THE COMPARISON OF COHESIVE DEVICES IN ENGLISH AND INDONESIAN DESCRIPTIVE TEXTS WRITTEN BY UNDERGRADUATE STUDENTS

(The Case of the 3rd Semester of Banking Department Students of STIE KERJASAMA Yogyakarta in the Academic Year of 2013/2014)

THESIS

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Language Education in Semarang State University**

by

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"Life is like a box of chocolates. You never know what you're gonna get".
-Forest Gump -

Dedicated to my beloved daughter
"AGHNIA MARSHALA ADZKIA"

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M. Zaki Pahrul Hadi

DECLARATION

I hereby declare that this thesis is absolutely my own work, not a plagiarism of other people's work or citations in ways that are not in accordance with the applicable scientific ethics, either partially or completely. Other opinions or findings contained in the thesis is quoted or referenced by a code of scientific ethics. On this statement I am ready to bear the risk / sanctions if found a violation of scientific ethics in this work.

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ABSTRACT

Hadi, M.Z,P. 2015. *The Comparison of Cohesive Devices in English and Indonesian Descriptive Text written by Undergraduate Students*. Thesis. English Education Program, Graduate Program, Semarang State University. Advisor I: Drs. Ahmad Sofwan, M.A, Ph.D. Advisor II: Prof. Dr. Warsono, Dip. TEFL, MA.

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Communicative competence has been the main target of language teaching and learning process. Teaching English is a matter of training students so that they are able to communicate in English either orally or in written. One of the most important aspects that should be considered in writing skill is Cohesion. Cohesion is one of the main characteristics that shoud be considered in producing a good writing.

This research examines cohesive devices in English and Indonesian descriptive texts written by undergraduate students of the 3rd Semester of Banking Department of STIE KERJASAMA Yogyakarta. Using comparative approach, it attempts to compare the use of cohesive devices in English and Indonesian descriptive texts. A total of 20 texts (10 each from English and Indonesian) constituted the data set for the study. Quantitative analysis is also employed in order to find out whether there are statistically significant similarities and differences between English and Indonesian texts in terms of lexical cohesion patterns. Using mixed research design and drawing on Halliday and Hasan's (1976) influential theory of cohesion, the study points to four key findings. First, all types of cohesive devices (*reference, conjunction, substitution, ellipses, and lexical cohesion*) are found in English texts. Whereas in Indonesian text, of all types, four types (*reference, conjunction, substitution, and lexical cohesion*) are found. Second, there are three types of cohesive devices: reference lexical cohesion and conjunction that are preponderantly used. Third, the use of these devices in the English and Indonesian texts evinces more similarities than differences. Fourth, although undergraduate students studying English at STIE KERJASAMA Yogyakarta do use a range of cohesive devices, they seem to lack sophistication in their use. The findings of this study have implications for pedagogy, theory, academic writing and further research.

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CHAPTER I

INTRODUCTION

The introduction consists of some subtitles supporting this thesis; those are background of the study, reasons for choosing the topic, statement of the problems, objective of the study, and significance of the study.

1.1 Bacground of the Study

It is undeniable that English is one of the most important languages in the world. It has been considered by large number of people as the language of art, science, politics and economics. So that, when one wants to cope with what happens in the world he must learn English. English learners in Indonesia learn English as a foreign language, rather than a second language. It has some effects on the process of teaching and learning the language, especially how they learn English. The process of teaching and learning mostly occurred inside the school environment. Ellis (1994: 214) defined it as the educational setting. In educational setting, especially in Indonesia, It is not easy to provide the natural setting of English learning for the English learner. It happens because English is learnt as the foreign language only, and is not used for daily communication by most of Indonesian learners.

Language consists of four skills: listening, speaking, reading and writing. Brown (2000:294) explained that in order to master the English language, learners have to be exposed to all of the four basic skills. When students try to practice writing, they face many difficulties. In fact, writing is the skill in which students produce sentences which are put in a particular order and linked

together in certain ways. But still, essays production is the most difficult and tiring task.

One of the most important aspects that should be considered in writing skill is cohesion. Cohesion is one of the main characteristics that should be considered in producing a good writing. Halliday and Hasan (1976:2) state that a text is best regarded as a semantic unit; a unit not of form but of meaning. It means that a text is not only in the form of sentence but also should have meaning. Hatim and Mason (1997:21) also argue that to fullfil the various standards of textuality, then, a sequence of sentences must have components of surface realization which are intended to be mutually connected (intentionality and cohesion). The general meaning of cohesion is embodied in the concept of text. Halliday and Hassan (1976:5) state that cohesion can be expressed through grammar and vocabulary. Each type of cohesion is realized by linguistic element called by cohesive devices.

There were many studies related to cohesive devices that have been conducted by many researchers in the previous time. Some of those studies are conducted by Nurcahyo (2006), and Kai (2008). Nurcahyo conducted a study about cohesiveness on students' writings in the English Department of the State University of Semarang. Nurcahyo, in his study, intended to investigate how students in the English Department of the State University of Semarang make use of the cohesive devices in their narrative essays. The data were collected by giving an assignment to the students to make a narrative essay. Their essays then were analyzed by technique of marking. The marking

technique was done by using *bold typing, italicizing, underlining,* and *giving quotation marks.* The analysis also presents some charts to know the occurrence of cohesive devices in the students' essays. The results of the analysis showed that the students tend to use *reference* in high intensity compared to the other cohesive devices. Most of their writings have also applied the *endophoric reference* in a quite good proportion so that their writings can be considered as the cohesive ones.

The second previous study about cohesive devices was written by Kai (2008). Kai investigted lexical cohesion patterns in native speaker and non native speaker dissertation abstracts in applied linguistics. By using the comparative approach, Kai attempts to compare the similarities and differences in lexical cohesion patterns between a native speaker of English (NS) and a non-nativespeaker of English (NNS) dissertation abstracts and to account for their similarities and especially for their differences. There are fifteen abstracts that are randomly selected as Native Speaker samples and Non Native Speaker samples respectively. The result of this study shows that NS abstracts tend to use more complex repetitions than NNS ones, which have a high rate of using simple repetitions. Another finding is that the patterning of lexical repetition in the sample texts could take a central place in the organization and understanding of dissertation abstract.

In line with the previous studies above, banking department students of STIE KERJASAMA Yogyakarta also wrote some descriptive texts which are not cohesive. It is viewed from the preliminary study that was done by the

writer. The writer took the data from the students' answer sheet of the 3rd semester mid-term test. The instruction of the test was to create the descriptive text with specific topic in both English and Indonesian. In this phase, the writer took 10 texts randomly and analyzed them. As a result, the students made a number of writing texts which are not cohesive, such as in using reference, substitution, and ellipsis.

Based on the preliminary study above, the researcher considers the importance of conducting a research on cohesiveness in the students' descriptive texts. While the differences between this study and the two previous studies are the use of data and the approach of research study. The first previous study used the narrative texts as the source of the data, written only in English, came from English department. The second previous study used the students' dissertation abstract as the source of the data, native speaker of English (NS) and a non-nativespeaker of English (NNS) dissertation abstracts and to account for their similarities and especially for their differences. This study used the students' descriptive texts as the source of data, written in English and Indonesian. The participants were the students of non English department. Those differences differentiate this study with the two previous studies.

1.2 Reasons for Choosing Topic

There are some reasons for choosing the cohesive devices analysis as the topic of the study, those are as follows:

Firstly, cohesive devices provide lexical cohesion dealing with the language content. There are some aspects which are considered as the representation of lexical cohesion in the text such as the use of repeated word, words sharing common root, synonyms, antonyms, hyponymy, and meronymy. By conducting cohesive devices analysis, the writer will get information about how cohesive the students' writing text is. Besides, cohesive devices also realised the use of reference, subtstitution, conjunctions within the text. At the sentence level, learners should be able to identify and write simple, compound, and complex sentences. At the paragraph level, they should be able to identify and write paragraphs including topic sentences and supporting ideas.

Secondly, cohesive devices analysis provides the evidence(s) of how far the language had been learnt by the learners. By conducting cohesive devices analysis, the writer will have the authentic evidence of students' language use, especially in writing skill. The students' writing will show the students' mastery in the use of target language rules.

1.3 Statements of the Problems

Based on the description above, the problems of the study are conceptualized in terms of the following research questions:

1. How is the use of cohesive devices in English descriptive texts written by undergraduate students?

2. How is the use of cohesive devices in Indonesian descriptive texts written by undergraduate students?

3. What are the similiarities of cohesive devices between English and Indonesian descriptive texts written by undergraduate students?

4. What are the differences of cohesive devices between English and Indonesian descriptive texts written by undergraduate students?

1.4 Objectives of the Study

The objective of the study is to answer the statement of the problem. They are as follows:

1. To describe the use of cohesive devices in English descriptive texts written by undergraduate students.

2. To describe the use of cohesive in Indonesian descriptive texts written by undergraduate students.

3. To explain the similiarities of cohesive devices between English and Indonesian descriptive texts written by undergraduate student.

4. To explain the differences of cohesive devices between English and Indonesian descriptive texts written by undergraduate students.

1.5 Significance of the Study

1. Theoretically, the result of the study is expected to provide the additional source in giving the description and information of cohesive devices made by the second language learners in writing English and Indonesian descriptive text.

2. Practically, readers will have a better understanding on how to write a descriptive text cohesively in English and Indonesian. Besides, the

research findings are expected to be the clues for readers to make better writings in the future.

3. Pedagogically, the result of the study is expected to give contributions to the development of cohesive writing. At least, this study will provide the information about how much the undergraduate students had learnt. The result of the study also can be taken into account by the lecturers as the consideration to determine the better teaching and learning methods especially in writing subject.

1.6 Definitions of Terms

Before presenting the definitions of key terms, it should be noted that some of the key terms used in this study might have slightly different operational definitions in other studies.

1. Foreign Language Learners

Adapted from the Ellis' definition on second/ foreign language acquisition (1997: 3), foreign language learners are the learners which are learning the foreign language.

2. Cohesive Devices

Cohesive device are text specific linguistic elements employed to assemble integrated, interpretable, and meaningful text (Halliday & Hasan, 1976).

3. Reference

Reference is the specific nature of the informationthat is signaled for retrieval. There are three types of reference: personal, demonstrative and comparative reference (Halliday and Hassan, 1989:31)

4. Substitution

Substitution is a relation between linguistic items, such as word or phrases. It is a relation on the lexico-grammatical level, the level of grammar and vocabulary. There are three types of substitution; nominal, verbal and clausal. (Halliday and Hassan, 1976:88)

5. Ellipsiss

Ellipsis is the omission of the elements normally by the grammar, which the speaker or the writer assumes are obvious from the context and therefore need not be raised. There are three types of ellipsis; nominal, verbal, and clausal. (Halliday and Hassan, 1976: 142-225)

6. Conjunction

Conjunction expresses certain meaning which presupposes the presence of other components in the discourse. It is not primary device for reaching out into the preceding or following text. There are basically four types of conjunctions; additive, adversative, causative, and temporal. (Halliday and Hassan, 1976: 226-273)

7. Lexical Cohesion

Lexical cohesion is created through the writer's choice of specific vocabulary. It falls into two types: reiteration and collocation. (Halliday & Hasan, 1976: 274-292).

8. Text

Text can be defined as an actual use of language (Widdowson, 2007: 4), and the text can be in the form of spoken or written.

9. Descriptive text

Descriptive text can be defined as a text which functioned to describe a particular person, place or things (Gerot and Wignell, 1995: 207).

1.7 Outline of the Study

This study is organized into five chapters as follows.

Chapter I: Introduction. In this chapter, the researcher explains the background of the study, background of the study, reasons for choosing the topic, statement of the problems, objective of the study, significance of the study, definition of terms, and lastly the outline of the study.

Chapter II: Review of related literature. This chapter presents some theories in relation to the research, namely; previous studies related to the topic, foreign language learning, communicative competence, writing, cohesive devices, genre, and descriptive text.

Chapter III: Research Methodology. This section describes the research type of this research. The source of data and instruments are also described here in order to describe the research study more clearly. The last point of this section

is discussing the technique of gathering, analyzing, and displaying the data which are categorized as the next steps in researching data.

Chapter IV: Results and Findings. This chapter presents the data analysis and discussion, which discusses the result of analyzing and interpretation of the data such as the use of cohesive devices in English texts, the use of cohesive devices in Indonesian texts, and the differences and similarities of cohesive devices in English and Indonesian descriptive texts written by undergraduate students.

Chapter V: Conclusion. This chapter presents the conclusion from the findings that answer the statement of problems and pedagogical implications. In the end, the researcher gives some suggestion for linguists and other researchers in order to conduct studies of cohesive devices in larger communities.