

**COHESIVE DEVICES IN DISCUSSION TEXTS WRITTEN BY THE
STUDENTS OF SMAN 12 PADANG**

THESIS

*Submitted as a Partial Fulfillment of the Requirements
to Obtain Strata One (S1) Degree*



By

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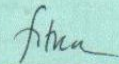
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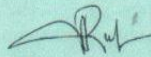
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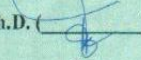
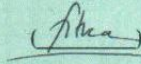
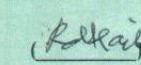
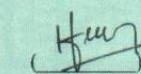
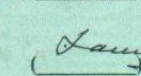
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ABSTRAK

Astanti, Reni. 2016. **Cohesive Devices in Discussion Texts Written by the Students of SMAN 12 Padang**. *Skripsi*. Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Penelitian ini adalah penelitian deskriptif yang bertujuan untuk melihat penggunaan *cohesive devices* dalam *discussion text* yang ditulis oleh siswa SMAN 12 Padang. *Cohesive devices* terdiri dari tiga jenis yaitu *transitional signals*, *repetition of key words*, dan *pronouns*. Data dalam penelitian ini diperoleh dari 20 lembar *discussion text* secara random dengan menggunakan tes tertulis oleh siswa kelas XI SMAN 12 Padang. Dari 20 data tersebut terdapat 29 *transitional signal* yang digunakan secara tepat dan 35 yang lainnya tidak tepat. Untuk penggunaan *repetition of key words/nouns*, ada 35 kata/kata benda yang sudah digunakan secara tepat dan 36 lainnya tidak tepat. Kemudian, untuk penggunaan *pronouns* ada 44 *pronouns* yang digunakan secara tepat dan 21 lainnya tidak tepat. Berdasarkan hasil penelitian tersebut, peneliti dapat menyimpulkan tidak adanya *cohesive devices* yang tepat penggunaannya dalam *discussion text* yang dibuat oleh siswa karena penggunaan fungsi dari *cohesive devices*-nya tidak sesuai.

Kata Kunci: *cohesive devices, discussion text, transitional signal, repetition of key words/nouns, pronouns*

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The Researcher

TABLE OF CONTENTS

TABLE OF CONTENTS	iv
LIST OF TABLES	vi
LIST OF FIGURES	vii
LIST OF APPENDICES	viii
CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problem	4
C. Limitation of the Problem.....	4
D. Formulation of the Problem.....	5
E. Research Questions	5
F. Purpose of the Research	5
G. Significant of the Research.....	6
H. Definition of Key Term	6
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Writing	9
B. Discussion Text.....	10
C. Cohesive Devices	11
1. The Definition of Cohesive Devices	11
2. Transitional Signals	13
3. Repetition of Key Words	18
4. Pronouns	19

D. Review of Related Findings.....	21
E. Conceptual Framework	22
CHAPTER III METHODOLOGY OF THE RESEARCH	
A. Design of the Research	24
B. Source of the Data.....	24
C. Research Instrumentation	24
D. Technique of Data Collection.....	27
E. Technique of Data Analysis.....	27
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	
A. Data Descriptions	34
B. Data Analysis	36
C. Findings	55
D. Discussion	56
CHAPTER V CONCLUSIONS AND SUGGESTIONS	
A. Conclusion	59
B. Suggestion	60
BIBLIOGRAPHY	62

LIST OF TABLES

Table 1: Instruments indicators	31
Table 2: Tabulations of using cohesive devices appropriately	35
Table 3: The use of transitional signals	37
Table 4: The use of repetition of key words/nouns	42
Table 5: The use of pronouns	46

TABLE OF FIGURES

Figure1: Conceptual Framework.....	28
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LIST OF APPENDICES

Appendix 1: Research Instrument	63
Appendix 2: Total Analysis of using cohesive devices	65
Appendix 3: Students' Writing	72
Appendix 4: Research Certificate from Educational Board of Padang	91
Appendix 5: Research Certificate from School	92

CHAPTER I

INTRODUCTION

A. Background of The Problem

Writing is one of language skills that is needed to communicate with others. Through writing, the writer's ideas can be delivered to the readers. It is supported by White (19:10) who said that writing is the learning process to express the ideas, knowledge, experience, or information that is organized in written form. It means that if the students want to tell their ideas to the reader, they should write it. Because writing can help the writer to share ideas to the reader, it needs to be mastered and produced a good writing.

One of the ways to master in writing is by understanding the generic structure of texts, especially in the discussion text. Discussion text is a text which discusses about different issues from two or more point of views. It is supported by Maureen (2009), discussion text is a text which talks about some issues from different viewpoints. Then, the generic structure of discussion texts are introduction, arguments (pro and cons), and recommendation. In writing discussion text, the students should understand how to express idea in written form, in order to make reader understand what the text talks about.

In producing a good writing, the students need to know the connection of ideas they have and to be able to arrange the ideas in effective, logical and clear order in paragraphs. The students need to know which ideas come first and which ideas follow the others. In addition, there are three ways to make a

good writing. They are, transitional signals, repetition of words/nouns, and pronouns. Those ways are called cohesive devices.

Cohesive devices are words or phrases that connect sentences and paragraphs together, creating a smooth flow of ideas. It consists of transitional signals, repetition of key words and pronouns. *First*, transitional signals are used to connect words, phrases, clauses, sentences, and paragraphs in writing. They establish the relationship between ideas a writer expresses whether they are connected comparatively, contrastively, or in some other ways. *Second*, repetition of the key nouns functions as repeating the words which become the controlling ideas found in the topic sentence of each paragraph. They show that a writer is talking about the same thing throughout the paragraph. *The last*, pronouns are used to replace nouns that come before them. The use of pronouns indicates that there is a relationship between the nouns and the pronouns.

In using cohesive devices, the students have to keep in mind that the devices function as signal between ideas in different paragraphs or sentences to achieve coherence in writing. Then, when the students express their ideas by using the devices, the writing will be smooth and easily understood.

Based on the previous studies about coherence and cohesive devices above, there are some problems appear from some researches about the use of cohesive devices. As Dewi Nopita (2011:3) says that the students were not able to differentiate which kinds of related ideas that should be expresses in descriptive essays. In this case, they were not able to differentiate ideas which

give descriptions to other kinds of ideas. In using cohesive devices, the students are still confused about when and how to repeat the key words/nouns and how to use pronouns and transitional signals effectively and correctly. It is supported by Almaden (2006:128) that the students only focus on the lexical and sentence level than on discourse level. Teachers usually find students using transitional links in their writing without really creating a coherent piece, and more often than not, students turn out coherence pieces of underlying coherence in the relationship of ideas.

Moreover, the problem faced by the students of SMAN 12 Padang to use cohesive devices effectively and correctly in discussion text. They have some difficulty in using cohesive devices. *First*, the students did not mention the transitional signal to relate one sentence to the next sentence or one paragraph to the next paragraph in text. *Second*, the students overused of repeated words/nouns. *Last*, the students misused of pronouns in the text. In this research, the researcher wants to know whether SMAN 12 Padang students have the same problem with what the previous researchers have found. These problems have to be explained more in order to make students able to realize cohesive devices that was used in discussion text. If the students understand how to use cohesive devices appropriately and correctly, they can improve their writing in a good writing.

Based on those problems, the researcher did the research about cohesive devices used by students in writing discussion text. In details, the researcher

was interested in analyzing a study entitled *cohesive devices in discussion texts written by students of SMAN 12 Padang*.

B. Identification of the Problem

Based on problem stated on the background of the problems, it could be identified that there were several problems in using cohesive devices. *First*, the students have difficulty to express or deliver the ideas relate each other in a text. *Second*, they lack of knowledge in organizing their ideas based on the structure of text. It seems that the content and the function of the text structure are still not clear for them. *Third*, the students use transitional signals in their writing without really creating a coherent piece. *Fourth*, the students do not use cohesive devices (transitional signals, repetition of key words and pronouns) appropriately and correctly.

C. Limitation of the Problem

Based on the identification of the problems, this research is concerned to see the use of cohesive devices correctly and effectively in discussion texts written by students. Thus, cohesive devices are used appropriately in a text or not. It consists of transitional signals, repetition of key words, and pronouns. So, cohesive devices in discussion text that would analyze were transitional signals, repetition of key words and pronouns in students' writing.

D. Formulation of the Problem

The researcher was formulated were the problem as follow: Were the cohesive devices used correctly in discussion text written by students of SMAN 12 Padang?

E. Research Questions

Based on the formulation stated above, there were three research questions in this research as follow:

1. Were transition signals used appropriately in a discussion text written by the students?
2. Were pronouns used appropriately in a discussion text written by the students?
3. Were repetitions of the key words/nouns used appropriately in a discussion text written by the students?

F. Purpose of the Study

Based on the research questions above, there were three purposes as follow:

1. To find out the of use transitional signals appropriately in a discussion text written by the students
2. To find out the use of repetition of key words appropriately in a discussion text written by the students

3. To find out the use of pronouns appropriately in discussion text written by the students

G. Significance of the Study

This research was expected to be a useful input to English teaching and learning process, particularly in learning writing text of SMAN 12 Padang. *First*, theoretically, giving information to the students about how to make coherence by using cohesive devices in the text, it also can be as reference for further research. *Second*, practically, the finding of the research gives clear information and description to the English teacher about coherence, in order for the students make coherent text. In addition, the finding of the research contributes to improve coherence in discussion texts which written by the students.

H. Definition of Key Terms

Cohesive devices	: Words or phrases that connect sentence and paragraph together, creating smooth flow of ideas. It is used to indicate the relationships between the ideas of different paragraphs, sentences or between the ideas to achieve coherence.
Discussion text	: A text which discuss some issues from different point of views.

Transitional Signal : Words and phrases which are used to signals the connections between ideas expressed in sentence, between sentences in paragraph, and between paragraphs of a piece of writing.

Repetition of Key Words: The controlling of ideas in each paragraph which are found in the topic sentences.

Pronoun : Words refers back to noun

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

From the explanation in chapter I, the purposes of this research were to answer three research questions. *First*, whether the transitional signal used appropriately in discussion text written by the students. *Second*, whether the repetitions of key word/noun used appropriately in discussion text written by students. *Third*, whether the pronouns used appropriately in discussion text written by students. The answer to the three questions were obtained by giving the writing test to the students of SMAN 12 Padang.

Based on the data collected through writing test, there were three kinds of cohesive devices used in discussion text written by the students. The total amount use of cohesive devices was 107 appropriately used and 92 inappropriately used. The transitional signals were mostly not used appropriately, there were 29 words of transitional signals appropriately used and 35 inappropriately used. It was because the students did use the transitional signal words, but the words used did not function as transitional signals. The use of transitional was meaningless because it did not function as connectors of ideas between sentences and paragraphs. In fact, there was no connection of ideas when the words of transitional signal were used.

The repetitions of key words/nouns were not used inappropriately, there were 34 repetition of key words/nouns appropriately used and 36 inappropriately used. They repeated words/nouns in the sentence and

paragraph, but the words/nouns used did not function as the repetition of key words should be. In fact, there was no connection of ideas when the words of repetition key words were used.

The pronouns were the mostly used appropriately in discussion text written by the students, there were 44 pronouns appropriately used and 21 inappropriately used. It was because the students chose the correct pronouns to replace the previous nouns. But some of them did not used pronouns appropriately because they did not function as pronouns should be. In fact, there was no connection of ideas when the pronouns were used.

B. Suggestion

Based on the result of this research, there are some suggestions this may be useful to be considered. They are described as follow:

1. By observing the result of this research, the teacher should improve the using of cohesive devices; transitional signals, repetition of key words, and pronouns to make coherence in students writing. It could be done by learning processes to prevent incoherent text of students writing.
2. The students should study about how to use the function of transitional signals, repetition key words and pronouns in written form.
3. It is also suggested to the next researcher to do research about coherence in written form and other language skills. It is intended to see and compare the result among them. The result is also useful to seek the most

effective way to overcome those useless of each kind of cohesive devices
and each language skill.

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