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AN ANALYSIS OF THE COHESION OF THE STUDENTS' DESCRIPTIVE TEXT WRITING IN SMP NEGERI 01 TAYU IN THE ACADEMIC YEAR 2021/2022

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Abstract

This final project studied the analysis of the cohesion found on the students' descriptive test writing in SMP N 01 Tayu. The design of the research was descriptive qualitative research. The objectives of the study were (1) To find out the type analysis of cohesion competence by the eight grade SMP 01 Tayu in producing descriptive text, (2) To show the dominant in producing cohesion at their descriptive text at eight grade SMP 01 Tayu, (3) to describe the students' cohesion competence in producing descriptive text. The object of the research were eight grade SMP N 1 Tayu. The instruments of the study were the data from the students descriptive text. This discussions from prior chapters are to be summarized to achieve the purpose of the study. The first one is the grammatical cohesion device, and the second one is the lexical cohesion devices. The grammatical cohesion device are the reference, substitution, ellipsis, and conjunction. Meanwhile, the lexical cohesion devices are the reiteration and the collocation. Then the are 5 types of the reiteration lexical devices. There were repetition, synonymy, hyponymy. Meronymy, and antonymy. And then, the last part is the collocation.

Keywords: cohesion, descriptive text, writing

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INTRODUCTION

Language is used in every daily human activity which certainly has a close relationship with social phenomena. Language is used as a tool to convey one's thoughts and feelings to others. Every person has a different background, thus, in conveying one's thoughts or ideas must use different or varied languages. Because the differences in the background include differences in educational backgrounds, the origin of residence, work, age, social experience and so forth. That background affects the success of communication.

Communication took spoken or written language, one example of written language is discourse. Discourse is the most comprehensive set of languages in the form of a series of related, cohesive, and coherent sentences in accordance with the context of the situation, thus forming a single unit of information. Information in a discourse is demanded to have the integrity of the discourse structure. The presence of cohesion and coherence is very important so that a discourse can be understood easily.

Text is the communication through written. The text contained a meaning for communicate. Behind the text there was a discourse that part of the text. A discourse is a language unit that is bound by a unity. Unity can be seen in terms of form and terms of meaning. Therefore, discourse is always realized in the form of a series of sentences. A discourse can be found in the form of a sentence, it can even be in the form of a phrase or word. In other words, discourse is a series of interlocking sentences so that a harmonious meaning is formed between the sentences (Alwi, et al. 2003: 43).

According to Moeliono (2004: 34), to get a good and complete discourse, the sentences must be cohesive. Only with such a cohesive like that, the element of discourse can be interpreted, according to its dependence on other elements. Cohesion allows the establishment of semantic relations between elements in the discourse. It means that cohesion is also a semantic organization, which refers to the linguistic linkages found in a speech that forms a discourse. Halliday and Hasan further divided the cohesion of meaning into two parts namely grammatically and lexically which had to have cohesion contained in a unified text (Halliday & Hasan, 1976: 4-6)

Cohesion analysis can help distinguish stages of writing development and might provide methods of explaining concretely some of the differences between good and poor student writings (Ayub, seken, suarnajaya, 2013:3). This researcher focused on the grammatical cohesion found on the students provide methods of explaining concretely some of the differences between good and poor student writings.

In SMP 01 Tayu, students had many problems in writing. They need more improvement to write a text especially descriptive text. The problems were: first, they still had poor vocabulary. Second, they were not interested in the material about English that was given. Third, they rarely practiced English. And the last they were not confident and felt shy to speak in front of the class.

For these reasons, the researcher was interested to investigate the cohesion competence in producing descriptive text for students of the eight grade of SMP 01 Tayu. The researcher also wanted to know the realization of cohesion on the writing product by the students. Language is used in every daily human activity which certainly has a close relationship with social phenomena. Language is used as a tool to convey one's thoughts and

feelings to others. Every person has a different background, thus, in conveying one's thoughts or ideas must use different or varied languages. Because the differences in the background include differences in educational backgrounds, the origin of residence, work, age, social experience and so forth. That background affects the success of communication.

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METHOD

In this research, the researcher used descriptive qualitative study. Creswell (2012:145) explains that “qualitative research is descriptive in which the researcher is interested in process, meaning and understanding gained through words or picture. The data of the study are collected in the form of the words rather than the numbers.

In this research, the researcher took the data to get the information before analyzing. The researcher found out the cohesion analysis on the students descriptive writing text at grade eight. This research focused on the cohesion finding on the students product of writing at SMP 01 Tayu. The reseacher analyzed the data. Lastly, the reseacher interpreted the result of the data.

RESULT AND DISCUSSION

The purpose of this research is to find out the cohesion device on the students descriptive text. The researcher conducted this research by analyzing the students descriptive text. The descriptive text is the text that written by the students of eight grade SMP N 01 Tayu. The findings of this research explained in the detail below:

1. The types cohesive devices are used by the students in producing descriptive text

To collect the data regarding to the cohesion devices used in the descriptive text written by the eight grade of SMP N 01 Tayu, the researcher analyzed the text by reading the text. The result of the finding revealed the exact data on what is the cohesion devices used by the students on their descriptive text. According to the finding it showed on the table below, the use of the cohesion devices.

On the findings divided into two part. Part one deal with the grammatical cohesion devices of the students descriptive text. Then, part two deal with the lexical cohesion devices on the students descriptive text. The data finding show in the further explanation. The first one is the grammatical cohesion finding.

There were be students who label with S1 it means student one, until S21 it means students S21. Those are the respondents on the analysis cohesion on the writing descriptive text. The finding will explain below.

a. Reference

Regarding to the reference finding. There are some reference that has been written by the students. The cohesion devices made by S1. “Blackpink is a Korean girlband. It consists of 4 members”. The word it on the paragraph refer to Blackpink. Then, “They are Jiso, Jennie, Rose, and Lisa”. The word “They are” refers to Blacpink.

The cohesion devices made by S2 is “My idols are Kevin Sanjaya and Marcus Fernaldi Gideon. They are great badminton athletes”. The word “They are” refers to Kevin and Gideon. The cohesion devices made by S3 is “My mother prepares food for me every morning. She is very great, even though she is very tired”. The word “she” refers to “my mother”. “Sometimes I want to tell my mother, if I really love her but I can’t say it. Actually, there are many more, but I can’t express it in word”. The word “there are” refers to the writer mom who really care with the writer. Then the word “it” refers to the writer feeling. Then, the second “it” refers to the love expression.

The cohesion devices made by S4 is “Fitro Eri was born in Jakarta. He also work as a car reviewer”. The word “he” refers to Fitro Eri. “Fitro Eri has an oval face, round eyes. She has slim body”. The word “she” also refers to Fitro Eri. The cohesion devices made by S5 is “He is a tik tok content creator, Names Panglima Altafasyah Mahardika”. The word He and names refers to Panglima Alfafasyah.

The cohesion devices made by S6 is “I have an idosl Named Kevin and Rio. They are great until being what they want”. The word named and they are refers to Kevin and Rio. The cohesion devices made by S7 is “Lional Messi is a football player. He has long black hair. The most prominent part his face is particularly. He is not very tall”. The word who underlined are refers to the Lional Messi.

The cohesive devices made by S8 is “Jaemin or Najaemin is a member of third Sub Unit of the NCT group. Namely NCT dream. Jaemin as Vocalist in his group. He was born on Augus 13st. He is Leo with a height of 176 cm. His favourite food is ramen, potato, pizza.” From the data finding Namely is refers to NCT Dream, the word “he and his” refers to the Jaemin,

The cohesive devices made by S9 is “Ziatan Ibrahim is one of the best football player in the world. He was born in Malmo”. The word he refers to the Ziatan.

The cohesive devices made by S10 is “Do Kyungso Known as D.O is popular boy grub from Southkorea, namely EXO. D.O also a great acting,there have been many drama”. The word as is refers to Do Kyungso. The word namely refers to the EXO, then the word there refers to the drama that has been play by D.O.

b. Substitution and Ellipsis

Based on the data that has been found from the descriptive text written by the eight grade SMPN 1 Tayu. There are no finding on the cohesion devices made by the students on the Substitution and Ellipsis devices.

c. Conjunction

The conjunction devices are found the students product of descriptive text. There are some finding that has been found according to the data. The data will show below.

They are good looking and energetic.

The dance looks powerful and nice.

My idols are Kevin Sanjaya and Marcus Fernaldi.

My mother sometimes gets angry with me, because of my behavior, but my mother very loves me

For my family and she so beautiful

And she also educated me to be like this

That is the figure

I want to tell my mother, if olove her but I can't say it

From being a tacer

as a car reviewer and journalist

she has a slim body and a shrap nose

That is my ...

Because she has 177 cm high

From beaksi

Playing football and has follower a lot
Named Kevin and Rio
They are great
Barcelona and Argentina
But he's a very good
He has long black hair and brown ayes
When he was younger
I think if the injured easily
Although his amired by the biggest majority
Jaenim or Na Jaemin
But immediately move to Seoul and grew up
The smartest and diligent
But sometimes he looks
Ziatun Ibrahim or Ibrahim
Ibrahim movic and Mrs. Jurka
He used to play for several football
Milan and Paris
Do Kyungso or D.O
Playing vocals with Baekhyun and Chen
Drama titles and film that D.O played
Entertainer and entrepreneur
With Rafi
For the Bayangkara League
Deep voice and melodious
Dance and rap
He has tiny ayes and thin lips
He is cool and gunny
She is famous singer and actress
Because of her ability
International entertainment and made her remarkable
Manuel and Karen
When he uploaded
Which led to him singing and deal with the record label
Award and many more
Because he has good voice, and he is kind]
The dog have a blue ayes and have a circle head
Under SM Entertainment
With a very extraordinary smile
These are include playing the piano and exercising
Hobbies and she answered
But iam not sure
Mobile legend, and I like his personality

Those are the conjunction devices that has been found on the data. There are some kind of the conjunction devices.

After that the lexical cohesion finding will explain in the data below. There are not all the lexical devices also found on this students products. There also some lexical cohesion devices that doesn't find on the students writing descriptive text.

a. Repeation

The students finding made by S3 is “My mother is very loveme. My mother is no kess beautifull”. The cohesion by S4 Fitro eri was bornn in Jakarta. Fitro ero os a very reiable. The students cohesion made by S8 “Jaemin is somwtimes very cute, but sometimes he looks like my boyfriends”. The cohesion devices made by S13 “Na Jaemin has deep voice. Na Jaemin can also dance”.

The students cohesion devices made by 16 “He has different voice. I like hear his voice. “ The students cohesion devices made S17 “My day borrow a dog. The dog have a blue ayes”.

b. Synonymy, Hyponymy, Antonymy

According to the data finding from the descriptive text written by the students eight grade SMP N 1 Tayu. There are no Synonymi, Hyponymy, and Antonymy cohesion devices on the students products.

c. Collocation

There are some finding according to the collocation finding from the data analysis. The result from the data are show below.

Very good football player

Looks like

The best player

Became famous

Melodious voice

Regarding to the finding it showed that the result of grammatical cohesion devices and lexical cohesion devices. Here are the total data finding it explained in the below, the first one is the total of grammatical cohesion devices finding.

Table 1 Total finding of grammatical cohesion

Students	Types of grammatical cohesion			
	Reference	Substitution	Ellipsis	Conjunction
S1	2	-	-	2
S2	1	-	-	1
S3	4	-	-	7
S4	2	-	-	3
S5	2	-	-	1
S6	2	-	-	1
S7	3	-	-	4
S8	4	-	-	5
9	1	-	-	4
S10	3	-	-	4
S11	3	-	-	2

12	1	-	-	1
S13	1	-	-	-
S14	6	-	-	2
S15	3	-	-	1
16	5	-	-	3
S17	5	-	-	6
S18	-	-	-	1
S19	2	-	-	2
S20	5	-	-	2
S21	3	-	-	1

Then, the second one is the total of lexical cohesion devices finding. It explained in the following table.

Table 2 The total finding of lexical cohesion devices

Student s	Types of lexical cohesion					Collocatio n
	Reitaration					
	Repetitio n	Synonym y	Hyponym y	Meronym y	Antonym y	
S1	-	-	-	-	-	-
S2	-	-	-	-	-	-
S3	2	-	-	-	-	-
S4	2	-	-	-	-	-
S5	-	-	-	-	-	-
S6	-	-	-	-	-	-
S7	-	-	-	-	-	1
S8	2	-	-	-	-	1
9	-	-	-	-	-	1
S10	-	-	-	-	-	-
S11	-	-	-	-	-	-
12	-	-	-	-	-	-
S13	1	-	-	-	-	-
S14	-	-	-	-	-	1
S15	-	-	-	-	-	-
16	1	-	-	-	-	-
S17	-	-	-	-	-	-
S18	-	-	-	-	-	-
S19	-	-	-	-	-	-
S20	-	-	-	-	-	1
S21	-	-	-	-	-	-

2. The dominant cohesive devices used by the students in producing descriptive text

Based on the data finding above we can see the dominant of cohesion devices finding on the students descriptive text written by the eight grade SMP N 01 Tayu.

Table 3 The dominant of grammatical cohesion device

No	Types of grammatical	Frequency (total)
1	Reference	58
2	Substitution	-
3	Ellipsis	-
4	Conjuction	53
	Total	

Table 4 The dominant of lexical cohesion devices

No	Types of grammatical	Frequency (total)
	Reitaration	
1	Repeatition	8
2	Synonymy	-
3	Hyponymy	-
4	Meronymy	-
5	Antonymy	-
	Collocation	5
	Total	13

According to the finding above the dominant finding are the referring with the 58 total finding on the grammatical cohesion devices. Then, for the lexical devices the dominant finding is the repetition with 8 total finding.

3. The students competence in producing descriptive text by the eight grade SMP N 1 Tayu

As the result of the table 4.1 until 4.4 we can show the graph of the result of the data finding there are reference, and conjunction for the grammatical cohesion found. The finding for the lexical cohesion there are repetition and collocation.

Discussion

In this discussion is the explanation according to the data findings. The researcher provided the result of the data that has been showed. The discussion revealed the result of the findings. There were the grammatical cohesion device and the lexical cohesion device that has been found on the descriptive text written by the students eight grade SMP N 01 Tayu.

The discussions below is presented based on the findings before. Coherence is defined principally as a feature of text, either in terms of the linking of sentences (cohesion) or as the relationships among propositions in the text (sticking to the point). Coherence is categorized into repeating keywords, using consistent pronouns, using transition signals, and using logical order.

Hence, the explanation texts that analyzed in this research mostly use repeating key nouns to make the paragraphs seem solid and permanent unit. Coherent paragraph make all the sentences related smoothly within and between them. It is easy for the reader to move from sentence to sentence

The first one the researcher finding of the grammatical cohesion devices. It explained in detail below:

1. Reference
2. Substitution
3. Ellipsis
4. Conjunction

The second one is the discussion according to the lexical cohesion finding. The detail finding talked about the reiteration finding and collocation. The reiteration finding there are 5 types of the lexical cohesion devices. It showed in the detail below:

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, antonymy, and superordination (hyponymy and meronymy).

1. Repetition
2. Synonymy
3. Hyponymy
4. Meronymy
5. Antonymy

The next part of lexical cohesion devices finding is the collocation. The collocation finding will explain in the following discussion.

1) 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'

CONCLUSION

The conclusion of the discussion is the summarize regarding all the findings and discussion that have been explained in the chapter four. There were two kind of cohesion devices that have been discuss on this research. The first one is the grammatical cohesion device, and the second one is the lexical cohesion devices. The grammatical cohesion device are the reference, substitution, ellipsis, and conjunction. Meanwhile, the lexical cohesion devices are the reiteration and the collocation. Then the are 5 types of the reiteration lexical devices. There were repetition, synonymy, hyponymy. Meronymy, and antonymy. And then, the last part is the collocation.

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