ABSTRACT

Ratnaningtyas, Natria. 2010. *The Cohesive Devices Used by the Finalists of Story Retelling Contest ESA WEEK 2009*. The English Department, the Faculty of Languages and Arts, Semarang State University. First advisor: Sri Wuli Fitriati, S.Pd., M.Pd. Second advisor: Dr. Dwi Rukmini, M.Pd.

Keywords: Discourse analysis, cohesion, cohesive devices, story retelling.

Story retelling is the way how a speaker tells a story to a hearer. When someone tells a story, it means s/he is creating a text. A text is a collection of related and organized sentences (Halliday and Hasan, 1976). One of several requirements of a text is that, it must be cohesive. Cohesion has become important to discuss due to the fact that it is part of language skill competence. Therefore, this research was conducted since cohesion functions to chain sentences and builds a unity topic so that the hearer can grasp the story clearly.

The aim of this study is to investigate the cohesive devices found in the speech of the finalists of story retelling contest ESA WEEK 2009. The research problems were formulated: what kinds of grammatical and lexical cohesive devices are found in the speech produced by the finalists of Story Retelling Contest ESA WEEK 2009, what percentages of cohesive devices are used in story retelling process, and what type of cohesive devices does the finalist mostly use.

As a source of data, ten texts were collected and then analyzed by applying the frameworks of cohesion theory of Halliday and Hasan (1976). This research is designed as a qualitative research.

The result of the study reveals that five categories of cohesive devices were found in the finalists’ speech, i.e. reference ties, substitution ties, ellipsis ties, conjunction ties and lexical ties. But those speeches have different composition from one speech to another. Lexical ties were most frequently used in the speech 47.8 %, and then followed by reference ties which also had big numbers with 40.1 %, conjunction ties 8.6 %, ellipsis ties 2.1 % and last, substitution ties 0.5 %.

However, the number of ties did not demonstrate the expected skills, since they used repetition of the same words very frequently for lexical ties. The finalists also showed restricted choice of lexical items. More than a half of reference ties were just pronominal repetitions. Conjunction was also a weak area for the students as they failed to vary the uses of conjunction ties in their speech. Ellipsis and substitution also rarely occurred in their speech.

Since the importance of cohesion in creating text and the findings show that the students’ ability in applying cohesion in their speech is still poor, I suggest that the teachers improve it by giving more explanation and practices so that the students can create a better text and use kinds of cohesive devices appropriately. Furthermore, concerning with the significance of the research, I suggest that other researchers develop similar study with different genre.