SOPHOMORE'S MASTERY OF USING CONJUNCTIONS

AS MEASURED BY CLOZE TEST

A final project

submitted in partial fulfillment of the requirements

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APPROVAL

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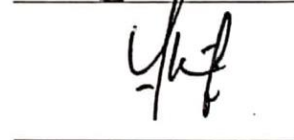   NIP. 197708272008122002

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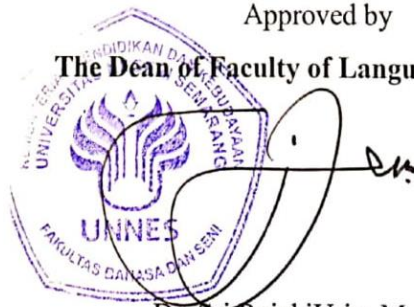   Alief Noor Farida, S.Pd., M.Pd.
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Semarang, Juni 2020

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MOTTO AND DEDICATION

"Whoever is happy will make others happy." – Anne Frank

"You will not always be strong but you can always be brave." – Beau Taplin

To my super dad and my beloved mom,

To all my beloved family,

To my teachers and lecturers,

To my best friends

To all my friends who helped and motivated me up to now.

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ABSTRACT

Keywords: Conjunctions, Types of Conjunctions, Cloze Test

This study aimed to measure third-semester students' mastery in using conjunctions assessed by using a cloze test (CT) in order to find out their grammatical competence dealing with the cohesive flow of ideas in some given written texts used as the instrument. Halliday & Hasan (1976) divide the conjunction into four types: additive, adversative, causal, and temporal. This study is concerned with the use of a test of the cloze test to assess the comprehension of conjunctions as the data analysis. The investigation approach of this study used a cross-sectional qualitative design. The participants of this study were twenty-six sophomores of C class English Education Program of Universitas Negeri Semarang in the academic year 2018/2019. The data of this study were thirty conjunctions in the 8 texts as questions that were taken from IELTS Preparation Test Book and InSearch English "Prepare For IELTS". The findings showed that more than 70% of sophomores' scores were good and it means that they have mastered conjunction, but the rest of them still had a lack of mastering conjunctions. The easiest conjunctions in this study were such as, also, both, and next. For the easy conjunctions were followed by alike, similar to, just as, difference, unlike, moreover, but [text 3], then, finally, before, while, until, as soon as, first. Next, the average conjunctions there were 4 conjunctions like, above all, but [text 8], as, and by the time. Then, the hard conjunctions were in contrast to, in other words [text 1] and [text 3], in addition, furthermore, however, and as a result. Lastly, the hard conjunction in this study was likewise. In conclusion, it is clear that almost all of them have mastered the conjunctions even though some of them still got lack to master the conjunctions. Based on the conjunction theory by Halliday & Hasan, the easiest conjunction in this study was temporal. It was followed by adversative, causal, and additive.

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CHAPTER I

INTRODUCTION

There are six sections in this chapter; the background of the study, reasons for choosing the topic, research problems, purposes of the study, significance of the study, and outline of the study.

1.1 Background of the Study

Language is a system for expressing meanings and human uses it to communicate with others. English has become an international language most widely used by people around the world. Harmer (2001:1) states that English is called a lingua franca. Acquiring English as a second language is necessary for those communicating in a global setting. English is taught at Indonesian formal schools as a compulsory subject starting from secondary schools. It deals with four skills that students need to master, namely listening, speaking, reading, and writing, with reading as the working knowledge as evident in the state exams in the form of reading comprehension (40 items = 80%), writing in the form of cloze test (5 items = 10%), and rearranging jumbled words into sentences (4 items) and rearranging jumbled sentences into a paragraph (1 item) = 10%.

This study is concerned with writing in the form of the cloze test. It is one of the essential skills in language learning which should be comprehended by students. According to Vilina (2014:1), writing is a productive skill that requires

concentration and effort, even for those who write professionally throughout their lives.

Besides that, Nunan (2003:88) also states that writing is the mental work of inventing ideas, thinking about how to express them and organizing them into statements and paragraphs that will be clear to a reader. Writers have to delimitate the nature, the goal, and the communicative function of the text. It means the way to communicate with people.

In writing, it has some aspects as well. There are two main aspects of the writing skill: Macro skills and Micro skills. Brown (2004:221) has summarized all those aspects into two skills; macro and micro-skills of writing. Later on, they can be used in teaching writing as well as assessing writing. Those skills are described as follows, for the macro skills: (1) use the rhetorical forms and conventions of written discourse, (2) appropriately accomplish the communicative functions of written texts according to form and purpose. (3) convey links and connections between events, and communicative such relations as the main idea, supporting an idea, new information, given information, generalization, and exemplification, (4) distinguish between literal and implied meanings of writing, (5) correctly convey culturally specific references in the context of the written text. Besides that, for the micro-skills described as follows: (1) produce graphemes and orthographic patterns of English (correct and consistent in writing), (2) produce writing at an efficient rate of speed to suit the purpose, (3) produce the acceptable core of words and use appropriate word order patterns, (4) use acceptable grammatical systems (e.g., tense, agreement, pluralization, patterns, and rules, (5) express a

particular meaning in different grammatical forms, (6) use cohesive devices in written discourse. However, I choose and only focus on the parts of the micro-skills in point sixth "the use of cohesive devices in written discourse" because it is related to the third point in the macro skills "convey links and connections between events, and communicative such relations as the main idea, supporting an idea, new information, given information, generalization, and exemplification".

At the beginning of the semester, the sophomores were taught about the sentence-based writing course by the lecturer. It was tell a lot about how to write by starting from the basics. Firstly, it started from the sentence structure. According to Oshima and Houge (2006:164), a sentence is a group of words that you use to communicate your ideas. Every sentence is formed from one or more clauses and expresses a complete thought. The four basic kinds of sentences in English are simple, compound, complex, and, compound-complex. The kind of sentence is determined by the kind of clauses used to form it. It is not only learning about the kinds of sentences but also about conjunctions because all of them are very important to make paragraphs into a text.

Traditionally, a text is understood to be a piece of written or spoken, material in its primary form (as opposed to a paraphrase or summary). A text is any stretch of language that can be understood in context. It is maybe as simple as 1-2 words (such as a stop sign) or as complex or as a novel. Werlich (1976:23) states that a text is an extended structure of syntactic unit (i.e. text as super-sentence) such as words, groups, and clauses and textual units that is marked by both coherence among elements and completion, whereas non-text consists of

random sequences of linguistic units such as sentences, paragraphs, or sections, in any temporal and/or spatial extension. In its social-semantic perspective, the text is an object of the social exchange of meanings. As such, it is embedded in the context of the situation. The context situation is the semi on-socio-cultural environment in which the text unfolds.

Writing a text also has characteristics; cohesion and coherence. Cohesion is the grammatical and lexical linking within a text or sentence that holds a text together and gives it a meaning. Boardman & Frydenberg (2008) defines a paragraph has a cohesion when all the supporting sentences connect each other in their support of topic sentence. Cohesion can be divided into grammatical and lexical cohesion. Grammatical cohesion includes devices such as reference, substitution, ellipsis, and conjunction, while lexical cohesion is divided into reiteration (repetition, synonym, etc.) and collocation (co-occurrence of lexical items). Grammatical cohesion is constructed by the grammatical structures each component ties each other. The methods of connecting sentences to each other are called cohesive devices.

Cohesive devices are words used to show how the different parts of a text fit together. In other words, they create cohesion. According to Campos (2019:1), cohesive devices are words or phrases that show the relationship between paragraphs or sections of a text or speech. Therefore, it tells the reader what we are doing in a sentence and help to guide them through our writing. Halliday and Hasan (1976: 33) classify cohesive devices into *reference, substitution, ellipsis,* and *conjunction*. However, this study will only focus on conjunction.

Conjunction refers to a specification of how what is to follow is systematically connected to what has gone before. The conjunction usually structuring a text/discourse in a precise way and bring the presented elements into a logical order. Halliday and Hasan (1976:239) mention four types of conjunction, namely additive, adversative, causal, and temporal. Besides that, Luo (2019) also mention three basic types of conjunction: (1) coordinating, (2) subordinating, and (3) correlative.

Guided writing, by definition, is a form of teaching writing in which learners are given step-by-step instruction. Tyner (2004) defined guided writing as an instructional writing context chiefly teaching the writing process through modeling, support, and practice. According to Parsons (2001:12), guided writing is the process where teachers develop and guide students' writing through discussion, join text construction and evaluation of their independent writing.

Guided writing is an essential component of a balanced writing curriculum, providing an additional supported step towards independent writing. Through guided writing, students are supported during the different stages of the writing process. Also, the standard cloze test and the dictation are sometimes used in a writing class as an alternate form of guided writing test (Testing Writing, 2008). According to Parsons (2001:13) stated the stages of guided writing activity:(1) procedural skill, (2) strategy skill, and (3) craft skill. Therefore, those stages are very important for language learning in writing skills.

As apart of language teaching, writing is an important skill besides listening, reading, and speaking. This is because writing skills will help the learners express

their ideas well into written text. Writing skill needs frequent practice especially in the conjunctions part. It is necessary to put conjunctions in the clause or the sentence because it can connect each other and will have meanings. The reason why I decided to investigate the topic I would like to find out how well the students use the conjunction. As for me, it has the ability to master the use of conjunction correctly. However, sophomores in English Education at Universitas Negeri Semarang still have difficulties in mastering conjunctions.

In order to overcome this problem, there are many ways to get over it. One of them is by applying the cloze test which can be the best option for them to get over difficulties in writing. Also, it can be more practical and more economical. By learning through the cloze test, students are not only learning about reading but also writing.

A cloze test means a test of the ability to understand a text. According to Ross (2017:1), a cloze test is a way of testing comprehension by removing words (usually every 5th word or so) from a passage or sentence and then asking the reader/learner to supply the missing elements. For this reason, it is also sometimes referred to as a gap-fill exercise. So, in learning a cloze test, there must be a text or at least a sentence to support the cloze test because it is very important and very needed.

Due to those problems, I construct a study related to sophomore's writing ability in using conjunctions as measured by a cloze test. Therefore, this study will lead you to explain the sophomore's mastery of using conjunction as measured by a cloze test.

1.2   Reason for Choosing the Topic

The reason why I decided to investigate the topic because I want to know how well the students use the conjunction. As for me, it is necessary because EFL Learners should have the ability to master the use of conjunction correctly.

1.3   Research Questions

1)   How good is the students' mastery in conjunctions assessed by the cloze test?

2)   How well can the students put the correct conjunctions by using a cloze test?

1.4   Objectives of the Study

1.   To find out the students' mastery of conjunctions as assessed by a cloze test.

2.   To describe how well the students can put the correct conjunctions by using the cloze test.

1.5   Significance of the Study

This study is expected to give several advantages for me as the researcher, the readers, and the other researchers. First, I can understand the students' mastery of the conjunctions by using the cloze test. Second, the result of this study will hopefully be useful for the readers because they will know about the way I solve the problem by using some methods from expertise. Lastly, the findings of this

research will able to be used as a reference for the next study which is interested in conducting a similar study or topic.

1.6   Outline of the Study

This study is divided into five chapters. The first chapter is the introduction section which contains the background of the study, reasons for choosing the topic, research questions, objectives of the study, significance of the study, and outline of the report.

The second chapter is a review of literature that consists of the review of the previous study, theoretical review, and theoretical framework.

The third chapter is a research methodology which deals with research approach and design, the object of the study, research participants, roles of the researcher, type of data, instruments of collecting data and procedures for analyzing data.

The fourth chapter is a data analysis that consists of findings and discussions.

The fifth chapter contains conclusions and suggestions.

CHAPTER II

REVIEW OF LITERATURE

This chapter presents reviews of the literature to the research. Three important points of this chapter will be deliberated here, review of the previous studies, review of the theoretical studies, and theoretical framework. A review of the theoretical studies gives the studies that have been conducted related to the background knowledge of this study. Coming last is the discussion of the theoretical framework.

2.1   Review of the Previous Study

The use of cohesive devices can make the text coherent and cohesive. Thus, with cohesive devices, it can show parts of a text, paragraphs, sentences, clauses, relate to one another. Khoirunnisa, Jufrizal, & Marlina (2018) all indicated that cohesive devices are the most important in writing. since there is no relation between one sentence to other sentences, there is no idea from text or sentence itself. In addition, Andayani & Marjohan (2013) all stated that the cohesive devices are linguistic features that tie sentences together. These can make a text an efficient means of understanding and help the reader create a meaningful semantic unit of the text for textual interpretation. Besides that, Bahaziq (2016) also indicated that if the text makes sense to the reader, then it is clear that the writer accomplished the use of cohesive devices. Furthermore, Jabben, Mehmod, & Iqbal (2013) all stated that the cohesive devices used in the text revealed that a

text can only be meaningful if various segments are brought together to form a unified whole. Therefore, for a text to be cohesive, it must be held together by some cohesive devices.

The cohesive devices are often used to construct linkage meaning in writing a text distinguished into two types. Liyana (2014) indicated that there is the use of cohesive devices to construct linkage meaning in discourse. They are grammatical cohesion and lexical cohesion. Grammatical cohesion can be classified into several categories, including reference, substitution, ellipsis, and conjunctions. Meanwhile, lexical cohesion is classified into two categories, namely reiteration, and collocation. Cohesive devices are able to show sentences and paragraphs relate to one another.

As mentioned above, the use of cohesive devices is very important to build cohesion in the text. However, not all cohesive devices are able to find in the texts. It is possible that the students lack practice and knowledge about English grammar. Refnita (2014) and Pangaribuan et al. (2015) indicated that lack of grammatical competency and language carelessness may academically give bad effects on the quality of sentence constructions written by EFL learners, particularly in Indonesia. Besides that, Ghasemi (2013) stated that it could be emanated from the lack of non-natives' English language proficiency, especially, because non-natives may lack knowledge of what makes a written material a meaningful English text. In addition, Khairunisa & Savitri (2018) all stated that it is still problematic since the students may deal with some obstacles as a result of a lack of competence even though the cohesive devices are clearly applied by the

EFL students. Furthermore, Episiasi (2018) indicated that the students tend to utilize only a limited range of the many cohesive devices available because even the few cohesive devices they utilized were inaccurately used. Also, Khadim (2016) stated that the students have failed to keep the propositional content of these conjunctions because they misunderstand or misuse the cohesive function of them which results in awkward responses. Although 70% of the examinee have succeeded to answer the questions, many of their inconvenient answers have been induced by the misuse of conjunctions and the incapacity to render ideas into complete and meaningful sentences. Besides the lack of knowledge about, the students who lack motivation are able to affect their writing. Fajri (2016) indicated that most errors were made because the students lacked motivation and did not do enough writing practice in English.

Some researchers show the use of cohesive devices in the text. However, this study only focuses on conjunction. In the category of conjunction, Irawan (2017) and Nugraheni (2016) all stated that the students' acquisition order of coordinating conjunction was mostly used "and" conjunction because they commonly used in daily activity. In addition, Linda & Ismail (2018) indicated that the use of cohesive devices is a very simple and staple use of a cohesive device which can indicate that the writer is still a novice level. On the other hand, Hamed (2014) stated that the participants were employed conjunctions-such as an additive (*moreover and furthermore*), adversatives (*on the other hand, but, in fact),* and causals (*so, because)*-inappropriately in their writing because they have difficulty in using conjunctions. Furthermore, the appropriate use of the conjunction is very

important because it is able to effect the text textured. Mohammed (2015) stated that in a piece writing, it is not the presence or the absence of a large number of cohesive items that make a text textured, rather it is the appropriate use of these conjunctive markers. In addition, Adiantika (2015) indicated that the absence of connectedness makes the flow of thoughts meaningful and clear for readers. Therefore, it gives a sequence of sentences a coherent texture as it shows how the semantic relationship is set up.

Taylor (1953) first derived the term cloze from the concept of closure in the Gestalt school of psychology (Stansfield & Hansen, 1983), where people tend to fill in the missing parts by using their background knowledge or prior experiences; for example, people can perceive an imperfect circle as a whole circle. He applied the theory of closure to test readability for native speakers of English. Since then, other researchers have applied the cloze procedure to non-native speakers of English. The original deletion-method of the cloze (the so-called typical or standard cloze test) is the systematic deletion (fixed-ratio deletion) designed to delete words from the text either mechanically (every nth word; a typical test uses n = 6) or selectively, depending on the purpose of the test. In this fixed-word deletion cloze test, the readers are required to fill in the blanks that have been removed from the text. Another method invented by Bachman (1985) is unsystematic deletion (rational deletion), which is also called "guided cloze," a modified version of the cloze test. It contains a random deletion of words for a particular purpose such as testing grammar, reading comprehension, and vocabulary (Kim & Cho, 2015) or contains a list of all the

deleted words as a supplement (Lee, 2002). The aim of the cloze test is to measure not only reading comprehension of the content but also readability (linguistic proficiency). Thus, several studies have compared cloze test performance with other linguistic skills. For example, Lee (1997) explored a correlation between standard cloze scores and L2 English writing proficiency. The study used a typical cloze test that deleted every fifth word of the passage and contained fifty blanks in total, and the deleted words covered grammatical and cohesive functions that were cued in the passages. The results showed that the cloze test could be an integrative measure of writing proficiency. Also, Lee's (2001) stated that the cloze test could be used as a substitute assessment tool for vocabulary tests, multiple-choice reading comprehension tests, and background knowledge tests and that the cloze test could be an economical and practical assessment tool for measuring overall proficiency.

Moreover, cloze tests have been used as a supplemental assessment tool to conduct L2 experimental studies. For example, Ionin et al. (2013) measured L2 proficiency using a forced-choice (i.e., multiple-choice) cloze test, in which every seventh word was deleted, to divide participants into low and high proficiency groups and to examine their acquisition of plural noun phrase interpretation. In addition, Shin (2010) and Shin and Christianson (2012) administered a standard cloze test to determine proficiency effects in their main structural priming experiments. In these studies, the cloze test scores were used to divide participants into two or three proficiency groups or to function as a covariate or an independent variable in their statistical analyses. Besides that, Mashhadi (2015)

indicated that the cooperative practice of the cloze test had a significant effect on the grammatical accuracy of language learners than individual practice.

2.2 Theoretical Review

2.2.1 Discourse Competence

The proposed model also maintains the central role of discourse competence in any construct of communicative competence. Discourse competence refers to the selection, sequencing, and arrangement of words, structures, and utterances to achieve a unified spoken message. This is where the top-down communicative intent and sociocultural knowledge intersect with the lexical and grammatical resources to express messages and attitudes and to create coherent texts. Celce-Murcia et al. (1995: 13–15) describe several sub-areas of discourse competence, four of which are most important with regard to the current model:

- Cohesion: conventions regarding the use of a reference (anaphora/cataphora), substitution/ellipsis, conjunction, and lexical chains (i.e. Halliday and Hasan 1976)

- Deixis: situational grounding achieved through the use of personal pronouns, spatial terms (*here/there; this/that*), temporal terms (*now/then; before/after*), and textual reference

- Coherence: expressing purpose/intent through appropriate content schemata, managing old and new information, maintaining temporal continuity and other organizational schemata through conventionally recognized means.

- Generic structure: formal schemata that allow the user to identify an oral discourse segment as a conversation, narrative, interview, service encounter, report, lecture, sermon.

2.2.2 *Writing*

There are three definitions of writing by some experts. According to White (1986:10), writing is the process of expressing the ideas, information, knowledge, or experience and understand the writing to acquire the knowledge or some information to share and learn. Besides, according to Meyers (2005:2), "Writing is an action-a process of discovering and organizing your ideas, putting them on paper, and reshaping and revising them". Harmer (2001:79) also stated that writing is a form of communication to deliver thought or to express feeling through written form. It means that writing is productive skills that express feeling through written communication.

From the definition above the researcher can conclude that writing is an activity to express ideas, events, feeling or thinking in writing from that can be the tool to communicate with other people.

2.2.3 *Importance of Writing*

It is necessary for us to know the importance of writing. According to Harmer (2004: 31-33), there is some importance in writing those are:

a. Writing encourages students to focus on accurate language use because they think as they write which may provoke well development as they solve problems which writing puts in their mind.

b. Writing is often used as a means of reinforcing language that has been thought. They use writing skills to make a note about what they have learned while learning process happens.

c. Writing is frequently useful as preparation for some other event.

d. Writing can be used as an integral part of a larger activity where the focus is on something else such as language practice, acting out, or speaking.

e. Writing is also used in questionnaire-type of activities. Writing is important to face the questionnaire test. In the examination, students are asked their answer in the form of writing.

2.2.4 The Purposes of Writing

When we do a certain action, we must be concern about what is the purpose of the action we took. It is just the same as when we write something. It must have certain objectives that we have to achieve. Reid (2000:8) says that there are three general purposes of writing, and they can all occur in a single essay, although usually one of the purposes is dominant. Those are:

(1) To explain (educate, inform)

(2) To entertain (amuse, give pleasure)

(3) To persuade (convince, change the reader's mind).

Within each of these general purposes, writers select one or more specific purposes. Some purposes are external to (outside of) the actual writing to fulfill an assignment, to receive a good grade, or to demonstrate knowledge to an instructor.

I have to focus on the purpose of their writing since it will affect what language they choose and how they use it. When they have determined their purpose, they know what kind of information they need, how they what to organize and develop that information and why they think it is important.

2.2.5 Aspects of Writing

In writing, there are some aspects that have to be considered. Brown (2004:221) has summarized all those aspects into two main skills; they are the micro-skills and macro skills of writing. Later they can be used in teaching writing as well as assessing writing. Those skills are described as follows:

Micro skills:

(1) Produce graphemes and orthographic patterns of English.

(2) Produce writing at an efficient rate of speed to suit the purpose.

(3) Produce an acceptable core of words and use appropriate word order patterns.

(4) Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.

(5) Express a particular meaning in different grammatical forms.

(6) Use cohesive devices in written discourse.

Macro skills:

(7) Use the rhetorical forms and conventions of written discourse.

(8) Appropriately accomplish the communicative functions of written texts according to form and purpose.

(9) Convey links and connections between events, and communicative such relations as the main idea, supporting an idea, new information, given information, generalization, and exemplification.

(10) Distinguish between literal and implied meanings of writing.

(11) Correctly convey culturally specific references in the context of the written text.

(12) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

In conclusion, we can say that the earlier micro-skills apply more appropriately to imitative and intensive types of writing performance in which they tend to describe the mechanics of writing and at the level of the word, such as cohesive devices, past verb, etc. On the other hand, the macro skill covered wider areas of writing, such as the form and the communicative purpose of a written text, main idea and supporting the idea, the literal and implied meaning writing, etc. thus, it is not only about a word but it is about the whole written text. However, I will use the micro skill parts in point sixth "the use of cohesive devices in written discourse".

2.2.6 Sentence-based Writing Course

In the beginning semester, the sophomore has explained about the sentence-based writing course by the lecturer. This course develops the knowledge and skills related to writing how sentences are constructed and how different types of sentences are formed. It shows how to punctuate each type correctly, how to use conjunctions and how to combine different sentence types for effective written communication. According to Oshima and Houge (2006:164), a sentence is a group of words that you use to communicate your ideas. Every sentence is formed from one or more clauses and expresses a complete thought. The four basic kinds of sentences in English are simple, compound, complex, and, compound-complex. The kind of sentence is determined by the kind of clauses used to form it. It is not only learning about the kinds of sentences but also about conjunctions because all of them are very important to make paragraphs into a text.

2.2.7 The Concept of Cohesion

2.2.7.1 Text and Texture

In linguistics, any spoken or written discourse that forms a unified whole is referred to as a text. A text is not a grammatical unit, but rather a semantic unit of language, i.e. a unit of meaning, not of form. The texture is what provides the text with unity and distinguishes it from a non-text. Therefore, it is the cohesive relation that exists between units of a text.

According to Siahaan and Shinoda (2008: 1), the text is any meaningful linguistic unit in both linguistic context and non-linguistics context. They (2008, p. 1) also stated that:

> "A text is both a spoken text and written text. A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse. A spoken discourse can be monolog or a dialog or conversation. It can be a song or poetry or a drama or a lecture, etc. A written text is any meaningful written text, it can be a notice or a direction or an advertisement or a paragraph or an essay or an article or a book, etc."

So, the text is very closely related to humans' communication in their daily life. The text includes two types; written text and spoken text. Written text is expressed in writing form while the spoken text is expressed orally.

2.2.7.2 Cohesion

The concept of cohesion cannot be separated from the concept of 'text'. A text can be spoken or written that does form a unified whole. What differs text and non-text lies in the texture', and this texture is constructed by the cohesive relations between its linguistic features. Further, Beaugrand and Dressler (1981:3-10) define a text as a communicative occurrence, which meets seven standards of textuality:

- 'cohesion' referring to the surface text, i.e. grammatical dependencies in the surface text.
- 'coherence' referring to the textual world, i.e. the configuration of concepts and relations that underlie the surface text.
- 'intentionality' referring to the text writer's attitude.

- 'acceptability' referring to the text reader's attitude to the text.

- 'informativity' referring to the extent to which the message of the text is (un)expected, (un)known, etc.

- 'situationality' referring to the factors that make a text relevant to a situation.

- "intertextuality' referring to the factors which make the utilization of on text-dependent upon knowledge of previously encountered texts.

However, this study only focuses on the cohesion part. According to Halliday&Hasan (1976:4), cohesion is the semantic relation between one element and another in a text. A text is cohesive when the elements are tied together and considered meaningful to the reader.

2.2.7.3 Cohesive Devices

Cohesive devices are used as a linking element to bridge sentences in a paragraph or an essay. According to José Manuel (2019:1), cohesive devices are words or phrases that show the relationship between paragraphs or sections of a text or speech. Therefore, it tells the reader what we are doing in a sentence and help to guide them through our writing. However, a text is cohesive when the elements are tied together and considered meaningful to the reader. Halliday and Hasan (1976: 33) has classified cohesive devices into reference, substitution, ellipsis, and conjunction. However, this study will focus on conjunction.

2.2.7.4 Conjunction

Conjunction refers to a specification of the way in which what is to follow is systematically connected to what has gone before. The conjunction is usually structuring a text/discourse in a precise way and brings the presented elements into a logical order. Halliday and Hasan (1976:239) have mentioned types of conjunction, namely additive, adversative, causal, and temporal. Additive conjunction is a cohesive relation where author groups sentences together under the heading of additive. The relation is structural in the form of coordination, the 'and' form, and the 'or' form. The simple additive conjunctions appear using 'and', 'or', 'in addition'. When additive attempts to give a further explanation in the previous meaning, adversative attempts to bring the converse meaning which is contrary to expectation from the content of what is being said, or from the communication process, and speaker-hearer situation. The adversative conjunction usually uses the words, 'but','yet', 'in fact', and 'however'.On the other hand, causal conjunction is expressed using'so', 'thus', 'hence', 'therefore', consequently', 'accordingly', 'as a result (of that)', 'inconsequence (of that)', and 'because of that'.Then, One sentence is simply subsequent to another. The relation is signaled with 'then', 'next', 'finally', and 'meanwhile'.

In addition, Luo (2019:1) stated that conjunction divided into three types: (1) coordinating, (2) subordinating, and (3) correlative. Coordinating is used to connect items that are grammatically equal: two words, two phrases, or two independent clauses. There are seven coordinating conjunctions in English, and you can remember them using the mnemonic device FANBOYS: *for*, *and*, *nor*,

but, *or*, *yet*, *so*. Next, in subordinating is used to introduce a **dependent clause**. It includes words like *because*, *if*, *although*, *since*, *until*, and *while*. The last is correlative. This type of conjunction always comes in a pair and is used to join grammatically equal elements in a sentence. Common pairs include *either ... or*, *neither ... nor*, *not only ... but also*, and *both ... and*. In most cases, no comma should be used between the two elements. Correlative conjunctions must use parallel structure, which means the two elements should take the same grammatical form.

2.2.8 Guided Writing

Guided writing, by definition, is a form of teaching writing in which learners are given step-by-step instruction. Tyner (2004) defined that guided writing as an instructional writing context chiefly teaching the writing process through modeling, support, and practice. Guided writing activities help students learn to write by providing them with a partially completed draft or some other form of assistance. Guided writing activities are typically done in the classroom so the teacher can interact with students individually as well as with the entire class. Guided writing is the process where teachers develop and guide students' writing through discussion, join text construction and evaluation of their independent writing (Parsons 2001:12).

2.2.8.1 Benefits of Guided Writing

In guided writing, it has some benefits as well for EFL learners.

According to Parsons (2001:13), there are some benefits of guided writing:

1) Offers students opportunities to receive immediate teachers' feedback on their writing efforts.

2) Students understand that one ultimate goal is to take responsibility for their writing and put into practice learned problem-solving strategies

3) Students learn the value of combining their independent writing effort into a group of writing projects.

4) It provides a supportive context for specific instruction on the writing tools, for example at the text, sentence, and word level.

5) Guided writing demonstrates to students how to manage their writing time.

2.2.8.2 Stages of Guided Writing

Guided writing is a step by step recipe for writing that includes planning, writing, editing, revising and publishing. Guided writing is an essential component of a balanced writing curriculum, providing an additional supported step towards independent writing. Through guided writing, students are supported during the different stages of the writing process.

According to Parsons (2001:13), there are three stages of guided writing activity:

1) Procedural skill

The stage focus is to establish writing routines and the appropriate materials that will enable the students to write independently. This stage is important in helping the students to manage their time and writing resources.

2)   Strategy skill

This stage includes a strong emphasis on word and sentence level work.

3)   Craft skill

This stage includes how to identify the feature of text types, genre, writing models and how to present non-fiction information in a variety of forms. There is a focus on how writers and illustrators communicate ideas and stories to readers.

So, those stages are very important for students who have difficulties in writing. There are many ways to get over difficulties in writing, one of them through the cloze test. It can be the best option for the students to get over difficulties in writing. Learning through the cloze test, students are not only learning about writing but also reading.

2.2.9 Cloze Test

Cohesive devices are words used to show how the different parts of a text fit together. In other words, they create cohesion. According to Ross (2017:1) cloze test is a way of testing comprehension by removing words (usually every 5th word or so) from a passage or sentence and then asking the reader/learner to supply the missing elements. For this reason, it is also sometimes referred to as a gap-fill exercise. This learning tool has been used in the classroom since the 1950s. The educational background of this test is from the theory of 'closure' in the Gestalt school of psychology, which says that the brain sees things as a whole

unit and will naturally and easily fill in missing elements (Walter 1974). In other words, when information is missing, a person will use their past experiences or background knowledge in combination with critical thinking and reasoning skills to fill in the gaps.

Cloze exercises are beneficial for learners in many ways, but three most important are that (1) they have real-world applications, (2) they provide learners with natural-like settings and that (3) they can be flexible and personally tailored to meet learning needs. The effectiveness of close deletion tests can and has been studied by applied linguistic researchers in a number of ways; a number of studies will be considered alongside these benefits.

2.3   Theoretical Framework

According to White (1986:10), writing is the process of expressing the ideas, information, knowledge, or experience and understand the writing to acquire the knowledge or some information to share and learn.

Cohesive devices are used as a linking element to bridge sentences in a paragraph or an essay. According to José Manuel (2019:1), cohesive devices are words or phrases that show the relationship between paragraphs or sections of a text or speech. Therefore, it tells the reader what we are doing in a sentence and help to guide them through our writing.

Halliday and Hasan (1976:239) mentioned four types of conjunction, namely additive, adversative, causal, and temporal. Additive conjunction is a cohesive relation where author groups sentences together under the heading of

additive. Next, adversative means contrary to expectation or the opposition of their meaning. The expectation may be derived from the content of what is being said, or from the communication process, the speaker-hearer situation, and on both the external and the internal planes. Next, causal conjunction is an interpropositional relation in which the situation expressed by some proposition(s) is communicated as bringing about: (1) the situation expressed by some other proposition(s) (an external relation), or (2) the usage of some other proposition(s) in reasoning or argument from a premise (an internal relation). Then, the temporal-conjunction relates two successive sentences in which their relations external terms as content are a sequence in time.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions based on the findings which have been discussed in the previous chapter and some suggestions which are expected will help students of the English Department in mastery conjunctions.

5.1 Conclusions

Based on the findings, the conclusions were able to be drawn. First, the sophomore's scores were so varied because some scores were high, some were good, and some were low. In this study, it showed that the highest score is 90 and the lowest score is 47. Also, the percentage in each criterion showed that 19% for the excellent and 62% for the fair criteria as well. However, the fair criteria only got 19%. It indicated that more than 70% of the participants have a good score, it means that they have the ability in mastery conjunctions. However, the rest of the participants still have a lack of understanding of it.

Second, the students can put the correct conjunctions by using a cloze test. However, they still get misuse in conjunctions. Based on the conjunction theory from Halliday & Hasan, we can conclude that the four categories of conjunctions (additive, adversative, causal and temporal) the easiest conjunctions are "next" "such as" "also" "both". It followed by the easy conjunctions such as, "alike", "similar to", "just as", "above all", "difference", "unlike", "moreover", "but" [text 3], "then", "finally", "before", "while", "until", and "as soon as". Then, the

average conjunctions were "as", "but" [text 8], and "by the time". For the hard conjunctions were "however", "in other words" [text 3], "in contrast to", "in other words" [text 1], "furthermore", "as a result", and "in addition". The last, the hardest conjunction was "likewise". The students' can put the correct conjunctions in the temporal, followed by adversative, causal, and additive.

5.2 Suggestions

Based on the conclusions above, I provide some suggestions as follows. First, to all sophomores and also EFL learners, it is necessary to study the use of conjunctions theory to help them in writing and make the cohesive flow of ideas. Also, they have to do some exercises in writing in order to master how to put the correct conjunctions in the text. Second, to other researchers who are interested in analyzing and describing the conjunctions, they can conduct the research by using different objects, participants and levels in order to show the students writing development, especially in conjunctions.

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