Her beloved friends Ruli, Widya And etika, thanks for giving support, time and motivation and spent a lot of time, for the sweet memories and cheerful, they are more than just friends.

11. Her beloved friends, Meri, Siti, Yupi, Rosa**,** and especially those of English Education program Class B (Evening) FKIP UMSU 2014/2015 who have supported and given much knowledge and great experience.

Hopefully the findings of this research are expected to be useful for those who read this thesis and interested to the topics. Finally, the researcher realizes that her thesis is still far from being perfect in spite of the fact she has done her best completing this work. Therefore, constructive criticism, comments, suggestions were welcomed for further improvement of this thesis.

Wassalamualaikum Wr.wb

Medan, March 2018

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CHAPTER I

INTRODUCTION

A. The Background of the Study

The usage of cohesive devices in writing descriptive paragraph was very usefull in novel by Jeff Kinney " Diary of a Wimpy Kid The Ugly Truth" year 2010,. According to Sena (2010) Cohesive devices are typically single words or phrases that basically make the text hang together. By analogy, they are much like the seem in our clothing which keep items like jackets and trouser together. It is helpful for students in develoving their ideas to make a good paragraph especially writing descriptive paragraph. A cohesive device is when a word or phrase is linked together in a sentence or article. Cohesive devices were useful English language conjunctions, transitional phrases, synonyms and pronouns that express ideas in cohesive manner. They were used to join sentences together to make ideas more understandable to the reader. Therefore, the researcher had some reason of this problem, such as: the readers had lack of comprehending about cohesive devices in novel, the readers had difficulties in developing idea, the readers still had lack of vocabulary, They also could not write a good paragraph especially in novel " Diary of a Wimpy Kid The Ugly Truth" by using cohesive devices, and the students were easy to get bored in writing.

The first reason, based on the writer's experience in teaching, there were some writer did not understand about cohesive devices in . Cohesive devices can tell the

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

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

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

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

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

The last reason, the students confused in comprehend about the types of cohesive devices. Cohesive devices is difficult to understand by students. Many types of cohesive devices. Its made the students confused to differrences 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 readers difficult to understand.

From the explanation above, it can be concluded that writing is very important skill in English subject. The process of writing paragraph would become as serious problem for the students. They have difficulties in understanding about cohesive devices in writing. They still had low vocabulary and they also got difficulties in using English grammar. They confused about the types of cohesive devices and difficult to understanding. Writing paragraph by using cohesive devices is not be mastered by the readers. That is why the writer is interested in this problem because the writer want to know the students' achievement about the types of cohesive devices. Therefore, the writer choose the ttitle" An analysis of cohesin in comic Diary of a Wimpy Kid The Ugly Truth" By Jeef Kinney's.

B.   The Identification of the problem

The problems of the research were identified as follows:

1. The students had lack of knowledge about cohesive devices in writting.

2. The students got some difficulties in developing ideas in sentences.

3. The students were lack of vocabulary, and were not able to arrange the sentence well.

4. The students could not write a good paragraph especially in writing lexical and gramatical cohesive.

5. The students do not pay attention to the importance of cohesion and coherence in writing.

C. The Scope and Limitation of the Study

The scope of this study was cohesive devices and the limitation of the study was focused on grammatical cohesion.

D. The Formulation of the Study

The problems of the study were formulated as the following:

1. What types of grammatical cohesion were used in *Diary of a wimpy kid the ugly truth.*

2. What type of grammatical cohesion was dominantly used in *Diary of a wimpy kid the ugly truth.*

E. The Objective of the Study

1. To find out the types of grammatical cohesion used in Diary of a Wimpy Kid The Ugly Truth.

2. To derive the dominant type of grammatical cohesion used in Diary of a Wimpy Kid The Ugly Truth.

F. The Significant of the Study

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

1. Theoritically

In general, the results of this study are the importance oftheoritically expected to contribute towards learning English, especially using cohesive a good writing

2. Practically, the result of this research can be useful for :

   a. Students to improve students' English learning achievement in writing skill especially writing paragraph by using cohesive devices and they can more enjoyable in learning English

   b. Teachers to enchance and improve learning in the classroom.

   c. School to contribute to the school how to improve the students' learning achievement especially in English.

   d. The headmaster to increase the students' competence in writing skill especially paragraph by using cohesive devices.

   e. The writer to be one reference to conduct the same study and to be an actual experience in the teaching learning process.

   f. The writer to useful for them in getting information about cohesive devices in written form or as references about writting descriptive paragraph by using cohesive devices.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Cohesive Devices

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

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

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writer, he is more cincerned with the relationship between the speaker and utterance, on the particular occasion of use, than with the potential relationship of one sentence to another, regaedless of their use. Discourse analysis analyze conversation and written discourse. Discourse analysis is concerned not only with complex utterances by one speker, but more frequently with the turn-taking interaction between two or more, and with the linguistic rules and conventio.ns that are taken to be in play and governing such discourse in their given context. The overall goal of any discourse analysis is to explain how language users construct and interpret meaning in discourse. In summarize, discourse analysis is the study which concerning at how sentences are build up and as discourse analysis we can tell about contextualize and grammatical items.

Each of the examples can be used to start a sentence to link together the sentence or story *Example :*

I figured I could charm the judges and get the job anyway. Plus, I had an edge, because I was the only kid trying out who could read a cue card.

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

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

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

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

Cohesive Devices

Reference	Subtitution	Ellipsis	Conjunction	Lexical Cohesion
-Exophora	-Nominal	-Nominal	-Additive	-Reiteration
-Endophora	-Verbal	-Verbal	-Adversative	
	-Clausal	-Clausal	-Temporal	

Anaphora   Cataphora
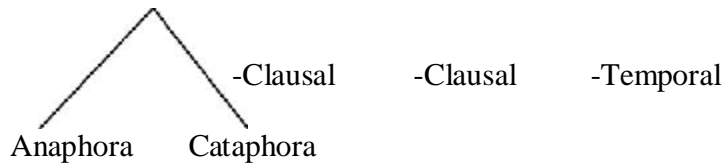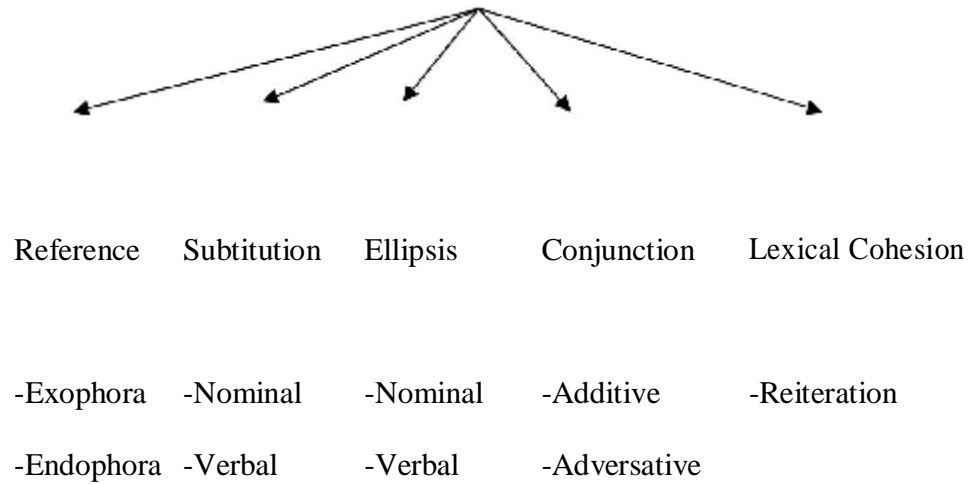
1.1.Reference

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

Example:

(1) Doctor Foster went to Manila in a shower of rain. He stepped in puddle right up to his middle and never went there again. The example above explains that: He refers back to Doctor Foster and There refers back to Manila.

a. Exophoric Reference

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

Examples :

(2) Look at that (That "Sun"). In this case the word that refers to the sun.

(3) They're late again, can you believe it?". *They* refers to some people outside the discourse known to both speakers.

b. Endophoric Reference

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

Examples :

(4) Look at that (That "Sun"). In this case the word that refers to the sun.

(5) They're late again, can you believe it?". *They* refers to some people outside the discourse known to both speakers.

1. Anaphoric reference

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

(6)Sony went to the post office. *He* was annoyed because *it* was closed. *He* refers to Sony. *It* refers to post office.

(7)The keybord looked beatiful, but its sound detracted from *this notion*. This notion refers to beauty.

2. Cataphoric Reference

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

Example :

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

Her refers to my mother.

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

a. Personal pronoun

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

Table 2.1 Pronoun

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

Examples :

(9)I see Roy here. He has not changed a bit.

(10)She certainly has chenged. No, behind Roy. I mean Kiran.

   b. Demonstrative Pronoun

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

Table 2.2 Demonstrative Pronoun

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

Examples :

(11)London is the capital of England. *There* are many tourist resorts found for holiday vacation.

(12)By *this*, I go to school every day. My lovely motorcyle.

  b. Comparative Pronoun

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

Table 2.3 Pronoun

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

Examples :

(13)He and his brother were similarly.

(14)She makes more mistakes today.

1.2. Ellipsis

Ellipsis is omitting some items of the text that are clearly understandable by writer and it is not need to be repeated. In the other word ellipsis is subtitution by zero. In this type of cohesive we need to know the context of situation. Without context it can't be understood. Addition, McCharty (1991:43) explained that " Ellipsis is the omission of elements normally required by the grammar which the speaker / writer assume are obvious from the context and therefore need not be raised".

Tischer, e.q (2000:32) sa id that "this element of structure is normally unintelligible without the communicative situation and shared world knowledge

(presupposition) of participants in conversation". This statement support the writer's statement above that this kind of cohesive need to know the context of situation. Mc Charty in his book said that there are three types of ellipsis: nominal, verbal, and clausal.

a. Nominal Ellipsis

Nominal ellipsis is the ommision of noun head within nominal group.

(15) Have some flowers ?

(16) I don't see any flowers.

(17) There isn't any.

b. Verbal Ellipsis

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

1. Echoing

Echoing is repletion an elements within verbal group.

Example : a. *Will* anyone be waiting?

b. Jim *will*, I should think.

2. Auxiliary Contrasting

Auxiliary contrasting is when the auxiliary changes.

Examples : a. *Has* she married?

b. No, but she *will* one day. I'm sure.

c. Clausal Ellipsis

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

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

1.3. Substitution

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

a. Nominal Substitution

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

Example :

(18)These *biscuits* are stale. Get some fresh *ones*.

(19)Winter is always so damp. The same is often true of summer.

b. Verbal Substitution

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

Example :

(20)Have you *called* the doctor?

(21)I haven't *done* it yet, but it will *do* it.

c. Clausal Substitution

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

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

1.4. Conjunction

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

Table 2.4 Conjunction Based on McCharty

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

Examples:

(22)He was insensitive to the group's neeeds. Consequently there was a lot of bad

feeling. (Single-word conjunction)

(23)He was insensitive to the group's needs. As a consequence there was a lot of

bad feeling. (Adverbial phrase as conjunction)

(24)As a consequence of his insensitivity to the group's needs, there was a lot of

bad feeling. (Adverbial phrase plus nominalization)

(25)The bad feeling was a cosequence of his insensitivity to the group's needs.

(Lexical item within the predicate of the clause)

In the other hand, Halliday and Hasan also explain four types of conjunction;

additive, adversative, causal, and temporal.

(26)She 's intelligent. And she's very reliable. (Additive)

(27)He is poor but he is honest. (Adversative)

(28)He fell in the river because caught a chill. (Causal)

(29)I got up after that made my breakfast. (Temporal sequence)

Table 2.5 Exemplified markers of conjunction

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

1.5. Lexical Cohesion

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

a. Repetition

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

Example:

(30) A *conference* will be held on national environment policy. At this *conference* the issue of salination will play an important role.

(31) The master of *Enterpreuneurshipprogram* is designed to equip graduates with the strategic and leadership skills. *Enterpreneurship program* will provide students with a comprehensive knowledge base.

b. Synonymy

A synonym is a word with the same or similar meaning of another word. Words that are synonyms are said to be synonymous, and the state of being a synonym is called synonymy. An example of synonyms are the words *begin* and *commerce*. Likewise, if we talk about *a long time* or an *extended time*, *long* and *extended* become synonyms. In the figurative sense, two words are often said to be synonymous if they have the same connotation.

Synonyms can be any part of speech (such as nouns, verbs, adjectives, adverbs, or prepositions), as long as both words belong to the same part of speech. Here are more examples of English synonyms:

a. Verb – *buy* and *purchase*

b. Adjective – *big* and *large*

c. Adverb – *quickly* and *speedily*

d. Preposition – *on* and *upon*

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

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

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

c. Hyponymy

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

(32)We were in town today shopping for *furniture*. We saw a lovely *table*.

d. Meronymy

Meronymy is a relationship of part versus whole.

(33)At six months checkup, the *brakes* had to be repeated. In general, however, the *car* was in good condition.

(34)Ain't a cloud in the *sky*, "he remarked, looking up at it. Don't see no *sun* but don't see no cloud neither.

e. Antonymy

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

Example :

The *old* movies just don't do it more. The *new* ones are more appealing. Based on the theory above, the research concludes that cohesive device is instruction of English writing because they play an important role in writing, including sentence and paragraph coherence, lies in the deep structure of a text, and refers to the complex

non-linier national functional relations the linier sequences of words, sentences or paragraphs.

2. The definition of Descriptive Text

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

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

a. Functional descriptive include precise detail that objectively describe basic physical characteristics of people, place and thing.

b. Character profile describe actual people, their appearance, thought, accomplishment, and goals.

c. Character sketches are detailed description of fictional characters. The writer reveals a character's personality and history though description and dialogue.

(35)The sunset filled the entire sky with the deep color of rubies, setting the clouds ablaze.

(36)The waves crashed and danced along the shore, moving up and down in a graceful and gentle rhythm like they were dancing.

(37)The painting was a field of flowers, with deep and rich blues and yellows atop vibrant green stems that seemed to beckon they to reach right in and pick them.

(38)The oldman was stopped and bent, his back making the shape of a C and his head bent so far forward that his beard would nearly have touched his knobby knees had he been just a bit taller.

(39)His deep and soulful blue eyes were like the color of the ocean on the clearest day they can ever imagine.

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

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

1. **The Definition of the Paragraph**

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

   1.1. Topic Sentence

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

   1.2. Supproting sentence

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

   1.3. Conclusion sentence

A concluding sentence signals the end of the paragraph and reminds the reader of the main idea. Regina L. Smalley and Mary K. Reutten (1986:16) stated that summarizes the main idea in the paragraph is called the concluding sentence. Not all

paragraph have concluding sentence, but they are useful for ending the development of the support smoothly.

1.4. Topic Paragraph

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

1.5. Controlling Idea

Regina L. Smalley and Mary K. Reutten (1986:3), stated that a controlling idea is an idea or attitude the topic paragraph and it controls all sentence in the paragraph. It means all sentence in the paragraph shoul be relevant to a controlling idea. The controlling idea tells what the paragraph will say about the topic. It is called the controlling idea because it controls or limits the topic to a very specific point or points.

1.6. Unity

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

1.7. Coherence

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

1.7.1. Logical Arrangement

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

1.7.2. Smooth Flow

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

2. The Description of Descriptive Paragraph

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

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

   a. Describing personality

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

   b. Describing a place

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

   c. Describing process

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

d. Describing an object

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

e. Describing an event

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

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

1. Social Function

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

2. Generic structure

Generic structureof descriptive writing is :

a. Identification, which identifies phenomenon that will be described.

b. Description, which describes about parts, qualities or characteristics of something or someone in details.

3. Grammatial features

According Knapp and Watkins :

a. In descriptive writing, the present tense is predominantly used. The past tense is used todescribe something in the past.
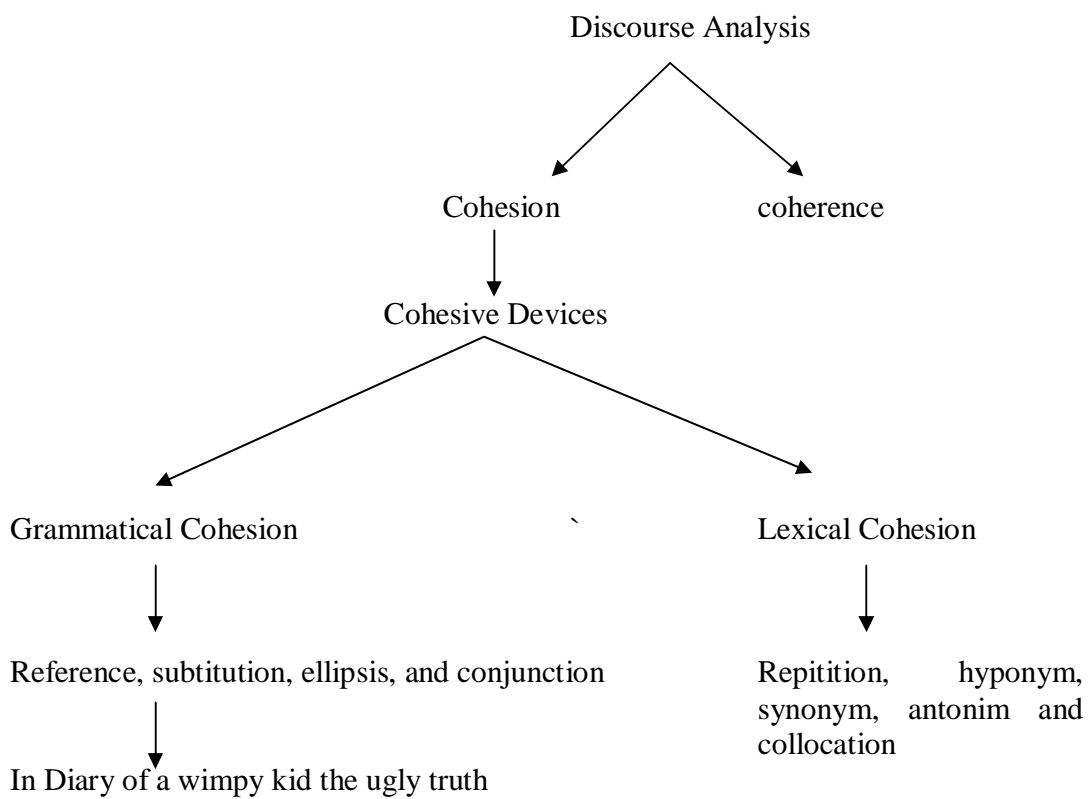
b. The use of action verbs are needed in describing especially for describing behaviors.

c. When describing felings, mental verbs are used. Adjective, adverb, and adverbial phrase are used often.

B. Conceptual Framework

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

Cohesive devices have two categories that are grammatical cohesion and lexical cohesion. Grammatical cohesion: reference, substitution, ellipsis, and conjunction, and lexical cohesion: reiteration which include repetition, hyponym, synonym, and antonym and collocation. Mastery of written language is absolutely necessary in today's modern life, turns writing skills received less attention. Written descriptive paragraph by the students is not easy to make it. The writer analyze

cohesive devices and types of cohesive devices which are taken from written descriptive paragraph by the second year students . Every word must be classified according type of cohesive devices. By using qualitative descriptive method. The writer will analyze of cohesive devices in the students writing descriptive paragraph by the second year students .

Discourse Analysis

Cohesion   coherence

Cohesive Devices

Grammatical Cohesion   `   Lexical Cohesion

Reference, subtitution, ellipsis, and conjunction   Repitition, hyponym, synonym, antonim and collocation

In Diary of a wimpy kid the ugly truth

CHAPTER III

METHOD OF RESEARCH

A. Research Design

This research was conducted by applying descriptive qualitative method.. According to J.Moleong (2016; 6) Qualitative research is a special research to design the understanding of the phenomenon as it is subject lectures such as behavior, perception, motivation, action, etc.

Kriyanto states that "Qualitatif research aims to explain the phenomenon in depth trought the collection of data as deep as it is". Chosen qualitative research emphasizes the depth of data obtained by research. The deeper and detailed the data obtained, the better the quality of this qualitative research are generally limited. In this study, reseacehers participated in the event / condition under study. Therefore, the result of this study require the depth of analysis from the researchers. In addition, the results of this study are subjective so that they can be not generalized.

B. Source of data

The source of data was obtained from a novel entitled "*Diary of a Wimpy Kid the Ugly Truth*" written by Jeef Kinney that. "published by The Penguins Group, English literature.

C. Techniques of Collecting Data

The data were analized through the following techniques.

1. Reading comic Diary of a Wimpy Kid The Ugly Truth

2. Identifying grammatical cohesion in comics Diary of a Wimpy Kid The Ugly Truth.

3. Classifying the meaning of grammatical cohesion in paragraphs into its kind.

4. Creating a table for each grammatical cohesion.

5. Finding the most type of grammatical cohesion.

D. Technique of Data Analysis

In analyzing the data, researchers used the theory proposed by Miles and Huberman (2014) It is said the qualitative data analysis. The data procedure will be analyzed based on the following steps:

1. Data Reduction

Data reduction means the process of sorting, focusing, identifying, simplifying, abstracting, and important data transformations. In a study conducted, researchers will select data that will provide valuable information in research; data selected by and classify the types of speech figures.

2. Data Display

Data display means the process of simplifying data, sentences, narrations, or table. In display data, with tabular data type figures speech to the table

3. Drawing and Checking

The final step after performing the data view. This used for all data, so it will come up clearly. Certainly can answer the formulation of the problem he formulated.

CHAPTER IV

DATA AND DATA ANALYSIS

A. The Data

In the research the data of grammatical cohesion were collected from the novel Diary Of A Wimpy Kid The Ugly Truth. The data were in the form of sentences and paragraphes. The data in the novel were collected from page 1 – 117. The researcher analyzed the grammatical cohesion used in the novel and it was limited on grammatical cohesion.The total amount of the data were 35 and they can be seen in the appendix.

B. Data Analysis

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

Grammatical cohesion is cohesive devices grammatical connections between clauses and sentence in written discourse. There are four types of grammatical cohesion (reference, ellipsis, subtitution, conjunction).

The Types of Grammatical Cohesion Used in The Novel

1. Reference

Reference is cohesion created when an item in one sentence refers to an item in another sentence. In order to interpret the sentence, one has to look to the reference in another sentence. In this study, types of endophoric reference and exophoric reference found in Diary of a Wimpy Kid The Ugly Truth. In this study the total number of reference were 10.

a. Exophoric References

It indicates situation references. Anaphoric signal that references must be made to the context of situation. It is outside the text so it is called anaphoric references.

(1) It's been almost two and a half weeks since me and my ex-best friend, Rowley Jefferson, had our big fight. To be honest with you, **I** thought he would've come crawling back to **me** by now, but for some reason that hasn't happened.

The data above showed exophoric reference. **I** and **me** refers to the writer included personal pronoun in exophoric refrences.

b. Endophoric Reference

Endophoric Reference means that the referent is inside the text. Endophoric use of a third person pronoun or other word or phrase to refer to someone or

something inside the same text. Endophoric reference is classified into two types. They are anaphoric reference and cataphoric reference.

1. Anaphoric Reference

   Anaphoric reference is points inwards to the text, interpreting the meaning of a reference requires looking elsewhere within the text In this study the total number of Anaphoric reference were 6.

(2) **Jordan** is so popular is because **he** always had these big blowout parties.

(3) *Bryce Anderson* has the right idea, *he* doesn't actually need a best friend.

(4) Nurse **Powel** said , **She** was gonna split us up.

(5) **Rowley** didn't even make it trought the whole video. **He** passed out at the two-minutes.

(6) It's been almost two and a half weeks since **me** and **my ex-best friend**, **Rowley Jefferson**, had **our** big fight. To be honest with you, **I** thought **he** would've come crwling back to **me** by now, but for some reason that hasn't happened.

(7) **Tyson** is nice enough, and we like the same video games. But he pulls **his** pants all the way down when **he** uses the urinal, and I don't know if I can ever get past that.

   Explaination :

Of the data above at the number (2) "**he"** refers to "**Jordan"**, so **Jordan** is the first poin of anaphoric references. (3) in here "**he"** refers to "**bryce"** is anaphoric references. (4) "**she**" refers to **"powel"** because "**powel"** the first object of anaphoric refrences. (5) "**he"** refers to "**Rowley", "Rowley"** is the fisrt object of anaphoric references. (6) "**me**" and '**I"** refers to the writer, **"my ex-best friend"** refers to word "**our**" and "**he**" refers to **" Rowley jefferson"** , and it included to the category person. And the last at number (7) "**he**" and "**his**" refers to one object is "**Tyson".**

2. Cataphoric Reference

    Cataphoric reference is the reader must look forward to find the referent item in the text in order to find the interpretation of the reference. In the analysis just found 2 of cathaporic reference.

(8) I hung out with **Cristopher** for the last few weeks of the summer, mostly because **he**'s a really excellent mosquito magnet.

    The data above showed cataphoric reference. **He** refers to **Cristopher**

    a. Personal Pronoun

        Personal pronoun is pronoun that refers to person.

(9) **Bryce** is basically the Jordan jury of my grade, and **he**'s got a bunch of cronies.

    The data above showed pronoun. **He**'s refers to **Bryce.**

    b. Demonstrative Pronoun

Demonstrative pronoun is pronoun used for address where the refered item located just found 1

(10) **Rowley** doesn't even know how to tie his shoes. Because **he***'s* the kind of person who has velcro on everything.

The data above showed demonstrative pronoun. **He**'s refers to **Rowley**.

2. Ellipsis

Ellipsis is the ommision of a word or part of a sentence. It occurs when some essential structural elements are ommited froma sentence or clause and can only be recovered y refering to an element in the preceding text. Ellipsis divided into three types, there are is nominal ellipsis, verbal ellipsis and clausal ellipsis. In this study the total number of ellipsis were 7.

a. Verbal ellipsis

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

(11) **Peachy Breeze** has those commercials on TV that run nonstop, with that **kid** with the freckles and the high-pitched voiced.

b. **Gammie** is one of the only people in the world who **writes letters**

c. Clausal Ellipsis

McCharty (1991:43) with clausal ellipsis in English, individual clause elements may be omitted, especially common are subject-pronoun omissions (doesn't matter, hope so, sorry, can't help you, etc). The following are examples of clausal ellipsis taken from the data were 1.

(12) Raisa is good looking with long hair.

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

d. Nominal Ellipsis

Nominal Ellipsis is the ommision of noun head within nominal group. In this study the total number of nominal ellipsis were 5.

(13) Then **Nurse Powel** said this egg thing was gonna count for **25%** 0f our grade.

(14) Even though it was only **4:30** in the afternoon.

(15) But then at 7:00 Grandpa shut it off and asked me if I wanted him to read me a story.

(16) Since I went to bed at **7:30** last night, I woke up really early this morning.

(17) And at least **95%** of it was totally outdated.

Explanation:

The researcher of the data obove showed at the number (14) Nurse powel said **25%, "25%"** is nominal in nominal ellipsis of noun. (15) **"4:30"** is nominal ellipsis of noun. (16) At **7:00** is nominal ellipsis in sentences. (17) **7:30** is too nominal ellipsis of noun in sentences.

3. **Substitution**

Substitution as a device is marked by the use of noun, verbs or clauses to replace some information previously presented In this study the total amount of were 6.

a. Nominal Substitution

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

(18) Anyway, I think Rowley's just **one** of those *kids* who are always gonna be a few years behind everyone else maturity-wise. Rowley doesn't even know how to tie his shoes yet, because he's the kind of person who has velcro on everything.

The word "**one**" is included to the nominal group which subtitute the word "**kids**" which it as noun in the paragraph.

Gammie is **one** of the people in the world who still writes letters. And when she writes you a letter she expects you to write one back.

The word "**one**" is included to the nominal group which subtitute the word "**Gammie**" which it as noun in the paragraph.

(19) I found **one** of those old-style wind up **clocks** in the storage room today, and those clocks make a huge racket when they go off.

The word "**one**" is included to the nominal group which subtitute the word "**clocks**" which it as noun in the paragraph.

b. Verbal Substitution

Verbal substitution composed of do, does, did, and done which has function as a head of verbal sentence. In this book we found about verbal substitution.

(20) Tonight mom called a " house meeting". And whenever she **does** that, it's never good.

(21) Because if I **did** the kind of things she **does** every day.

Explanation:

Data showed above at the number (20-21) "**does,did and does**" its indicated complete of verbal subtitution.

c. Clausal Substitution

Clausal substitution is relation in which the entire clause not an element within the clause is presupposed and contrasting element is outside the clause. It composed of so and not. In this book we found about clausal substitution.

(22) Yesterday was the first day I tried to wake myself up, and it didn't work out **so** well.

(23) Mom only lets me watch G-rated movies, **so** I know there's no way she"ll let me be in the class.

Explanation:

Of the number (22-23) that **"so"** is clausal subtitution of the sentences.

4. **Conjunction**

Conjunction is relationship which indicates how the subsequences sentence or clause should be linked to the preceding of the following sentence or clause by using cohesive ties which relate a sentence, a clause, or a paragraph to each other. Conjunction divided into four types : additive, adversative, causal, temporal.In this study, the total amount of conjunction is 12.

    a. Additive conjunction

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

(24) It's been almost two **and** a half weeks since me and my ex-best friend, Rowley Jefferson, had our big fight. Data showed that **and** as conjunction additive between sentence. Tyson is nice enough, **and** we like the same video games. But he pull his pants All the way down when he uses the urinal, **and** I don't know if I can ever get past that.

(25) The two best options I have at this point are Cristopher Brownfield **and** Tyson Sanders. But each of those guys has his own issues.

(26) Now that our friendship is history I'm in the market **for** a new best friend. The problem is I invested all my time in Rowley, **and** I don't have anyone lined up to take his place.

(27) With my luck, though, I'll go on to be rich **and** famous and Rowley will still find a way to ride my coat-tails.

(28) The reason I don't see things changing between me **and** Rowley is because he's already found himself a replacement friend. **Or**, to be more accurate, his parent did.

Explanation:

The data above showed of the number (24-28) explain that **"and, or** and **for"** is word as a additive conjunction in sentences.

b. Adversative conjunction

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

(29) The only person who was OK with it was Roger Townsend, **but** he was held back twice.

(30) The two best options I have at this point are Cristopher Brownfield and Tyson Sanders. **But** each of those guys has his own issues.

(31) Anyway, I'm still keeping the door open s crack for Rowley, just in case. **But,** if he wants to save this friendship, he'd better do something fast.

Explanation:

The data above showed of the number (29-31) that word **"but"** here is conjuction in sentences as adversative conjunction.

c. Causal conjunction

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

(32) Today I saw Rowley hanging out with a different Cool Brian, **so** Rowley's regular guy must've had the day off.

(33) My school can't afford to get new books every year, **so** we usually get hand-me-downs.

Explanation:

The data above showed of the number (32-33) the word "**so**" here is conjunction between sentences "**so**" as causal conjunction.

d. Temporal Conjunction

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

(34) **After that** experience, I doubt I'll ever be able to eat leftovers again.

(35) And **at least** 95% of it was totally outdated.

Of the data showed at number (34) that **after that** as temporal conjunction, and the number (35) **at least** as Temporal conjunction between sentence.

2. **The Dominant Type of Grammatical Cohesion**

After classifying the usage of grammatical cohesion in writing descriptive paragraph In Diary Of a Wimpy Kid The Ugly Truth, the researcher found that any one types of grammatical cohesion, that is conjunction with the total number most widely was 12 (5 occurence of additive, 3 occurence of adversative, 2 occurrence of clausal and 2 occurrence of temporal). It means that the frequency of conjunction is higher than the other types. So, it can be concluded that conjunction is the dominant types of grammatical cohesion in the business articles of cohesion in Diary Of A Wimpy Kid The Ugly Truth.

A. **Research Findings**

After analysis the data based on grammatical cohesion in Diary Of A Wimpy Kid The Ugly Truth , the number and percentage of the types of grammatical cohesion can be seen in the following table.

Table 4.1 Types of Grammatical cohesion and Frequency

Types of Cohesive Devices	Frequency
Grammatical Cohesion	**36**
1. Reference	10
2. Substitution	6
3. Ellipsis	7
4. Conjunction	12

1. Cohesive Devices into grammatical cohesion. Almost all types of grammatical cohesion used in Diary Of A Wimpy kid The ugly Truth. In types of grammatical cohesion was found 35 in Diary Of A Wimpy kid The ugly Truth.

2. The total number each types of grammatical cohesion that was found is Reference was 10, Ellipsis was 7, Substitution was 6, Conjunction was 12.

3. The dominant type of grammatical cohesion which found in Diary Of A Wimpy Kid The Ugly truth is conjunction, that was 12, The researcher found a lot of conjunction contained in each paragraph like word "and, but, because and also". So the form of conjunction can easily be found in the usage of grammatical cohesion in Diary Of A Wimpy kid The ugly Truth.

CHAPTER V

CONCLUSIONS

A. Conclusion

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

1. All types of grammatical cohesion. used in Diary of a Wimpy Kid the Ugly Truth. The total number of grammatical cohesion were 35. (10 of the reference, 7 of the ellipsis, 6 of the substitution, and 12 of the conjunction).

2. The dominant type of novel Diary Of A Wimpy Kid The Ugly Truth was from type of grammatial cohesion, that was conjunction with the total number 12.

The analysis of the grammatical cohesion used in this text understudy revealed that a text can only be meaningful if various segment are bought together to form a unfield whole. Therefore, for a text to be cohesive, it must be held together by some linguistic devices.

B. Suggestions

With references to the conclusions, there are some suggestion needed to be considered. It is sugessted for those who want to take grammatical cohesion study as the tool of their research, they must understand learn more about this study. They may take the different object of the research such from advetisements, news, movie, radio television show, or the others, so that it will make the research to be more interesting. It is sugessted that the writer should be concerned about the use of cohesive devices used in presenting their idea. The finding of this research can be used as a reference

to give better understanding for the future research, provide additional information and comparison that might be relevant to the study.

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