

**AN ANALYSIS OF GRAMMATICAL COHESION IN
EXPOSITION TEXT WRITTEN BY THE ELEVENTH GRADE
STUDENTS IN MAN 2 PADANG**

THESIS

Submitted as a Partial Fulfilment of the Requirement for Obtaining Bachelor
Degree of Education (B.Ed) in English Language Education Program



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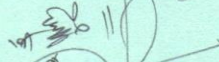
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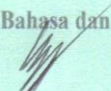


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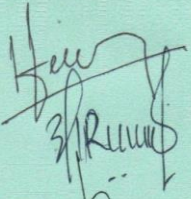
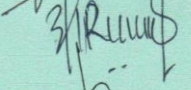
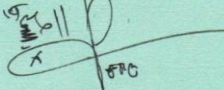
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ABSTRAK

Khairi, Al Ilham. 2020. *An Analysis of Grammatical Cohesion in Exposition Text Written by the eleventh Grade Students in MAN 2 Padang*

Penelitian ini bertujuan untuk menganalisa penggunaan alat kohesi gramatikal dalam teks analitikal eksposisi yang ditulis oleh siswa kelas sebelas di MAN 2 Padang yang beracuan kepada teori Halliday dan Hasan (1976). Alat kohesi gramatikal digunakan siswa untuk menulis teks yang kohesif dalam membantu penulis dan pembaca. Sebanyak 65 siswa di MAN 2 Padang berpartisipasi dalam penelitian ini. Penelitian ini merupakan penelitian kualitatif deskripsi dengan menganalisa setiap alat yang digunakan dalam menulis teks eksposisi. Beberapa alat penelitian yang digunakan dalam penelitian ini adalah test tulis, tabel analissi dan rumus perhitungan. Hasil penelitian ini menemukan bahwa seluruh alat kohesi gramatikal digunakan dalam menulis teks eksposisi, seperti: rereferensi, substitusi, elipsis dan konjungsi. Ditemukan 1.225 alat kohesi gramatikal yang digunakan oleh siswa dalam menulis. Namun, penggunaan elipsis dan substitusi jarang sekali ditemukan di dalam teks analitikal eksposisi. Kemudian, beberapa sub-kategori alat kohesi gramatikal juga tidak pernah digunakan seperti verbal, klausal substitusi, dan klausal elipsis. Ditemukan juga beberapa kesalahan dalam penggunaan alat kohesi gramatikal. Namun, urutan kesalahan dalam penggunaan alat paling banyak dan sedikit berbeda dengan urutan penggunaannya. Kesalahan penggunaan alat kohesi gramatikal paling banyak adalah konjungsi yang diikuti oleh referensi. Sebaliknya, kesalahan penggunaan alat paling sedikit adalah elipsis yang diikuti oleh substitusi.

Kata Kunci: Kohesi Gramatikal, Alat Kohesi Gramatikal, Sub-kategori, Teks Analitikal Eksposisi.

ABSTRACT

Khairi, Al Ilham. 2020. *An Analysis of Grammatical Cohesion in Exposition Text Written by the eleventh Grade Students in MAN 2 Padang*

This study aimed to analyse the use of grammatical cohesive devices in an analytical exposition text written by the eleventh grade students of MAN 2 Padang based on Halliday and Hasan's theory (1976). Grammatical cohesive devices was used in order to write a cohesive text for helping both writer and reader. The participants of this research were 65 eleventh grade students in MAN 2 Padang. This study was descriptive qualitative research used in analysing the grammatical cohesive devices in an analytical exposition text. There were some instrumentations used in this research such as: writing test, table analysis and formulation. The findings of the research showed that all of the grammatical cohesive devices; reference, substitution, ellipsis and conjunction; used by the students in writing a text. There were 1.225 grammatical cohesive used by the students in writing an analytical exposition text. However, ellipsis and substitution were rarely used in that text. Moreover, some sub-categories of ellipsis and substitution were never used in the text. In addition, there was no clausal substitution, verbal ellipsis and clausal ellipsis in the text. Moreover, there are also some errors found in the text. In fact, the most and least grammatical cohesive devices errors are different from the usage. The most grammatical cohesive device error is conjunction. It was followed by reference. Then the least grammatical cohesive device error is ellipsis followed by substitution.

Keywords: Grammatical Cohesion, Grammatical Cohesive Devices, Sub-category, Analytical Exposition Text.

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CHAPTER I

INTRODUCTION

1.1. Background of the Study

Analytical exposition is a kind of text that belongs to the type of argumentation text where the text contains detailed authors' thinking. Connor in Samian and Dastjerdi (2011) states that this kind of text should have superstructure, logical reasoning, persuasive appeal and audience awareness. Superstructure means that the text should have a good organization. After that, there should be logical reasoning to substantiate the claims in order to relate the topics by some details. The third feature of creating a good argumentative text is persuasive appeal to attract the readers' attention. Finally, audience awareness is also an important characteristic of successful argumentative writing.

A good analytical exposition text must be cohesive and coherent; as a result, it will be easy for both writers and readers to follow the flow of the ideas between the sentences. These two terms are the fundamental of the relationship between the sentences in order to construct an intelligible text since it is really important for both writer and reader (Halliday and Hasan, 1976; Holloway in Adiantika, 2015; Prayudha, 2016). Furthermore, Gholami and Alizadeh (2017) say that these components have important roles in text processing and understanding.

Grammatical and lexical devices are the components in writing the cohesive text. Prayudha (2016) says there are two main types of cohesion: grammatical referring to the structural content and lexical referring to

the language content of the piece. Moreover, coherence is grammatical and semantic interconnectedness between sentences in the text. Hence, those components are really important in the text in order to write a cohesive and coherent text.

Talking about types of cohesion, this study will focus on grammatical cohesion because this part of cohesion is really important as a guidance in writing and understanding the text. Tambunan, Hanafiah and Mono (2019) mention that grammatical cohesion is really an important part to link the meaning relations in the text contribute to its unity. Alarcon and Morales (2011) state that by using the grammatical cohesion in the text, the reader can understand about the sentences by looking at the grammatical cohesion used in a text. According to Junaiyah in Ekowati, Rahmat and Murthado (2019), the grammatical cohesion has a function to indicate the relationship of every sentence in the text. Hence, grammatical cohesion affects the readers understanding to get the ideas from the text.

The text will be really hard to write and understand without any cohesion. With no cohesion, there is no relation between the sentences or the paragraphs (Mashitoh and Fadillah, 2017; Tambunan, Hanafiah and Mono, 2019). Misuse of cohesion in the text is also the cause of the ineffective text (Chen in Emilia, Habibi and Bangsa, 2017). There will be jumping ideas of the sentences into a paragraph and a paragraph into a text without any cohesion put in text. (Saud, 2015; Saragih and Septiani, 2017).

There are some previous research discussed about the grammatical cohesion in the past. Reference was the most grammatical cohesive device used by the students in writing an exposition text in senior and vocational high school

(Adiantika, 2015; Maizanti Erni and Jismulatif, 2008). On the other hand, conjunction was the highest grammatical cohesive device used in exposition text (Emilia, Habibi & Bangsa, 2018). In building a cohesive narrative text, the college students always used reference repeatedly in the text. In writing a descriptive text, the most grammatical cohesive device used was reference but the least grammatical cohesive device was substitution or ellipsis (Saud, 2015; Saragih and Septiani, 2019). Generally, those research found that there were some problems in using cohesive devices in writing that the instructors and students should be aware of those. Although there are some research about grammatical cohesive devices, they just still analyse about the category of grammatical cohesive devices. Because of that, the sub-category of grammatical cohesive devices and errors also need to be explored in order to know which grammatical cohesive devices used by the students in writing a text.

1.2. Identification of the Problem

Based on the background above, there are some problems that can be researched related to cohesion in writing an exposition text. First, the superstructure of the exposition text is one of the problems that can be identified. Then, the exposition text needs to be cohesive by using logical reasoning. After that, the next problem that can be researched is persuasive appeal. The last problem is related to the audience awareness in the exposition text.

1.3. Limitation of the Problem

Based on the problems identified above, this research only focuses on logical reasoning by analysing the grammatical cohesion used by the eleventh grade of Islamic senior high school students in writing an analytical exposition text. This research will analyse the usage of grammatical cohesion in the exposition text by looking at the grammatical cohesive devices used by the students in writing it.

1.4. Formulation of the Problem

Based on the limitation of the problem above, the problem is formulated as: “How is the usage of grammatical cohesion in an analytical exposition text written by MAN 2 Padang students?”

1.5. Research Questions

Based on the formulation above, the study can be formulated as follows:

1. What are the grammatical cohesive devices used by the eleventh grade students in MAN 2 Padang in writing an exposition text?
2. Which are the grammatical cohesive devices and their sub-categories most frequently used in the exposition text written by the eleventh grade students in MAN 2 Padang?
3. Which are the grammatical cohesive devices and their sub-categories errors mostly found in the exposition text written by the eleventh grade students in MAN 2 Padang?

1.6. Purposes of the Research

Related to the research questions stated above, the purposes of this research are:

1. To find out the grammatical cohesive devices used by the eleventh grade students in MAN 2 Padang in writing an exposition text.
2. To find out the grammatical cohesive devices and their sub-categories most frequently used in the exposition text written by the eleventh grade students in MAN 2 Padang.
3. To find out the grammatical cohesive devices and their sub-categories errors in the exposition text written by the eleventh grade students in MAN 2 Padang.

1.7. Significances of the Research

Theoretically, this study can be useful for both teacher and students in order to guide and create an understandable text. Hence, grammatical cohesive devices will not be ignored by them in order to create a good text. It can help the teacher for focusing on the students' text whether it is cohesive or not. Then, it can be guidance for the students to write a good text that is easy to be understood. Practically, this study is also expected to give the contribution to the English class, especially in writing. Cohesiveness in writing can be applied in the class for both teacher and students in a writing class.

1.8. Definition of the Key Terms

1. Grammatical cohesion is one of the elements to construct cohesive text.

2. Grammatical cohesive devices are the tools to measure the cohesiveness of the in writing grammatically.
3. Sub-category of grammatical cohesive devices are some parts of categories in grammatical cohesive devices.
4. Exposition text is a kind of text that should be supported by some argumentation to attract the readers' attention or persuade them to do or not to do something.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on findings, all of the grammatical cohesive devices are used by the students in writing an analytical exposition text, albeit differences in frequency. Moreover, the grammatical cohesive devices most frequently used in the text are reference and conjunction. On the other hand, the least grammatical cohesive devices used by the students are ellipsis and substitution. It probably happened because the students are not familiar with ellipsis and substitution. In addition, the teacher may not teach them about ellipsis and substitution in the class.

Regarding to the findings, ellipsis is rarely used by the students in writing an analytical exposition text. Because of that, it is the least grammatical cohesive device used in writing. However, this category of grammatical cohesive devices should be used in the text. In sub-category of ellipsis, there are two sub-categories that are never used in the text. Those are verbal and clausal ellipsis. According to Halliday and Hasan (1976), ellipsis is used in avoiding repetition by interpreting unstated statement in the text. Moreover, the text can be more effective by using ellipsis. Therefore, the students need to know how to use ellipsis, especially verbal and clausal ellipsis. Hence, the students should be taught about ellipsis in order to write a cohesive text.

Substitution is the least grammatical cohesive devices used after ellipsis in an analytical exposition text. However, the students rarely use this category of grammatical cohesive device in their text. Moreover, in sub-category of substitution, there is no clausal substitution used by the students in writing the text.

According to Halliday and Hasan (1976), substitution is used in avoiding the repetition of the particular item by using grammatical linguistic level. In fact, the students still use repetition in their text because they are still not familiar with the substitution. It may happen because the students did not learn about it in the class.

In writing a cohesive text, the students also have some mistakes in using the grammatical cohesive devices. The most grammatical cohesive devices errors are conjunction and reference. There are some reason why conjunction and reference are the most devices errors found in the text. According to Halliday and Hasan (1976), the writer use the wrong conjunction because they hesitate in relating the semantic system. Thus, there are some conjunction errors written by the students. Error of reference happen because it does not refer to the same person, things or ideas (Bloor and Bloor, 2004). Hence, the reference error used by the students is caused by this reason. Moreover, despite the students learn about conjunction and reference, they still use the conjunction and reference incorrectly in writing.

5.2. Suggestion

In short, although the students use all of the grammatical cohesive devices in their writing, ellipsis and substitution are still rarely used in the text. The number of those categories of grammatical cohesive devices is substantially different with reference and conjunction. Therefore, the students need to learn more about how to use ellipsis and substitution in writing because those are important to create a cohesive text. In addition, they also need to be aware in using conjunction and reference. Then, the teacher should teach about ellipsis and substitution in the class. Conjunction and reference used by the students also need

attention from the teacher. Moreover, other researcher can analyse about the use of ellipsis and substitution in the future.

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