



**COHESIVE DEVICES AND THEMATIC PROGRESSION TO MAINTAIN
THE MEANING UNITY OF THE HORTATORY EXPOSITION TEXTS
WRITTEN BY THE ELEVENTH GRADERS OF SENIOR HIGH SCHOOL
ABDI NEGARA AT KARANGTENGAH DEMAK IN THE ACADEMIC
YEAR 2013/2014**

A THESIS

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by:

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APPROVAL

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I hereby declare that this thesis is definitely my own work. I am completely responsible for the content of this thesis draft. Other writers' opinions or findings included in this thesis draft are quoted or cited in accordance with the ethical standards.

Semarang, February 2016

Mahmud Hananda

MOTTO AND DEDICATION

“A ship is safe in harbor, but that’s not what ships are for.”

William G.T. Shedd

“The pain you feel today is the strength you feel tomorrow. For every challenge encountered there is opportunity for growth.”

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Finally, I hope that this thesis will significantly contribute to the development of the teaching and learning of English materials and further study.

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ABS TRACT

Hananda, Mahmud. 2015. Cohesive Devices and Thematic Progression to Maintain the Meaning Unity of the Hortatory Exposition Text Written by Eleventh Graders of Senior High School *Abdi Negara at Karangtengah Demak in the Academic Year 2013/2014*. A Thesis, English Language Education, Graduate Program, State University of Semarang. First Advisor: Prof. Dr. Dwi Rukmini, M.Pd, Second Advisor: Prof. Dr. Warsono, Dip. TEFL, M.A.

Key words : hortatory exposition text, cohesion, thematic progression, senior high school students

The eleventh graders of Senior High School Abdi Negara had problems to write or to represent their argument into a good text. The flow of the information often becomes the handicap for the reader to comprehend and enjoy the text. Hence, this study analyzed the problems in terms of the use of cohesive devices and thematic progression to maintain the meaning unity in writing hortatory exposition texts, among the eleventh graders of Senior High School Abdi Negara, to improve their writing competence of hortatory exposition texts.

This study employed descriptive qualitative approach to analyze the students' hortatory exposition text. This approach was adopted from Thornburry. (2005:17). Six points were analyzed to find out the cohesive devices and thematic progression of the text. The six points of cohesive devices are reference, substitution, ellipsis, conjunction and lexical cohesion and the thematic progression in maintaining the meaning unity. 13 students' hortatory exposition texts were used as the object of the research.

From the result of data analysis the writer found that cohesive devices and thematic progression were employed in texts by the students although they did not use all of cohesive devices and thematic progression. Based on the analysis, there were four main cohesive devices used by the students which were repetition, exophoric reference, additive conjunction, anaphoric. The most frequently used cohesive devices was repetition (26.6%); the second most frequently used device was exophoric reference (19.1%), additive conjunction (16.7%), and also anaphoric (14.2%). Two cohesive devices were rarely used by the students; they were clausal substitution (0.4 %) and nominal ellipsis (0.4%). While in the thematic progression, the students mostly used constant theme rheme pattern. Based on the analysis, most of the texts are unified except five of them. The five texts are problematic texts because they do not have good cohesion, coherence and thematic progression. Therefore, the unity of meanings of those texts is not achieved. The problems have to do with of the overuse of the reiteration theme and the unconnected ideas of the clauses.

In line with the statements above, the cohesive devices and thematic progression used by the students had a significant role in their writing. Therefore, English teachers are suggested that they introduce cohesive devices and thematic progression to the students for their further writing skill.

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CHAPTER 1

INTRODUCTION

This chapter contains the background of the study, statements of the problem, objectives of the study, significance of the study and definition of key terms.

1.1 Background of the Study

English, as an international language, is not only used in the countries of its native speakers, but also in many other countries. In Indonesia, English as a foreign language is taught as a compulsory subject and given to the students from the elementary school to the university. English is introduced as a means of communication. It emphasizes the aspect of language skills. They are receptive and productive skills. The receptive skill includes the ability of the students in listening and reading. Meanwhile, the productive skill refers to the students' ability in speaking and writing. It is hoped that in the process of teaching and learning, the students are able to master those four skills.

Writing is one of the four skills in English and is considered as the most difficult skill compared to other skills, namely speaking, listening and reading, by most students, because writing requires the students to meet some conditions by which they can write well. Teaching writing of English as a foreign language in the foreign language classroom is a challenging job to do. There are many cases in which both the teachers and the students have difficulties in producing good compositions. As an English teacher, we have objectives in teaching writing in order that the students can write compositions well. Being able to write well in

English means that the students are literate. Literacy means that the students can use their language for communicative purposes (Paltridge, 2001:4).

Writing raises a complex problem for all teachers and students. The teacher needs to have great interest in teaching writing. We can see from the fact that not many teachers of English are interested and willing to teach writing because there are some factors which influence it. For example, teaching writing is a burden for them in the case of checking and correcting the students' composition. The teachers also ignore about phases in the teaching of English due to the fact that in one of the phases, there is a part that requires the students to create a composition. Furthermore, most teachers rarely conduct a test to produce a composition. It can be seen in daily learning processes in which most of the tests given for the students are in the forms of reading, speaking and listening. Currently, many language teachers still focus their feedback to learners on errors such as lack of subject-verb agreement, incorrect use of verb tenses and so on. From the students' point of view, most students of senior high school have difficulties in creating good compositions.

Meanwhile, writing is considered significant. Firstly, writing is a wonderful idea in which every student can explore his/her own ideas. Based on the competence based curriculum (KTSP), the students are supposed to create a text. It is based on the texts that the students are studying. Every text has its own social function/ communicative purpose. For example, for the eleventh graders in the second semester, the students produce three kinds of texts namely report, narrative and hortatory exposition. In the written tasks, the students are supposed

to produce those texts. So, they need to have ideas to create the text. The ideas are also based on the generic structure of the texts. It is because a good text should be in a good order. Thinking and writing are the text significant reason for writing. The third reason why writing is very crucial is that literate students need writing to encode ideas, opinion, etc.

The product of writing is a text even though a text can be both in spoken and written forms (Halliday, 1976:1). A text is not only characterized by its size or length. To distinguish the difference between a text and non text, we have to see whether the text has texture or not. The texture is the property of a text. It can be achieved by cohesive ties which depend upon lexical and grammatical relationship that allow sentence sequences to be understood as connected discourse rather than as autonomous sentences (Witte & Faigley, 2008). Meanwhile, the cohesive ties are not sufficient to create a coherent text (Stotsky, 1983 cited in Wang, 2007: 164). A text should be coherent too. Coherence is very crucial for a student in that he/ she can organize the text into a coherent whole. The writer needs to keep his/her readers well informed about where he/ she is and where he/ she is going (Butt et al., 1995: 90). Coherence plays an important role in making a text read well. A coherent text consists of interrelated clauses which move smoothly from one to another.

Thematic progression refers to the way the writers organize the texts. It can be achieved by picking up or repeating a meaning from a preceding theme or rheme. Eggins (1994:302) states that the way the writers organize their

composition/texts is very important in case of its contribution that theme makes to the coherence with how thematic elements succeed each other.

Furthermore, in communication, language has several functions. They are to achieve different social purposes, share ideas about their experience of the world, connect the idea, interact with others and create texts. The last function of language is to create texts that are cohesive and coherent (Derewianka, 2011:3). As she suggested that cohesion and coherence can create a good text. It means that they can create the unity of meanings.

The unity of meanings should be available in the texts. The unity of meanings in terms of cohesion and coherence becomes the consideration to judge a text quality. The text quality is very important especially if the text is available in the English textbook. It happens because it is the material for the students to learn English.

Furthermore, cohesion and coherence belong to the components of discourse competence. Discourse competence has a big contribution in communicative competence. Celce-Murcia (2007) stated that discourse competence refers to the selection, sequencing, and arrangement of utterances to create a unified text. In creating a unified text, the role of cohesion and coherence is very important because cohesion is the formal link and coherence is the abstract one. Additionally, the way of observing the development of the idea among clauses or themes-rhemes is called thematic progression. Therefore, there are three terms for the unity of meanings; they are cohesion, coherence and thematic progression.

Hortatory exposition text is an example of written texts, in which the text has to be designed and made according to type of writing genre. In line with what Gerot and Wignel (1994:7) said, there are three important things which are involved in any types of texts based on the genre as frame of reference: purpose, text elements and stages that show how they are structured and the particular use of linguistic fetures. Knowledge of genre is really important for lecturers because it can help the students write genre with clear purpose, appropriate generic structure and correct use of grammatical features. Hortatory exposition text needs to be investigated and described in order to find out whether the things that should be included in hortatory exposition texts are generally met. How the texts are structured and how the unity of meaning is linguistically realized to support the communicative purpose need to be investigated and described as well.

The studies of cohesive and thematic progression have been conducted by some researchers. Wiyaka (2005) a lecturer of IKIP PGRI Semarang has conducted a research on cohesion. He investigated his fifteen students' composition in the use of cohesive ties in recount compositions. The result of the study shows that his students used different kinds of cohesive ties. In his finding, most of the students tend to use reference (61.8%), followed by lexical cohesion (23.7%), conjunction (14.4%) and ellipsis (0.2%). No one used substitution in their compositions.

Another research on cohesion was conducted by Panidya (2010). He conducted a research entitled "The Coherence and Cohesion in the Written English News Texts in Programme II RRI Semarang, Central Java, Indonesia". He

found that coherence in the written English texts of Programme II RRI is not fully met. This was indicated by the fact that only 60% of the texts can fulfill the schematic structure of news items. The cohesion in the written English News texts of Programme II RRI Semarang is not fully met either. This is indicated by the fact that only 13.33 % of the texts can fulfill the cohesive device.

Moreover, Cahyono (2009) conducted a research on the way his students used grammatical cohesive devices and organized their writing compositions in a coherent way. The learners were the 2nd semester students of English Department, Faculty of Languages and Letters Dian Nuswantoto University in the Academic Year of 2008/2009. The result indicates that 177 grammatical cohesive devices were found in ten students' writings. The highest number of grammatical cohesive devices in the students' writings is reference. Then, the most dominant thematic progression pattern found in the students' writing is reiteration/constant theme pattern.

The difference between my study and those earlier studies lies on the objective of the research. In my study, I was inspired by and interested in conducting a research which investigates the cohesive and thematic progression of the students' hortatory exposition texts and the way students organized the texts with my own reason. Firstly, it is very important to analyze the cohesive devices used by the students to maintain the meaning unity of their written text. The second reason is to analyze how thematic progression of the students' hortatory exposition text is organized in maintaining the meaning unity in the text. It is due

to the fact that the teaching of English as foreign language is based on genre-based approach in which the students are supposed to produce texts.

1.2 Statements of the Problem

Based on the elaborated background of the study above. I formulate the research questions as follows:

1. What cohesive devices are used by the students in writing hortatory exposition texts?
2. How cohesive are the texts written by the students to maintain the meaning unity of the hortatory exposition texts?
3. What types of thematic progressions are used by the students in the hortatory exposition texts?
4. How coherent are the texts written by the students to maintain the meaning unity in the hortatory exposition texts?

1.3 Objectives of the Study

The study is aimed to:

1. describe the cohesive devices used by the students in the hortatory exposition texts.
2. describe the cohesiveness of the texts written by the students to maintain the meaning unity of the hortatory exposition texts.
3. explain the types of thematic progression used by the students in the hortatory exposition texts.

4. explain the coherence of the texts written by the students in their hortatory exposition texts to maintain the meaning unity in the text.

1.4 Significances of the Study

This study offers significant points to consider, such as: the theoretical significance, the practical significance and pedagogical significance.

1. Theoretical Significance

The research findings will enrich the previous theories and research findings about the use of cohesive devices and its organizations in creating a better understanding about the relationship between cohesion and thematic progression and the quality of writing.

2. Practical Significance

The research findings will give some advantages to the students and English teachers and the effort to develop the learning and teaching of writing a language in school. The analysis of cohesion and thematic progression can be used as authentic data so that the students can practice and improve their hortatory exposition text.

3. Pedagogical Significance

The students will gain a powerful tool for managing the meanings of their writing. The learners can consciously and strategically draw on his knowledge to construct cohesive texts. The cohesion in the students' texts can be improved dramatically if attention is given to cohesive devices and thematic progression in

the texts. The insights gained from thematic progressions and cohesive devices are valuable in teaching writing as well as in teaching literacy.

1.5 Definitions of Key Terms

In order to avoid misinterpretation, it seems necessary to define some key terms in this study. They are as follows:

1. Cohesion

Rankema (1993:35) states that cohesion is the connection which results when the interpretation of a textual element is dependent on another element in the text. Meanwhile, according to Halliday and Hasan (1976: 4) cohesion refers to realization of meaning that exist within the text. Cohesion occurs where the interpretation of some elements in the discourse is dependent on that of another. The one presupposes the other, in the sense that it cannot be effectively decoded except by recourse to it. When it happens, a relation of cohesion is set up and the two elements, the presupposing and the presupposed, are thereby at least potentially integrated into a text.

2. Texture

Texture is something that a text must possess. Texture is the most important thing which distinguishes whether it is a text or not. According to Eggins (1994:85), texture is what holds the sentences of a text together to make them unity.

3. Tie

Tie is a term used by Halliday and Hasan (1976) to refer to a single instance of cohesion or one occurrence of a pair of cohesively related items.

4. Text

Text is defined as any passage, spoken and written, of whatever length that forms a unified whole (Halliday and Hasan, 1976:1). Text in this study refers to written form of texts produced by the subjects of the research.

5. Coherence

It is the way a writer or speaker organizes the text into a coherent whole. It is achieved by the use of thematic organization. It was proposed by Butt et al. in the Systemic Functional Grammar (1995). A text is supposed to begin with old information (theme) and followed by new information (rheme).

6. Hortatory Exposition

It is a type of genre which has a function to persuade readers or listeners with several arguments (Grace, 2006:204).

1.6 The Outline of the Thesis

This chapter is written by using a very plain writing system, without reducing the substance being conserved. It is hoped that the author will focus on the intention of the thesis objective. The outlines of the writing are: the first chapter comprises the background of the study, statements of the problem, objectives of the study, significances of the study, definitions of key term and the outline of the thesis.

The second chapter presents the review of the related literature which discusses about the previous studies, text and language teaching, definition of text, cohesion, coherence, thematic progression, hortatory exposition text, teaching writing and theoretical framework.

In the third chapter, the research is presented. It gives details about the research design, subject of the study, object of the study, unit of analysis, instrument of data collection and procedure of data analysis.

The fourth chapter presents the findings and the discussion of the findings, and the last chapter presents the conclusions and suggestions.