



**THE REALIZATION OF COHESIVE DEVICES IN DESCRIPTIVE
TEXTS MADE BY THE SEVENTH GRADE STUDENTS OF SMP
NEGERI 4 UNGARAN**

A final project

Submitted in partial fulfillment of the requirement for the degree of *Sarjana Pendidikan*

in English

By

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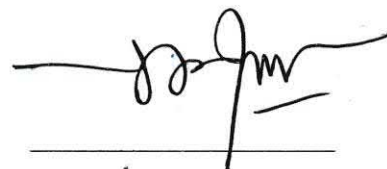
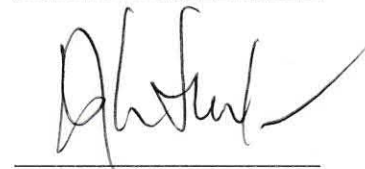
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APPROVAL

The final project entitled *The Realization of Cohesive Devices in Descriptive Text Made by the Seventh Grade Students of SMP Negeri 4 Ungaran* (In the Academic Year of 2017/2018) has been approved by a Board of Examiners and officially verified by the Dean of the Faculty of Languages and Arts on December 2018.

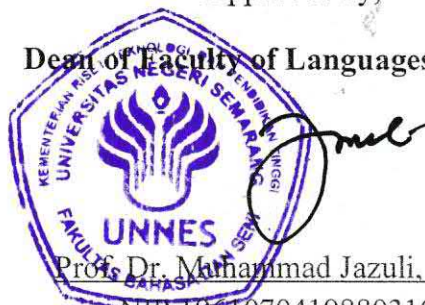
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THE REALIZATION OF COHESIVE DEVICES IN DESCRIPTIVE TEXTS MADE BY THE SEVENTH GRADE STUDENTS OF SMP NEGERI 4 UNGARAN

It was written in order to fulfillment of the requirements for the degree of *Sarjana Pendidikan* in English is truly my own work, which I have produced after going through research, guidance, discussion, and presentation/ examination. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography. Thus, even though the team of examiners and supervisor put their validity signatures, this scientific work is my own responsibility. If later any infraction is found, I am willing to accept the consequences. So hope this statement can be used as needed.

Semarang, 22 December 2018



Dewi Nazilah

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MOTTO AND DEDICATION

God is always with you, it is up to you to be with God.

-Swami Shyam-

To

My beloved mother (Siti Maesyaroh)

My beloved father (Gunadi)

My lovely sister (Anisa' Ummahmudah)

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Furthermore, my special thanks are also forwarded to my beloved mom (Siti Maesyaroh), dad (Gunadi), and my sister (Anisa' Ummahmudah), my brother-in-law (Joko Margiyono) for their support, affection, encouragement, attention, and praying from the beginning to the finishing of my final project.

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Dewi Nazilah

Abstract

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Keywords: Descriptive Text, Grammatical Cohesion, Lexical Cohesion

This study investigated the cohesion of descriptive texts made by the seventh grade students at SMP N 4 Ungaran in the Academic Year of 2017/2018. It aims to describe the dominant grammatical and lexical cohesive devices in the texts and to identify whether the texts are cohesive or not from the use of those devices.

The data of the study were twenty texts. In collecting the data, the students were assigned to write descriptive texts about their family. The data were analyzed qualitatively based on Halliday and Hassan's` theory of cohesion (1976). First of all, the texts were divided into clauses, and the cohesive items were identified into percentages.

The results showed that of four elements of grammatical cohesions, only three occurred in the texts: reference (607 occurrences or 52%) and conjunction (123 occurrences or 10%). Then, it is followed by ellipsis with 23 occurrences or 2% while substitution is not found in the data. In terms of lexical cohesion only reiteration was found, that is 427 occurrences or 36%. Reiteration was realized as hyponym and repetition in the texts. There was not any collocation in students writing. Based on the result, it can be concluded that all texts under this study were cohesive enough.

TABLE OF CONTENTS

	Page
APPROVAL	ii
DECLARATION OF ORIGINALITY	iii
MOTTO AND DEDICATIONS	iv
ACKNOWLEDGEMENT	v
ABSTRACT	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	xi
LIST OF CHARTS	xii
LIST OF APPENDICES	xiii
CHAPTER I INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Reasons for Choosing the Topic	3
1.3 Statement of the Problem.....	4
1.4 Objectives of the Study.....	4
1.5 Limitation of the Study.....	5
1.6 Significance of the Study	5
1.7 Outline of the Report.....	6
CHAPTER II REVIEW OF RELATED LITERATURE	7
2.1 Review of Previous Studies.....	7

2.2	Theoretical Background of Study.....	11
2.2.1	General Concept of Writing.....	11
2.2.1.1	Components of writing.....	12
2.2.2	Text.....	13
2.2.2.1	Text Type.....	14
2.2.3	General Concept of Descriptive Text.....	18
2.2.3.1	Social Function of Descriptive Text.....	18
2.2.3.2	Generic Structure of Descriptive Text.....	18
2.2.3.3	Language Features of Descriptive Text (Gerot and Wignell, 1994).....	19
2.2.4	General Concept of Cohesion.....	20
2.2.4.1	Cohesion.....	20
2.2.4.2	Grammatical Cohesion.....	22
2.2.4.3	Lexical Cohesion.....	26
2.3	Theoretical Framework.....	28
CHAPTER III METHOD OF INVESTIGATION.....		30
3.1	Research Design.....	30
3.2	Role of the Researcher.....	31
3.3	Object of the Study.....	32
3.4	Procedures of Data Collection.....	32
3.5	Procedures of Analyzing Data.....	33
CHAPTER IV FINDINGS AND DISCUSSIONS.....		38

4.1 Findings.....	38
4.1.1.3 Substitution	49
4.1.2.1 Reiteration	55
4.2 Discussion	56
CHAPTER 5 CONCLUSION AND SUGGESTION	58
5.1 Conclusion.....	58
5.2 Suggestion	60
REFERENCES	
APPENDICES	

LIST OF TABLES

Table	Page
Table 2.1 Table of Conjunctive Relations.....	26
Table 3.1 Labels for Grammatical and Lexical Cohesion Categories.....	33
Table 3.2 The Example of Classification of Grammatical and Lexical Cohesion Devices	34
Table 3.3 The Total of Cohesive Devices Found in Students' Descriptive Texts	35
Table 4.1.1 Grammatical & Lexical Cohesion of the Texts.....	39
Table 4.1.1 Grammatical Cohesion Findings	41
Table 4.1.1.1 Percentages Reference Findings	43
Table 4.1.1.2 Percentages Ellipsis Findings	48
Table 4.1.1.4 Percentages Conjunction Findings	50
Table 4.1.2 Percentages Reiteration Findings	54

CHAPTER I

INTRODUCTION

This chapter covers the introduction of the study. It includes background of the study, reasons for choosing the topic, statement of the problem, objective of the study, significance of the study, and outline of the research report.

1.1 Background of the Study

English is considered as the first language for the majority of the population in several countries and the second language or foreign language for others, including Indonesia. Hence, English is becoming the language of communication globally. English is increasingly being used as a tool for interaction among non-native speakers (Brown, 2001, p.118). Considering its importance, English becomes one of the compulsory subjects that are taught in Junior High School in Indonesia.

Learning English, like learning a language in general, involves the mastery of the four language skills. They are listening, speaking, reading and writing. In English as a Foreign Language (EFL) context, writing is considered as the most difficult skill to master along with other basic skills, as stated by Richards and Renandya (2002, p.303) that writing is considered as the most difficult skill for Second Language (L2) learners to master. Writing has always been an issue of great concern to EFL students and teachers. Both of students and teachers increasingly feel frustrated and complain about the quality of the learning outcome. It is supported by (Brown, 2001, p.218) that stated, "Every educated

child in developed countries learns the rudiment of writing but very few learn to express themselves clearly with logical, well-developed organization that accomplishes an intended purpose”.

Writing is the process of putting the information structured in the mind on a paper. For this, it is necessary for students to understand what they hear and read well and structure it in their minds (Akdal and Sahin, 2014). Students must know where to start, what to do at each stage and what is expected of them when writing texts (Diliduzgun, 2013). Students need good vocabularies for precise word choices, knowledge of grammatical structure and punctuation to make a good writing and readable text.

In fact, sometimes writing gets less attention than other language skills because of the complexity. Thus, many students are still failing to make sense of the writing and lack of connectedness of the sentences – a lack of cohesion. For this reason, the difficulties lie not only in the poor organization, the inappropriate statement, the inadequacy of providing examples and details, the limited vocabulary but also the misuse of cohesive devices (Saud, 2015). An English native speaker can easily identify whether a set of sentences are unrelated or form a unified whole. The unity between these sentences is achieved through the use of cohesive devices.

According to Halliday and Hasan (1976), cohesion is a concept that is referred to by the semantic relationship within a text and arises when the interpretation of an element in a discourse is dependent on another element. By using cohesive devices correctly the text will be easily understood by the readers.

For that reason, this study is conducted with an objective to identify the use of cohesive devices in students' writing.

Based on my experience when I conducted teaching practice at school, I found out that student still had some difficulties in making readable and cohesive text when they wrote a descriptive text in my class (7th graders) which meant they still lacked in competence writing. For this reason, I conduct this study which is entitled "The Realization of Cohesive Devices in Descriptive Text Made by The Seventh Grade Students of SMP N 4 Ungaran (In the Academic Year of 2017/2018)".

1.2 Reasons for Choosing the Topic

There are several reasons underlying this current study:

First of all, English writing is one of the most important skills for students. One of the problems faced by students to make a good writing is the lack of cohesion. A good writing according to Corbett in Utama (1997) requires three important components that should be fulfilled, namely, unity, coherence and adequate development, with coherence as the most important component. However, this study only focused on cohesion analysis based on theory proposed by Halliday and Hasan (1976).

Second, I chose descriptive texts to be investigated because it is one of the genres that must be mastered by the seventh year students of junior high school as stated in the curriculum. Descriptive text is the one of early text types that students have to learn in the beginning level before the other types of text. Moreover, descriptive texts are unavoidable in daily life, they can be found everywhere.

Stanley (1988) mentions description presents the appearance of things that occupy space, whether they are objects people, buildings or cities. Its purpose is to describe and reveal a particular, thing or person.

Third, there has been no research on cohesion in descriptive text for seventh year students in final project of Universitas Negeri Semarang. After I collected and read the data of some final projects of Universitas Negeri Semarang, I did not find any studies about it. Some of them studies about cohesion in narrative, report, recount, speeches, hortatory exposition texts which are made by students, reading text of e-book and so on but not descriptive text.

1.3 Statement of the Problem

In this study the point investigated is how the students structured their writing to make a unified text through the use of cohesive devices. From the explanation above, there are several questions to be answered in this study:

1. What types of cohesive devices are found in the descriptive texts made by the seventh grade students of SMP N 4 Ungaran?
2. How cohesive is in descriptive texts made by the seventh grade students of SMP N 4 Ungaran?

1.4 Objectives of the Study

Based on the statements of the problem above this study is aimed to:

- (1) To analyze descriptive texts in order to describe what kind of cohesive devices are used by the students.

- (2) To analyze descriptive texts in order to explain cohesive of text made by the students.

1.5 Limitation of the Study

This study focuses on the cohesive analysis based on theory of Halliday and Hasan (1976) which covers grammatical cohesion (reference, substitution, ellipsis, and conjunction) and lexical cohesion (reiteration and collocation). In addition, the descriptive text is used as the object of current studies that written by the seventh grade students of SMP N 4 Ungaran in the Academic Year of 2017/2018.

1.6 Significance of the Study

The significance of the study is divided into two main parts.

First, the kind of cohesive devices in descriptive texts used by the students is described so that theoretically this study may provide the readers a new understanding about the kind of cohesive devices are mostly used in writing descriptive text; practically, the result of the study gives the readers, in particular students and an understanding about the kind of cohesive devices are used in descriptive text; pedagogically this study gives knowledge about the kind of cohesive devices are mostly used in descriptive texts to the readers, teachers, and students that can be implemented in learning and teaching writing process.

Second, cohesive in descriptive texts made by the students is explained so that theoretically this study may provide the readers a new understanding about the cohesive in descriptive texts made by the students.; practically the result of the

study gives the readers, in particular students and teachers an understanding about the importance of cohesive devices in constructing unified descriptive texts; pedagogically this study gives knowledge about cohesive in students writing to the readers, teachers, and students that can be implemented in learning and teaching writing process.

1.7 Outline of the Report

In order to ease the readers in comprehending this study, the final project is divided into five chapters.

Chapter I provide an introduction carrying the basis of the framework for the entire study presented in the rest of the final project. It contains of the background of the study, the reasons for choosing the topic, the statements of problem, the objectives of the study, the limitation of the study, the significance of the study, and the outline of the report.

Chapter II presents review of related literature. It discussed review of the previous study, review of theoretical background and theoretical framework which are used as the bases of the study.

Chapter III deals with the method of investigation. This chapter presents the research design, the object of the study, procedures of the study, the technique of collecting the data, and the technique of data analysis.

Chapter IV presents the result of the analysis and discussion. It includes general description, research results and discussion of the findings.

Chapter V, as the last chapter, offers the conclusions and the suggestions based on the result of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of three parts. The first part contains the previous studies related to the topic of study. The second part presents the review of the theoretical study. Then, the last part is about the theoretical framework.

2.1 Review of Previous Studies

There have been a number of studies on cohesion in students writing (Saud, 2015; Ma'rifatullah, 2016; Abusaedi, 2009; Ghasemi, 2013; Alotaibi, 2015; Kadiri, 2016; Bahaziq, 2016; Karadeniz, 2017; Zaenudin, 2012; Lestari, 2014; Windyastuti, 2014; Rizal, 2016; Arifiani, 2016). Those are used as the references in this study. The descriptions of the previous research findings are as follow.

Writing is one of important things in language learning, so the students have to master vocabulary and know how to use grammar in making a good text or sentence. Because of this reason Isrina (2017) investigated students' skill in writing descriptive text at the eighth grade of SMP N 7 Tambusai Utara. In this research, the researcher analyzed 5 components of descriptive text written by the students such as content, organization, grammar, vocabulary and mechanic. Then the researcher found that the students' average score in writing descriptive text was 51,87 and it means their writing skill in descriptive text can be categorized in the poor level.

Cohesive devices is one of tools to make a good text besides a proper vocabulary. Because of that Saud (2015) and Ma'rifatullah (2016) they do study about cohesion analysis in descriptive text were conducted at the level

undergraduate students. The researchers were Saud (2015) and Ma'rifatullah (2016). Saud (2015) conducted a study to investigate the use of cohesive devices and the qualities of writing in descriptive compositions that were made by students of third-year English majors at King Khalid University. Data showed that out of the 3138 cohesive devices used at a high level were "Reference" and 2475 was the dominant device used, that is (78.87%). In addition, "Good students" used more cohesive devices in their writings compared to weak students. While Ma'rifatullah (2016) analyzed the types of coherence and cohesion correctly made by the fourth semester students' of English Education Department of IAIN Salatiga. The result showed that the types of cohesive devices used by the students are reiteration (12.76%), conjunction (14.53%), reference (70.92%), substitution (0.35%), ellipsis (0%), and collocation (1.41%). It can be concluded both studies showed that reference is mostly used in cohesive devices in descriptive.

The role of cohesion is important as the phrases which is linking together to make the whole text clear and readable. Thus, some studies about cohesion analysis were conducted at the level of senior high schools (Zaenudin, 2012; and Lestari, 2014). (Zaenudin, 2012) investigated the grammatical and lexical cohesive devices of hortatory exposition texts. While Lestari (2014) analyzed the cohesion of narrative texts of senior high school students. Both studies showed that reference is mostly used in cohesive devices in hortatory exposition and narrative.

The text must be easily understood by the reader so cohesion is needed to make a text interrelated and flow smoothly. Because of that reason, Abusaeedi (2009) investigated cohesive ties devices that was conducted on the writing

samples of 40 subjects (20 most coherent and 20 least coherent) Iranian undergraduates of English. Forty students were assigned a communicative task i.e. writing a letter to a friend, explaining process of admission at his or her university. The analysis of data revealed that both writing samples were found highly dense in the use of reference. Among the five major types of cohesive classes, substitution and ellipsis occurrence was less than 1%.

Cohesion is a main step of linking appropriate terms or grammar or vocabulary form into a good text. Thus, some researchers examined cohesion analysis in argumentative text that was conducted at the level of undergraduate students. They are Alotaibi (2015) and Bahaziq (2016). Bahaziq (2016) analyzed the cohesion of students writing based on the work of Halliday and Hasan (1976). The sample data was taken from The Michigan English Language Assessment Battery (MELAB) examination of a student's essay writing. The analysis revealed that the grammatical devices that mostly used in the essays are reference. In addition, the student demonstrated the use of lexical device reiteration but never tent to use collocation. It was suggested that the student repeated the same items due to the limited knowledge of vocabulary. Then, Alotaibi (2015) analyzed the specific types of lexical cohesion that either enhance or weaken the writing quality. The data were drawn from the website Michigan corpus of upper-level student papers (<http://micusp.elicorpora.info>) where five papers were examined. The results showed that the paper which received the lowest rating in terms of the writing quality was the one that included the largest number of repetition occurrences of the same type. Both studies could be concluded by arguing that repetition might not be considered as monolithic, and

suggested that every type of repetition needed to be examined individually in order to determine what enhanced and what deteriorated the writing quality.

Cohesive device is important in order to achieve well-constructed and understandable writing. Hence, Ghasemi (2013) reviewed some studies that focused on the use of cohesive devices (CDs) and the relationship between the number of CDs and writing quality. This data analysis was collected from different EFL/ESL researchers has shown that the learners were able to use various CDs in their writings. Additionally, the study highlighted some of the cohesive problems in writing and the possible pedagogical implications for teachers. Based on the findings, it can be concluded that some CDs were more preferred than some others for a variety of reasons. The other reason might be minimal amount of knowledge and necessary text in which such structures are used.

The important of cohesion is both to the reader in constructing the meaning from a text and to the writer in creating a text that can be easily comprehended. Therefore, some researchers examined cohesion analysis in discussion text that was conducted at the level of undergraduate students. They are Kadiri (2016) and Karadeniz (2017). Kadiri (2016) investigated the use of lexical elements of cohesion in the essay writing of students of English as a Second Language. Forty (40) students from each of the departments of the Nigeria, Nsukka wrote the text totaling two hundred. The researchers chose the essay topic, “The Problem of Youth Unemployment” as a test. The result showed that there are 1,233 lexical cohesion elements in the 200 texts used for the study. The sample population used more of repetitions in their writing and made minimal used of synonyms and

lexical sets. While Karadeniz (2017) investigated the relationship between Faculty of Education students' levels of using cohesive devices and their skills in creating a consistent text. The document review technique was employed in the study. The study was carried out at the Faculty of Education, Ahi Evran University in the academic year of 2014/2015. Then the result showed that there was a significant relationship at a low level between the students' skills in creating consistent texts and reference, elliptical narrative, and substitution from among the CDs.

Cohesion helps to make a sequence of sentence a text so, another research was done by Rizal (2016) about cohesion. He conducted a case study to investigate the usage of grammatical and lexical cohesive devices employed by the finalists in the scientific paper reports. She found some results, first there were 1214 cohesive ties from eight reports. Mostly, the cohesive devices used in the reports were lexical cohesion with 562 cases (46.29%). The most occurred grammatical cohesion was reference with the total of 523 (43.08%) cases.

A text must be organized in order to be communicative, and it can be achieved through the use of cohesive devices. Thus, Arifiani (2016) conducted a study to analyze the use of grammatical and lexical cohesion dominantly in the speech text of students. The result of this study can be concluded that, the grammatical cohesion dominantly is reference, in particular is personal and demonstrative reference. Meanwhile, for lexical cohesion is repetition dominantly.

Based on some studies above my investigated has the similarity with (Saud, 2015; and Ma'rifatullah, 2016). We same analyze the cohesion of students writing in descriptive text. However the difference between us is in the subject, I collect the data from 7th grade students in Junior High School not postgraduate students.

It can be concluded that I use subjects with lower levels of education than previous studies

2.2 Theoretical Background of Study

This sub chapter comprises some theories supporting the current studies. Those theories are general concepts of writing, text, general concept of descriptive text, and general concept of cohesion.

2.2.1 General Concept of Writing

Writing is a kind of communication tools. It allows people to communicate with others removed in both distance and time (Graham, 2007). Writing includes both *physical* and *mental* act. At most basic level, writing is the physical act of putting words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message typed into a computer. Writing is also a kind of mental work by inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader (Nunan, 2003).

Hyland (2002) defines writing as a textual product. It is a process that is often heavily influenced by the constraints of genres. Genre is a term for grouping text together, representing how writers typically use language to respond to recurring situations. For many people, it is an intuitively attractive concept that helps to organize the common-sense labels we use to categorize texts and the situations in which they occur (Hyland, 2004).

Kern (2000) defines writing as a dynamic process of designing meaning through texts. It cannot be separated with grammar and punctuation rules that will make the writing informative, descriptive, and engaging (Glicken, 2008). Most

writing should be grammatically correct so people will feel conform to read it (Grenville, 2010).

From those definitions, we can conclude that writing is a process of delivering ideas through written text by using good grammatical sentence and good sentence patterns in a certain genre with certain medium (paper or screen) as one kind of communication media.

2.2.1.1 Components of writing

There are five components of writing stated by Brown and Bailey in Brown (2004):

1) Organization

Appropriate title, effective introductory paragraph, topic is started, leads to body, transitional expressions used; arrangement of material shows plan (could be outlined by reader; supporting evidence given for generalization; conclusion logical and complete

2) Content

Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought.

3) Grammar

Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tenses sequencing; no fragments or runs-on sentences.

4) Punctuation

Correct use of English writing conversations: left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat of parallel structures; concise; register well.

5) Style

This is an additional component in writing. Style is how the writers express their idea using specific way of using vocabulary.

2.2.2 Text

Text is a part of language. Halliday and Hasan (1976:2) say that the word text, in Linguistics, is to refer to any passage, spoken or written, of whatever length, that does form a unified whole. A text may be manifested in various ways, spoken or written, prose or verse, dialogue or monologue, etc. A text is best regarded as a semantic unit: a unit not of form but of meaning. Thus, it is related to a clause or sentence not by size but by realization, the coding of one symbolic system in another having meaning.

According to Halliday and Hasan (1976: 293-294), a text, as a semantic unit, is a unity of meaning in context, a texture that expresses the fact that it relates as a whole to the environment in which it takes place. A set of related sentences is the embodiment or realization of a text. Typically, in any text, every sentence except the first shows some form of cohesion with a preceding sentence, usually with the one immediately preceding. Therefore, the expression of the semantic unit of the text lies in the cohesion among the sentences of which it is composed.

That something can be said as a text or not are the fulfillment of two requirements. Besides the texture above, that is cohesion relation, there is

something essential in a text that is structure. Halliday and Hasan (1976: 6-7) state that structure is a unifying relation. The parts of a sentence or a clause obviously “cohere” with each other because of the existence of the structure. The elements of any structure have an internal unity which ensures that they all express part of a text.

In general, any unit which is structured hangs together in such a manner to form text. Structure is one means of expressing texture. From the explanation above, we can say that something which is spoken or written can be said as a text if it has texture, cohesive ties and structures.

2.2.2.1 Text Type

Writing is done for a number of different purposes and for different audiences. These different forms of writing are often known as text types at school. According to Derewianka (1990: 29), there are two types of text. They are oral and written text. Oral text is a text used in face to face situations, where the speakers jointly construct the meanings. Because they are in a shared context, there is often no need to conclude specific information in the conversation. On the other hand, written text is a text used in the written communication such as a letter or document. In the written text, all the information has to be in text itself because the readers are usually distant in time and space and cannot ask for clarification or extra details from the writer.

Furthermore, there are two main categories of texts, they are literary and factual. The description of literary text is:

Literary texts include aboriginal dreaming stories, movie script, limericks fairy tales, plays, novels, song lyrics, mimes and soap operas. Literary texts can make us laugh or cry, think about our own life or consider our

beliefs. There are three main text types in this category: narrative, poetic, and dramatic (Anderson Mark and Anderson 2003)

It means that literary texts entertain or elicit an emotional response by using language to create mental images.

While the description of factual text is:

Factual texts include advertisement, announcement, internet websites, current affair shows, debates, recipes, reports, and instructions. They present information or ideas and aim to show, tell or persuade the audience. The main text types in this category are recount, response, explanation, discussion, information report, exposition, and procedure (Anderson Mark and Anderson 2003)

It means that factual texts inform, to instruct or persuade by giving facts and information.

Based on curriculum in 2013, students of Junior High School are expected to be able to comprehend several texts in the form of descriptive text (describing someone or something), narrative text (entertainment story/text), procedure (how to make or do something), report (presents information about something), and the last is recount text (retell the past event).

1. Descriptive Text

It is to describe and reveal a particular person, place, or thing. They focus our attention on characteristic features of a particular thing. Whilst descriptions can function as a standalone text, they may be incorporated into another text type to describe someone or something in detail. Features of Descriptions include: 1) an introduction to the subject of the description, 2) characteristic features of the subject - physical appearance, qualities, habitual, behavior, significant attributes.

2. Narrative Text

A narrative tells a story. It is one way that it helps us make sense of the events and happenings in our world. Its purpose is to create, stimulate emotions, motivate and teach. Some examples of narratives are: picture books, short stories, novels, ballads, films, television programs. Steps in the formation of a narrative are orientation, complication, sequences of events, resolution, comment or coda (sometimes).

3. Recount Text

The recount reconstructs events and tells the reader or listener what has happened and in the order of what has happened. The Literary recount usually has expressions of attitude and feeling usually made by the narrator about the events. Its purpose is to entertain by dealing with a sequence of events. Some examples are: picture books, short stories, novels, ballads, films, television programs. Steps in the formation of a literary recount are (1) an orientation providing information about who; where; and when, (2) a record of events usually recounted in logical order, (3) personal and / or evaluative remarks that are interspersed throughout the record of events. (4) a reorientation that “rounds off” the sequence of event.

4. Procedure Text

Procedures provide instructions or directions on how to do something. (This is written in present tense). It focuses on how to do something. Steps in the formation of a procedure are; 1) Aim or purpose (goal), 2) List of materials to achieve the goal, 3) Steps to accomplish the goal. These are a series of steps or actions in order. Photographs or diagrams can be used to make the instructions clearer.

5. Report Text

Information Reports present factual information about a class of things. Reports tend to use general classifications and are usually concerned with descriptions, qualities, parts, functions, habits and behaviors. Features of the Information Report are; 1) a general opening statement identifying the subject matter of the information report, perhaps defining and classifying it, 2) description and clusters some facts organized in paragraphs around topic sentences. This information can contain features, behaviors or types. 3) Concluding statement summing up the report.

In this study, I focused on descriptive text. Specifically, descriptive text is taught in 7th grade in second semesters.

2.2.3 General Concept of Descriptive Text

There are many kinds of text. Every text has its own characteristics. But in this term, we will focus only on descriptive text. Descriptive is a text which describes a person, place, or thing so the reader can picture it in his or her mind (Savage, 2007).

2.2.3.1 Social Function of Descriptive Text

Descriptive is a text which describes a person, place, or thing so the reader can picture it in his or her mind (Savage, 2007).

2.2.3.2 Generic Structure of Descriptive Text

Gerot and Wignel (1994) stated that descriptive writing has two generic structures, identification and description. Identification introduces the participants such as the person (who), place or thing to be described (what), and a description describes parts, qualities, or characteristic of the participant.

Example:

MacQuarie University

Identification

Macquarie University is one of the largest universities in Australia. This year, in 2004, it celebrates its 40th anniversary.

Description

The university is located at the North Ryde Greenbelt, Sydney, where the New South Wales government sets aside 135 hectares for the institution. In 1994, Macquarie area was a rural retreat on the city fringe, but today the campus and its surrounding have evolved beyond recognition. The north Ryde District has grown into a district of intensive occupation anchored by a vibrant and growing university. Blessed with a fortunate location and room to breathe, Macquarie can be proud of that careful planning that retains and enrich the university's most attractive natural features. Macquarie is poised to be the most readily accessible in Sydney region by rail and motorway, yet retaining its beautiful site.

2.2.3.3 Language Features of Descriptive Text (Gerot and Wignell, 1994)

The followings are the language features of descriptive text:

(1) Focus on specific participants

Descriptive text describes a specific object in detail i.e. a text describing Merapi Mountain. It is different with report text that describes something general in detail i.e. a text describing Mountains.

(2) Use of Attributive and Identifying processes

Processes which establish an identity are called identifying processes and processes which assign a quality are called attributive processes (Gerot and

Wignell, 1994). Each has its own characteristic participant roles. Attributive consists of carrier and attribute and identifying processes consists of token and value.

Example:

Barry Tuckwell is a fine horn player. (Attributive)

Barry Tuckwell may be the finest living horn player. (Identifying)

(3) Frequent use of Epithets and classifiers in nominal groups

An epithet is a “byname” that describes the previous name i.e. Mr. Sukrisno, the Charismatic Lecturer. A classifier or sometimes called a counter word, is a word or affix that is used to accompany nouns and can be considered to “classify” the noun depending on the type of its referent (Wikipedia). An example of a word that may be considered to have the function of a classifier in English is *glass* in phrases like “five glass of coffee”.

(4) Use of simple present tense

The simple present, present simple or present indefinite is one of the verb forms associated with the present tense in modern English. It is used for describing something that is true in the present, something that happens again and again in the present, something that is always true, and something that is fixed in the future. (www.learnenglish.britishcouncil.org).

2.2.4 General Concept of Cohesion

2.2.4.1 Cohesion

Cohesion is a crucial feature to be used in writing, is also the important form of showing the style and characteristics. Scholars in their definitions of cohesion have stressed the importance of the text and the relationship between the

elements in the text. For example, Hoey (1991) defined cohesion as “the way certain words or grammatical features of a sentence can connect that sentence to its predecessors (and successors) in a text” (p.3). Carter (1998) provided similar definition by stating that “the term cohesion embraces the means by which texts are linguistically connected” (p.80). Also, Cook (1994) compared cohesion to coherence by showing that “cohesion is a manifestation of certain aspects of coherence, and a pointer towards it, rather than its cause or necessary result” (p.34).

Moreover, Gerot and Wignell (1994: 170) explain that cohesion refers to the resources within language that provide continuity in a text and is provided by clause structure and clause complexes. In other words, cohesion relations are non – structural relations which work to help a text hang together, but the semantic ones.

Halliday and Hasan (1976) say that the text is a unit of language in use. Cohesion is the semantic relation between one element and another in a text. It is not only a grammatical unit but also a semantic one. Cohesion is a semantic concept, “it refers to relations of meaning that exist within the text, and that define it as a text” (Halliday and Hasan 1976:4).

It is expressed through the grammar and vocabulary. A text is cohesive when the elements are tied together and considered meaningful to the reader. Cohesion occurs when the interpretation of one item depends on the other, i.e. one item presupposes the other. For instance in the following text:

Amy went to the party. She sat with Sara.

The interpretation of the item *she* depends on the lexical item *Amy*. Therefore, the text is considered cohesive because we cannot understand the meaning of *she* unless *Amy* exists in the text. It is linked to all kinds of term relationship. Cohesion is not only concerned with grammar, but also with vocabulary. Hence, it is divided into *grammatical* and *lexical* cohesion.

From some definitions above it can be conclude that cohesion is the relation between various parts of the text that connecting sequence of sentences and understood by the readers.

2.2.4.2 Grammatical Cohesion

Halliday and Hasan classify the categories of grammatical cohesion into four types: *reference*, *substitution*, *ellipsis*, and *conjunction*. The grammatical cohesion can be divided into four kinds of forms; (Hu Zhuanglin, P, 68-69) “such as reference, substitution, ellipsis, and connection. Carter (1991:8) argues that grammatical words are syntactically structured”. Examples of grammatical or functional words are pronouns, auxiliary verbs, prepositions, and conjunction.

2.2.4.2.1 Reference

Reference can be identified as the situation in which one element cannot be semantically interpreted unless it is referred to another element in the text. Pronouns, articles, demonstratives, and comparatives are used as referring devices to refer to items in linguistic or situational texts. Reference may either be *exophoric* or *endophoric* (M. Bloor & T. Bloor, 2013).

Exophoric reference requires the reader to infer the interpreted referent by looking beyond the text in the immediate environment shared by the reader and writer. For example in the sentence:

That is a wonderful idea!

To retrieve the meaning of *that*, the reader must look outside the situation.

On the other hand, endophoric reference lies within the text itself. It is classified into two classes: *anaphoric* and *cataphoric*. According to Paltridge (2012), “Anaphoric reference is where a word or phrase refers back to another word or phrase used earlier in the text” (p.115). In the previous example:

Amy went to the party. She sat with Sara.

She refers back to *Amy*; therefore, *she* is an anaphoric reference. Cataphoric reference looks forward to another word or phrase mentioned later in the text. For instance in the following sentence, *he* is a cataphoric referene that looks forward to *Mike*.

As soon as he arrived, Mike visited his parents.

2.2.4.2.2 Substitution

Substitution occurs when an item is replaced by another item in the text to avoid repetition. The difference between substitution and reference is that substitution lies in the relation between words, whereas reference between meanings. There are three types of substitution: *nominal*, *verbal*, and *clausal*.

Nominal substitution is substituting a noun or a nominal group with another noun. Elements of this type are *one*, *ones*, and *same*. In the following example, *one* substitutes *car*.

This car is old. I will buy a new one.

Verbal substitution involves substituting a verb or a verbal group with another verb. The verb element used to replace items in this type is *do*. For example:

I challenge you to win the game before I do!

Here, *do* is the substitution for *win the game*.

Clausal substitution is substituting clauses by *so* or *not*. This is illustrated by the following:

A Do you think the teacher is going to be absent tomorrow?

B: No. I don't think so.

In this example, *so* substitutes the clause *going to be absent*.

2.2.4.2.3 Ellipsis

Ellipsis is the process of omitting an unnecessary item, which has been mentioned earlier in a text, and replacing it with nothing. It is similar to substitution because “Ellipsis is simply substitution by zero” (Halliday&Hasan, 1976). Normally, it is considered as an anaphoric relation because the omission takes place within a text. When ellipsis occurs, the item that is omitted from the structure of the text, can still be understood. Alike substitution, ellipsis has three types: nominal, verbal, and clausal. In nominal ellipsis, the noun is omitted. This is exemplified by:

My brothers like sports. In fact, both [0] love football. [0: My brothers]

In the second sentence, the nominal *my brothers* is omitted.

Verbal ellipsis involves the omission of the verb. In the following example, the verb *been studying* is left out in B.

A: Have you been studying?

B: Yes, I have [0]. [0: been studying]

Clausal ellipsis occurs when the clause is omitted. In the example mentioned below, the clause *writing on the board* is excluded in B.

A: Who is writing on the board?

B: *Alice is* [0]. [0: writing on the board]

2.2.4.2.4 Conjunction

Conjunction words are linking devices between sentences or clauses in a text. Unlike the other grammatical devices, conjunctions express the ‘logical-semantic’ relation between sentences rather than between words and structures (Halliday&Hasan, 1976). In other words, they structure the text in a certain logical order that is meaningful to the reader or listener. Conjunctions are divided into four types, namely *additive, adversative, causal, and temporal*.

- a. Additive conjunctions connect units that share semantic similarity. In other words, it means relation in the form of coordination, by adding, or elaborating, or exemplifying, more information to what has already been said. Examples of additive conjunctions are, *and, likewise, furthermore, in addition, etc.*
- b. Adversative conjunctions are used to express contrasting results or opinions. It is relation which is contrary to expectation from the content of what is being said, or from communication/ writing process. This type of conjunction is expressed by words such as, *but, however, in contrast, whereas, etc.*
- c. Causal conjunctions relate new information to what has already been given in terms of causes. It introduces results, reasons, or purposes. They are characterized by the use of items such as, *so, thus, therefore, because, etc.*
- d. Temporal conjunctions express the time order of events or related with terms of time. This may be simply simultaneous in time, or even previous, and one of sequence in time, where the one is subsequent to the other. The conjunctive item such as, *finally, then, soon, at the same time, etc.*

Table 2.1 of Conjunctive Relations

	External/internal	Internal (unless otherwise specified)		
Additive	Additive, simple: Additive <i>and, and also</i> Negative <i>nor, and...</i> Alternative <i>not or, or</i> Alternative <i>else</i> Tive	Complex, emphatic: Additive <i>furthermore, in addition, besides</i> Alternative <i>alternatively</i> Complex, de-emphatic: After <i>incidentally, -thought by the way</i>	Apposition: Expository <i>that is, I mean, in other words</i> Exemplifi- <i>for instance, catory thus</i>	Comparison: Similar <i>likewise, similarly, in the same way</i> Dissimilar <i>on the other hand, by contrast</i>
Adversative	Adversative 'proper': Simple <i>yet, though, only</i> Containing <i>but</i> 'and' Emphatic <i>however, nevertheless, despite this</i>	Contrastive: Avowal <i>in fact, actually, as a matter of fact</i> Contrastive (external): Simple <i>but, and</i> Emphatic <i>however, on the other hand, at the same time</i>	Correction: Of meaning <i>instead, rather, on the contrary</i> Of wording <i>at least, rather, I mean</i>	Dismissal: Closed <i>in any case, in either case, whichever way it is</i> Open-ended <i>in any case, anyhow, at any rate, however it is</i>

2.2.4.3 Lexical Cohesion

Lexical cohesion refers to relationship between and among words in a text (Gerot and Wignell 1994: 177). In addition, Baker (1992: 202) adds that lexical cohesion refers to the role played by the selection of vocabulary in organizing relations within a text. Lexical cohesion refers to the links between the content words (noun, verbs, adjective, adverbs) which are used in subsequent segments of discourse (Renkema, 2004:105). Halliday and Hasan (1976: 274) also give the same perception of lexical cohesion that lexical cohesion is the cohesive effect achieved by the selection of vocabulary. From these perceptions, we can see that lexical cohesion has a tight relation with vocabulary used in a text. Lexical cohesion is primarily related to *field* (nature of social activity and subject matter)

of a text that can be found through its content words. Fields tend to have specialized vocabularies and tend to engage in specialized activities. Therefore, they are not only related to the words but also to the kinds of activities they engage in. in text types in which writer opinion or judgment is offered, lexical cohesion is also revealing interpersonal meanings, which express a speaker's attitudes and judgment (Gerot and Wignell 1994: 13), through use of attitudinal lexis and qualitative attributes. Halliday and Hasan (1976, 277-292) divide lexical cohesion into two main categories, reiteration and collocation.

2.2.4.3.1 Reiteration

Halliday and Hasan (1976) define reiteration as two items that share the same referent and could either be repeated or have similar meanings in a text. The forms of reiteration are *repetition*, *synonymy*, *antonym*, and *super ordination (hyponymy and meronymy)*.

Repetition is the restatement of the same lexical item. This is illustrated by the following:

Anna ate the apple. The apple was fresh.

Synonymy is used to refer to items of similar meaning just as, *attractive* and *beautiful*.

Antonymy is the relation between items of opposite meanings such as, *hot* and *cold*.

Hyponymy refers to items of 'general-specific' or 'an example of' relationship (Paltridge, 2012: 119). For example, *vehicle* is the co-hyponym of *car*.

Meronymy is a ‘whole-part’ relationship between items. For instance, *cover* and *page* are co-meronyms of the item *book*. In other words, *book* is the superordinate item of *cover* and *page*.

2.2.4.3.2 Collocation

Collocation is a combination of vocabulary items that co-occur together. It includes combinations of *adjectives and nouns* such as, ‘fast food’, *verbs and nouns* such as, ‘run out of money’, and other items such as, ‘men’ and ‘women’ (Platridge, 2012).

Bloor and Bloor (2004:100) says that collocation covers two or more words which can be said to ‘go together’. So, collocation relates the text through words which often occurs in the same condition or co-occurred each other. Collocation could also be seen from the series of different word which is referred to each other in terms of meaning, for instance: *tourism, the superior sector, the order system, the language choices, the proportional duration*. These words are correlated in terms of meaning even though they have different forms in the same register. The correlation is not limited on noun relation, but, it can also be related in correlated nouns, verbs, adverbs, etc. In conclusion, every writer can use different patterns of collocation, as long as it is correlated to functionally construct the text.

2.3 Theoretical Framework

In this study, I analyze students’ descriptive writing which is based on the theory of Gerot and Wignell (1994). A descriptive text is a text which a writer tries to picture what he is describing. Then, the texts were investigated using cohesion theory by M.A.K. Halliday and Ruqaiya Hasan in *Cohesion in English* (1976) as the main source in this study. According to the theory, cohesion gives a

sequence of sentences a coherent texture. Cohesion shows how semantic relationships are set up by lexical and syntactic features.

These overt lexical and syntactic features, or the cohesive devices, signal the relationship among the sentences. Halliday and Hasan state that there are two types of cohesion namely: grammatical cohesion and lexical cohesion. In grammatical cohesion, the relationship between and within a text is signaled by means of grammatical elements. This includes reference, substitution, ellipsis, and conjunction. Meanwhile, lexical cohesion is signaled by means of lexical elements or vocabularies. It consists of reiteration and collocation.

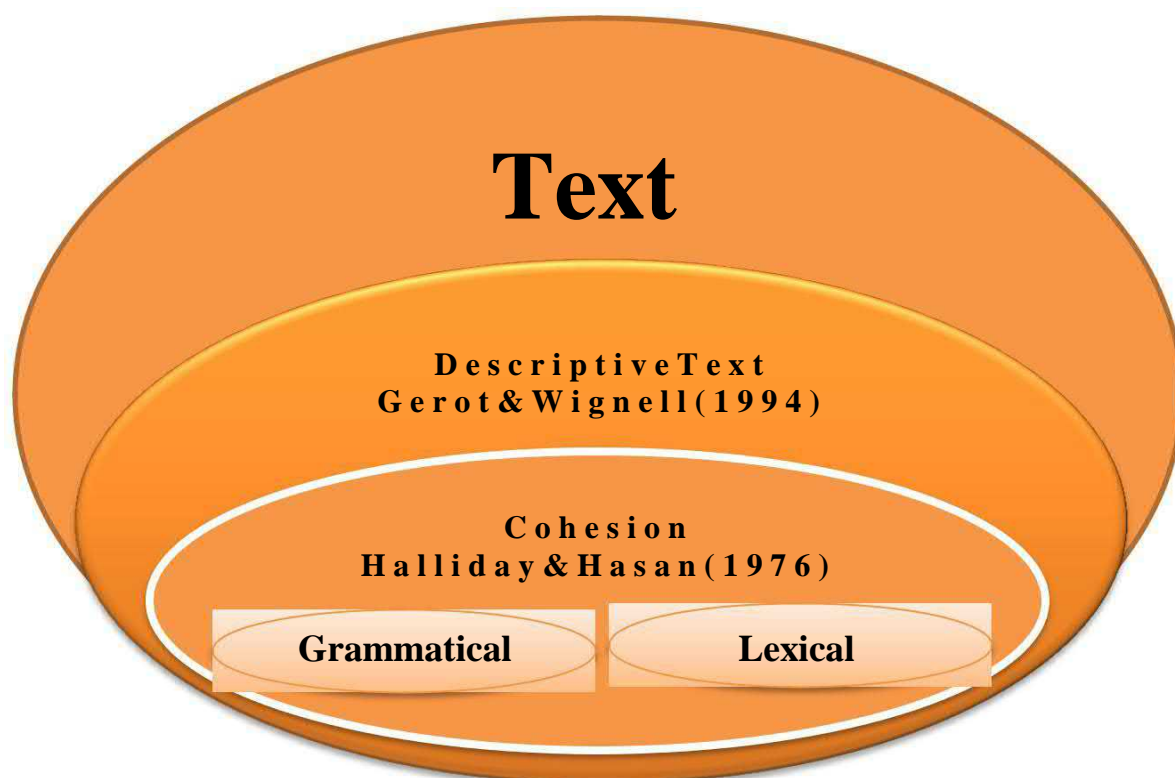


Figure 2.1 Theoretical Framework

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, I would like to draw some conclusions briefly related to the answer of research problem. Then, offer some suggestion related with to the issue that can be developed in the future. Both are made after completing the analysis and discussion of all of the subject matter that was presented in chapter IV.

5.1 Conclusion

This research only focuses on analyzing the use of cohesive devices in the descriptive texts made by the seventh grade students of SMP N 4 Ungaran in the academic year of 2017/2018. After doing the analysis in the previous chapter, the results enable me to draw some points as the conclusions of the analysis.

First, the twenty descriptive texts made by the seventh grade students have cohesive ties which make those texts cohesive. From the analysis, I found there are 1180 ties in which each text contains more than 40 ties. The students use both grammatical and lexical cohesion in their descriptive texts to connect one clause to another. The type of grammatical cohesion includes reference (personal, demonstrative, comparative), substitution (on), ellipsis (nominal, verbal, clausal), and conjunction (additive, adversative, causal, and temporal). While lexical cohesion covers reiteration (repetition, synonym, general word, super ordinate) and collocation. All of them, exists in the texts although in different frequent in each text. However, only reference and conjunction all of subtypes are used by students in the texts. Then, in reiteration type, repetition and super ordinate subtype are mostly used by the students. It is followed by ellipsis only nominal is

used. Besides that there are two types of cohesive devices that were not found in the texts. They are substitution and collocation.

In details, the cohesive device that most frequently used is grammatical cohesion which occurred in 607 cases (51%). It is dominated by the occurrences of personal reference (I, he, she, it, they, my, her, his). This happened due to refer to someone/ something in the preceding clause. The second frequently used at most is the use of lexical cohesion, reiteration in hyponym type which is 427 cases (36%). The next is the use of conjunction which occurred in 123 cases (10%). And the most rarely used is ellipsis which is only 23 cases (2%). While substitution and collocation are (0%), it means that none of them occur in the texts.

In conclusion, the text is cohesive enough because according to Halliday and Hasan (1976), a text is written cohesively if we can find out the cohesive devices in a text. The text is said to be cohesive enough because there is a cohesive in their writing but there is still the use of cohesive devices that are less proper. So it can be concluded that they actually understand that the text they have made must be related to each other so they use cohesive devices to link it but most of them still incorrectly use cohesive devices and rarely use other cohesive devices. Thus, the texts constitute as cohesive texts although the occurrences of each type of cohesive devices have different proportion in the texts. It can be happened because of the limited knowledge they have such as the lack of use of ellipsis and the absence of substitution. Then, almost all of them use references to link between clauses or sentences.

5.2 Suggestion

After drawing some conclusions, here I present some suggestions. First of all, for the researcher who wants to conduct the research on cohesion in English, the data should be taken as many as possible, so that all type of cohesion will be covered.

Secondly, for the English teacher, the cohesion in the text is one of the important things in writing because it makes the text easier to understand by the reader, so English teachers have to master the knowledge about cohesive devices well. They should teach cohesive devices in learning and teaching process to their students to use cohesive devices correctly in the texts. So the students are competent and have a good writing skill.

And the last for the participants/ students, it is necessary that they should know how to apply various types of cohesive devices in writing text. Cohesion has important role in students' writing in order to make the text go smoothly and easy to understand. It means that the students have to how to construct the texts cohesively.

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