

**AN ANALYSIS THE USE OF COHESIVE DEVICES IN EXPOSITION  
TEXT WRITTEN BY THE THIRD SEMESTER STUDENTS OF ENGLISH  
DEPARTMENT AT UNIVERSITAS NEGERI PADANG (UNP)**

**THESIS**

*Submitted as Partial Fulfillment of the Requirement for  
Strata One (S1) Degree*



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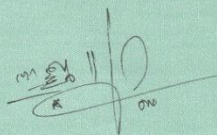
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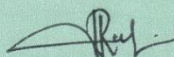
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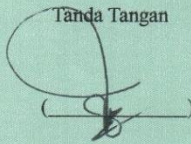
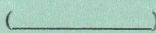
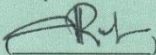
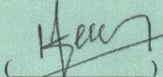

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## ABSTRAK

Ariyani, Desi. 2017. "An Analysis The Use of Cohesive Devices in Exposition Text Written by The Third Semester Students of English Department at Universitas Negeri Padang (UNP)". *Skripsi*. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Penelitian ini merupakan penelitian deskriptif yang bertujuan untuk mengetahui jenis-jenis kohesi grammatikal yang sering digunakan oleh mahasiswa bahasa inggris. Data penelitian ini bersumber dari arsip esei pada mata kuliah *essay writing* tentang teks eksposisi yang telah ditulis oleh mahasiswa program studi Bahasa Inggris. Dari delapan puluh dua esei yang dikumpulkan, hanya tiga puluh esei yang dipilih secara acak untuk di analisis. Hasil penelitian menunjukkan bahwa mahasiswa mampu menggunakan tipe kohesi grammatikal secara bervariasi. Jenis yang paling banyak digunakan adalah kohesi referensial dan konjungsional dengan masing-masing persentase sebesar 63,84% dan 35,56%. Tipe lain kohesi grammatikal; substitusi dan elipsi berkontribusi masing-masing hanya sebesar 0,30%. Pada banyak kasus, mahasiswa mengalami kesulitan dalam penggunaan kata ganti tunggal ketika mereferensikan ke obyek jamak atau sebaliknya. Dari total 1679 penggunaan kohesi grammatikal, mahasiswa mampu menguasai penggunaannya dengan secara tidak tepat menggunakan 45 (2,69%) kohesi grammatikal saja.

**Kata Kunci:** Kohesi Gramatikal, Essay writing, Teks eksposisi

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Finally, the researcher realizes that this thesis has some weakness. Therefore, the researcher welcomes criticism and suggestion that can make this thesis become much better.

Padang, August 2017

Desi Ariyani

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## **CHAPTER I INTRODUCTION**

### **A. Background of The Problem**

Writing as an important skill in English language learning is considered to be a difficult skill for EFL learners. As Tangpermpoon (2008) states, writing is the most difficult skill for EFL students because they must have certain background knowledge in order to produce a good piece of writing. In addition, Al Fadda (2012) in Al Badi (2015) states, considering the choice of words, reviewing grammar and connecting sentences together to make a coherent paragraph can be the most challenges EFL students face in writing. Moreover, Rass (2015) explains that students find the difficulties in producing cohesive paragraph. It is proven by his research finding that EFL students still need a lot of practice in using the right coordinators and transition words to develop a cohesive paragraph. It means that, writing is the most difficult skill for EFL students because writing needs writer's background knowledge to consider the choice of words or sentences.

Producing a good writing means producing a sequence of sentences which are arranged in a certain way and connected with each other. This is in line with what Halliday and Hasan (1976:1) in Tangkiengsirisin say that "In order to enhance the connectedness between sentences, writers may use cohesion to join the ideas to create texture". The way to make the cohesive text, we can use cohesive devices. So, the writers can produce a good writing by using cohesive devices to connect the ideas between sentences.

Cohesive devices are words and phrases to make sentence connected with each other (Zemack and Rumisek, 2003). These devices will show the relationship between ideas in the paragraph to help readers to comprehend the meaning easily. Cohesive devices in English are divided into grammatical and lexical. Grammatical deals with the structural of the text. While lexical is deal with connections based on the words used.

Using appropriate cohesive devices is one of the most difficult skills for students in writing. Al Badi (2015) states that the reason of the difficulty of cohesive devices could be accepted to the fact that students do not have enough knowledge about cohesive devices. There are some studies that provide evidence that some students try to produce a cohesive text but they are unable to do so.

One of these research is conducted by Ahmed (2010). He analyzed students' problems with cohesion and coherence in EFL essay writing. This study revealed that students faced some problems in the cohesion and coherence of EFL essay writing. Students have difficulties in using reference, substitution and genre related cohesive ties. In addition, the students overused certain types of cohesive devices. It also provided that a number of challenges in lack of motivation, lack of self confidence and writing anxiety become the factors of cohesion and coherence problem. It means that students still experience some problem in cohesion and coherence of their English essay.

Cohesive devices as a method to achieve the cohesion of the text can be used in assessing cohesion of students' writing. It means that if students can



use cohesive devices correctly, they can compose a good writing. This is in line with Liu & Braine (2005) research finding that cohesive devices affect the quality of the text. Thus, the researcher is interested to analyze cohesive devices to know if the students can use cohesive devices correctly to achieve the cohesion in students' writing.

In fact, the students who are asked to write an essay, failed to represent the criteria of good text such as; cohesion and coherence. In the university level, the students are expected to acquire the knowledge on how to write good academic papers (a paragraph, essay and a research report) in English. Moreover, students need to be familiar with kinds of genre in the text, one of them is genre of arguing; exposition text. An exposition text requires the writer to think critically to provide strong argument or reason about an issue. This genre also represents the criteria of the cohesion in essay because it aims to produce a logical and coherent text. As Knapp and Watkins (2005) state, in organizing the argument of the text, it is strengthened by grammar through cohesive devices of connectives, reference and theme.

The researcher wants to analyze cohesive devices in English Department students' at Universitas Negeri Padang, especially students at third semester because they have passed two grammar classes and paragraph writing class. The students have learned how to compose a clause, phrases and words in natural language. Therefore, they are supposed to be able to write a cohesive paragraph.

**B. Identification of the Problem**

Based on the background of the problem mentioned above, there were several problems that can be identified. First is the type of cohesive devices that students used in writing exposition text. Students overused certain types and limited the other types of cohesive devices. Second, students are still confused in using correct cohesive devices to connect one sentence to another. As a result, students misused certain types of cohesive devices due to lack of knowledge in using cohesive devices.

**C. Limitation of the Problem**

This research is limited only on analyzing the use of grammatical cohesive devices in exposition text written by the third semester students of English Department of UNP.

**D. Formulation of Problem**

The problem of this research is formulated in this following question: “How are the grammatical cohesive devices used by English Department students in writing exposition text?”

**E. Research Question**

The research questions include:

1. What is the frequency of each kind of grammatical cohesive devices used by English Department students in writing an exposition text?

2. How is the correctness of grammatical cohesive devices in the students' exposition texts?

#### **F. Purpose of the Study**

The purposes of this research are:

1. To find out the frequency of cohesive devices used by English Department students in writing exposition text.
2. To find out how the correctness of cohesive devices in students' exposition text.

#### **G. Significance of The Research**

This research is expected to give contribution and information about the use of cohesive devices in writing. Therefore, it is hoped that this research can be a reference for further research on teaching writing for EFL learners. Furthermore, this research is also expected to give contribution on the information about the use of cohesive devices in students' writing. It is hoped that the lecturers gain more information and details to develop strategies and materials in improving writing to create cohesive text.

#### **H. Definition of Key Terms**

1. Cohesion : The connection between sentences in order to make the whole text is clear.
2. Cohesive Devices : Words that connect sentences and paragraphs together.

3. Exposition Text : Types of argumentative essay which emphasizes on persuading people to agree with the writer's point of view.