

CHAPTER I

INTRODUCTION

1.1 The Background of The Study

Language is a set of spoken and written symbols being used by people for communication. People use language to express their ideas, feelings, purposes, thoughts, and opinions in the written or in the spoken way. In learning language, there are four skills that should be mastered by people who are interested in learning English and it also applies when someone studies English. Nowadays, learning English is very important and useful for people in order to confront the era of globalization which is full of challenges and competitions where the proficiency is required in spoken and written English.

English is a language that has played a very important role in the era of globalization. It is an international language, it also becomes a second language in many countries. In other words, it is one of many foreign languages taught at institutions of education. The aim of teaching English is that the students can develop their abilities in spoken and written. The students are expected to master the four language skills namely listening, reading, speaking, and writing in order to be able to use English communicatively. As one of English skills, writing can not be ignored from its role to improve students' knowledge.

Writing is one of the important skills in learning English among listening, speaking and reading. It is a process of transforming thoughts and ideas into written form. According to Brown (2001:336) "writing is a thinking process".

Furthermore, he states that writing can be planned and given with an unlimited number of revision before its release. In addition, Elbow (1973) in Brown (2001:336) also says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language. Writing represents what we think. It is because the writing process reflects things, which stay in the mind. It can be concluded that by writing the students can communicate, give opinions, and transfer their ideas in written form. Moreover, in writing activity students must make the reader understand and comprehend when read their writing.

In order to write a text, students should have ability in writing. Before the students start their writing, students should know what types of writing they want to write. There are some types of writing. They are descriptive, recount, procedure, explanation, exposition, discussion, report, anecdote, narrative, review, and news item.

Descriptive text is one of kinds the text that students learn in the school. In this case, students describe something, such as person, thing, animal, and place clearly. Then, the students must develop it become a good paragraph and the students should make the sentences related to each sentence. In descriptive text, students also learn about generic structure of descriptive text, they are identification and description.

Based on the writer's experience in teaching practice program (PPL). The writer found that the students were lack to be able to formulate their ideas in written language. It was proved when most of students were lack to write simple paragraph in writing descriptive text as a result they got low score in writing. It caused the students are lack to comprehend how to choose the right words, to relate the equivalent meaning or contrast, to connect the sentence to the others in their writing and the lack knowledge about the rule of cohesion and coherence.

Cohesion and coherence are two important components of writing skill which become crucial part and virtual guarantee of writing quality. Tanskanen (2006:19) states that “ cohesion and coherence is to have a role to play in contributing to unity in discourse”, this statement is exactly true because the cohesion devices in a text can only fit together through coherence devices that will connect them to be one unity.

Halliday and Hasan (1976:4) define cohesion as “ relations of meaning that exist within a text and that define it as a text”. Halliday and Hasan classify cohesion into grammatical and lexical cohesion. Grammatical cohesion includes some 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). Furthermore, Halliday and Hasan emphasize that “ grammatical and lexical cohesion are interpreted through their relations to other elements in the text, a cohesive tie is formed. There is no single element can be cohesive by itself except if it is related to another. It can be concluded that a text will be cohesive if the unit of sentences are related to each other.

There is another important element that writer need to consider in order to make their text or paragraph united, that is coherence. Oshima and Hogue (2006:21) proposed “coherence achieved when the sentences and ideas are connected and flow together smoothly. Coherence involves connection, the connection between parts of sentences, paragraphs, and even larger units will be clear to the reader. Oshima and Hogue classify coherence into four types. They are : repeating key nouns, using consistent pronouns, using transition signals, using logical order. Like cohesion, coherence is used to make the ideas in the text relate to each other.

So, it can be concluded language learners indispensably need to write cohesion and coherence text if they wish to prove to be qualified English writing writers. And based on the problem above the writer is interested in analyzing the use of cohesion and coherence made by the students in writing descriptive text at the eleventh grade of SMA Swasta Pelita Nusantara Lawe Sigala-gala.

1.2 The Problems of Study

The writer identifies the problems of the study and as follows :

1. What types of cohesion and coherence are made by students in writing descriptive text ?
2. What types of cohesion and coherence are dominantly made by the students in writing descriptive text ?

1.3 The Objectives of The Study

The objectives of the study are :

1. To find out the types of cohesion and coherence made by the students in writing descriptive text.
2. To find out the dominant types of cohesion and coherence made by the students in writing descriptive text.

1.4 The Scope of The Study

There are some steps in order to write a good writing such as deciding your topic, developing a topic sentence, demonstrating your point, using cohesion and coherence at your writing, etc. In this case, the writer just focused on the use of cohesion and coherence in writing descriptive text at eleventh grade of SMA Swasta Pelita Nusantara Lawe Sigala-gala.

1.5 The Significances of The Study

There are two kinds of significances in this scientific study. They are stated as follows :

1.5.1 The Theoretical Significances

This research is expected for researcher and other readers to be useful in doing the research in the future, as a way to increase knowledge about cohesion and coherence, to give the benefits in order to cover cohesion and coherence in writing, can give contribution to the world of knowledge.

1.5.2 The Practical Significances

This research is expected to be useful for students to realize how important to use cohesion and coherence in writing and to be good writers always use them at their writing. It is also expected to be useful for teacher to aware their student difficulties in writing and how helpful cohesion and coherence to reduce their difficulties.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

This chapter is discussing about a review of literature and explanation of the related materials. To avoid misunderstandings between the writer and readers, some opinions are needed

to explain some concepts or terms clearly applying in the research as a way to reach the goal of the research. So, in order to strengthen the study, the following terms are needed in the study.

2.2 Writing

The terms of writing have several meanings. Many experts have proposed the definitions of writing. According to Harmer (2004 : 31) states that writing is one of the four languages skills has always formed part of the syllabus in the teaching of English. Moreover, Diliduzgun (2013)in Karadeniz, Abdulkerim(2017) states that writing is the process of putting the information structured in the mind on paper. In the other hand, Oshima and Hogue (1997:2) state that “writing is never one step action. It is a process that has several steps”. From the explanation above it can be concluded that writing is one of English language skills as a way for expressing thought, idea, feeling, opinion in written form.

2.2.1 Process of writing

Process of writing is very important in teaching writing. The teacher will know the process of students in writing based on some steps. There are five stages of the writing process implemented in classroom namely, pre-writing, drafting, revising, editing, and publishing(Laksmi, 2016, pp. 146-147, as cited in Faraj, A.K.A, 2015).

Explanation is as follows :

1. Pre-writing

In pre-writing writer focus on the subject of his/her writing, spots and audience due to having the complete thought and plan about what they are going to write before starting their writing.

- 1) Students write on topics based on their own experience.
- 2) Students gather and organize ideas.
- 3) Students define a topic sentence.
- 4) Students write an outline for their writing.

2. Drafting

Students start their writing without composing it before hand in their mind. Therefore, the first draft of their writing may contain lots of errors like incomplete ideas and mechanical mistakes.

- 1) Students write a rough draft.
- 2) Students emphasize content rather than mechanics.

3. Revising

Students are not required to correct minor grammar mistakes but they should pay particular attention to the content and organization of their writing (Bae, 2011, p.22).

- 1) Students reread their writings.
- 2) Students share their writings with teacher.
- 3) Students participate constructively in discussion about their writing with teacher.
- 4) Students make changes in their compositions to reflect the reactions and comments of teacher.

Also, students make substantive rather than only minor changes.

4. Editing

In this stage students work to make their writing 'optimally readable'. The changes that take place in editing stage are capitalization, punctuation, spelling, and grammar changes.

- 1) Students proofread their own writings.

2) Students increasingly identify and correct their own mechanical errors.

5. Publishing

In this stage students end up with their writing draft and they will publish their writing.

1) Students make the final copy of their writings.

2) Students publish their writings in appropriate forms.

3) Students share their finished writings with the teacher.

After the students follow this stage, the process of writing will be achieved.

2.2.2 Teaching Writing

Students do not write very often and most of what they write is classroom-bound. The most important factor in writing exercises is that students need to personally involved in order to make learning experience of great value. Encourage students participant in the exercise, while at the same time refining and expanding writing skills requires a certain pragmatic approach. According to Andrew (2008: 180-181) "The greatest extent possible, the teacher should provide opportunities for students to select writing topics that they care about, topics that invite them to say what it is they want to say. This will create a greater motivation to write, which, in turn, will improve students' writing and communicating skills and result in a more interesting and engaged classroom or tutoring session. However, if students aren't used to selecting their writing topics they may need a little help".

How to teach writing start by looking at the process that a competent speaker of English goes through after they decide to write a piece of a text and at how our understanding of this has implication for the way we should approach of teaching writing (Harmer, 2004:V). From the explanation above, it can be concluded that the teacher should be clear on what skills he/she is trying to develop

The teacher must have key to help students in writing. Essentially, however it still focus on answering the key question for the reaching in writing (Hedge, 2005: 3) :

1. how do we ensure that writing is not just a mechanical exercise but that it fulfils some real communicative purpose for a real audience of readers ?
2. how we can help the students to better understand and develop the writing process.
3. How we can guide students to shape and polish what they have written conforms to discourse and genre requirement.
4. Whom can give feedback on students' writing which are helpful nonthreatening and supportive.

Next, the teacher needs to decide on which mean (or types of exercise) can facilitate learning of the great area. Once the target skill areas and means of implimentation is defined, the teacher can then proceed to focus on what the topic can be employed to ensure students' participation.

2.2.3 The Purpose of Teaching Writing

Teaching writing has function to help the students are able to write a text or paragraph easily and helps the students are interested in creating a text freely. According to Harmer (1998: 79) the purpose of teaching writing to the students of English as second language includes reinforcement, language development, learning style and writing as a skill.

1. Reinforcement : Some students acquire languages in a purely oral/ aural way, but most of their benefit greatly from seeing the language written down. The visual demonstration of language construction is invaluable for both their understanding of how it all fits together and as

an aid to committing the new language to memory. Students often find it useful to write sentences using new language shortly after they have studied it.

2. Language Development : Actually process of writing (rather like the process of speaking) helps them to learn as learners go along. The mental activity learners have to go through in order to construct proper written text is all part of the ongoing learning experience.

3. Learning style : Some students are fantastically quick at picking up language just by looking and listening. For the rest of the learning, it may take a little longer. For many learners the time to think through, to produce language in a slower way, is invaluable. Writing is appropriate for such learners. It can also quite reflective activity instead of the rush and bother of interpersonal face to face communication.

4. Writing skill : By far the most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening and reading. The students need to know how write letters, how to put written reports together, how to reply to advertisement and increasingly, how to using electronic media. They need to know some of writing special convention (punctuation, paragraph constructio, etc) just as the need to know how to pronounce spoken English appropriately.

2.3 Genre of Writing

Learning about writing is learning about genre. The word genre means ‘kinds or ‘class’. the termis widely used in rhetoric, literary theory, media stor, media theory, and more recently linguistics, to refer to a distinctive type of text. According to Pardiyono (2007: 2), there are various kinds of genre, they areDescriptive, Procedure, Recount, Explanation, Exposition, Discussion, Report, Anecdote, Narrative, Review, and News Items.

1. Descriptive

Teks deskripsi adalah jenis teks yang memberikan deskripsi atas suatu benda, baik benda hidup maupun mati. Deskripsi teks terdiri dari dua komponen yaitu identifikasi dan deskripsi. (Descriptive is the writer describes an object in this text, the object can be a living or non living things. Description is the text containing two components, namely, identification and description).

2. Recount

Teks recount didefinisikan sebagai suatu jenis teks yang dibuat dengan tujuan untuk memberikan informasi tentang aktivitas dimasa lalu. Secara struktur, text recount terdiri dari tiga komponen yaitu orientation, events, and reorientation. (Recount is written out to make a report about an activity happening in the past. Sturcturally,a recount is a text which contains three components. They are orientation, events, and reorientation).

3. Narrative

Teks narasi adalah suatu kejadian yang terjadi dimasa lalu yang bertujuan untuk menghibur, dan juga memberikan pelajaran yang baik kepada kita sendiri atau kepada orang lain yang mendengarnya. Teks narasi terdiri dari beberapa elemen yaitu orientation, sequence of even, resolution, coda(Narrative is any written English text in which happens in the past. It aimsto amuse, entertain people,to deal with actual or vicarious experience and to give a good lesson to listener. The elements of narrative are orientation, sequence of events, resolution and coda, but coda is optimal).

4. Procedure

Teks prosedur adalah untuk menjelaskan bagaimana suatu pekerjaan harus diselesaikan secara urut. Element teks prosedur terdiri dari goal, material, dan reorientation. (Procedure is any written English text in which the writer describes how something is accomplished through a sequence of action or step).

Procedure is a text containing four components, namely : goal, material and reorientation by which a writer describes how something is accomplished through a sequence).

5. Explanenation

Teks explanation menjelaskan proses terjadinya atau terbentuknya suatu phenomena alam atau social. Teks explanation terdiri dari dua komponen yaitu : the general statements, and sequenced explanation. (Explanenation is a written English text in which the writer explained the process involved the information or working of natural or sociacultural phenomena. Explanenation is a text containing two components, namely : the general statements, and sequenced explanenation).

6. Discussion

Teks discussion menjelaskan bagaimana kita ikut serta memberikan tanggapan atau menawarkan suatu gagasan. Teks discussion terdiri dari tiga komponen yaitu : issue, argument, conclusion or recommendation. (Discussion is a written English text in which the writer presents some points of view about an issue. It contains three components, they are issue, argument, and conclusion or recommendation).

7. Exposition

Teks exposition adalah jenis teks yang sangat tepat untuk ⁽¹⁾ berargumen bahwa something is the case (analytical exposition), ⁽²⁾ berargument bahwa something should be or ought to be' (hortatory exposition). Teks exposition terdiri dari tiga component yaitu : thesis,

argument and writer reiteration. (Exposition is a kind of text⁽¹⁾ to argue that something is case (analytical exposition), ⁽²⁾ to argue that something should be or ought to be. It contains three components, they are thesis, argument, and writer's reiteration).

8. Report

Teks report adalah jenis teks yang memuat informasi tentang penjelasan suatu phenomena kepada pembaca. Teks report memiliki tiga komponen yaitu : title, general statement, description. (Report is a kind of text which can be written out with a descriptive technique. It describes an object to the readers. The length of the text depend on the specific details of the object being described. Report has three components namely : title, general statement, description).

9. Anecdote

Teks anecdote adalah suatu tindakan yang 'bodoh' atau 'konyol' atau 'lucu'. Teks anecdote terdiri dari lima komponen yaitu : abstract, orientation, crisis, reaction, dan coda. (Anecdote is the tools of the writer to share with the others account of an unusual or amusing accident. Anecdote is a text containing five components, they are abstract, orientation, crisis, reaction, and coda).

10. Review

Teks review adalah untuk memberikan kritik, membuat evaluasi atau melakukan review terhadap karya cipta intellectual. Teks review terdiri dari empat component yaitu : orientation, evaluation, interpretive recount, and evaluation. (Review is a written English text that the social function is to critique or evaluate an art work or event for a public audience. The elements of review are orientation, evaluation, interpretative recount and evaluation).

11. News Item

Teks news Item adalah jenis teks yang terdapat banyak hal atau kejadian yang menarik dan pantas untuk di informasikan kepada orang lain. News Item terdiri dari tiga komponen yaitu : newsworthy event(s), background events and sources. Bentuk tata bahasa News Item yaitu : use declarative sentence, use past tense, past perfect tense, past continuous tense, use conjunction, and use reported speech in the element of source. (News Item is a written English text containing one or more than one paragraph in which the writer to inform people about events of the day which are consider newsworthy or important. News Item is a text containing three components namely : newsworthy event(s), background events and sources. The grammatical pattern of news item are : use declarative sentence, use past tense, past perfect tense, past continuous tense, use conjunction, and use reported speech in the element of source. From the variety of genre above , the writer choose the genre of recount to be applied in writing.

2.4 Descriptive Text

According to Pardiyono (2007:33)“ *deskripsi teks memberikan deskripsi atas suatu benda , baik berupa benda hidup ataupun benda mati*”. (Descriptive text gives description from the living or non-living things to the reader. In other words, it can tell an object that is still alive and not).

1. Generic Structure of Descriptive Text :

- 1) Identification : *berupa statement yang berisi suatu topic objek bahasan yang akan di deskripsikan.*(A part of paragraph of description text telling a topic and characters that would be described).

2) Description : *berisi detail deskripsi tentang objek yang dimaksud dalam identification.* (A part of paragraph of description text telling the content of describing the particular person, places or things).

2. Language Features of Descriptive Text :

1) Using adjective and classifies : beautiful, small, big, clever, thick, etc.

2) Using simple present :has, go, fly, cook, etc.

3) Action verbs : run, sleep, walk, cut, etc.

3. The Purpose of Descriptive Text

The purpose of descriptive text is to describe something, someone, thing, place spesipically. According to Pardiyono (2007:34)the purpose of descriptive text is a type of written text, which has the specific function to give description about an object.

Table 2.1 The Example of Descriptive Text

Vitun	
Identification	“Vitun is one of the most interesting people that I have ever met,” R’Lian has ever said.
Description	<p>He is medium height, with short black hair. He is in his early thirties now. With his great sense of humor, he can turn boring situation into very fun. He is always neat in wearing clothes. Bright colors are his favorite.</p> <p>He always looks very attractive something bright. He is always very energetic, ad well known as a type of a romantic young man. In addition, he is imaginative, hardworking and also very easy going. No wonder , he has a lot of friends.</p>

Taken from Pardiyono (2007:41)

2.5 Cohesion and Coherence

The terms cohesion and coherence are interrelated that cannot be separated one to the other. They become two important components of writing skill which become crucial part and

virtual guarantee of writing quality. Besides, cohesion and coherence, as what has been said by Renkema (1993: 34) in Mawardi (2014),

are two of the seven standards for textuality. In other words, if there is no cohesion and coherence within a text, it is not qualified as a text. For that purpose, it can be concluded that cohesion and coherence are very important features in order to build a good English writing. Writers who want to write a text or paragraph must apply cohesion and coherence within their text.

According to Gutwinski (1976) in Karedeniz, Abdulkerim (2017) used the term cohesion for relationship existing between the sentences and clauses within the text. These relations occurring on a grammatical layer point to certain grammatical and lexical qualities that reflect semiotic discourse structure. While coherence resides not in the text but is rather the outcome of a dialogue between the text and listener or reader Tanskanen, (2006:7). However, students often produce incoherent paragraph in writing. This fact is proved by some researches on students' writings which suggest that the lack of coherence in the flow of ideas through a composition is one of the major problems encountered by the students (Gou&Wang;Mao, in Wang & Sui, 2006, as cited in Mawardi 2014). Consequently, teachers, as the main facilitators for the writing instruction, are required to assist students in generating, organizing, and ordering the content of the texts they produce to become coherent. Nevertheless, students often produce

incoherent writing. It is because students may not know how to write effective writing, how to structure and sequence ideas with logical consistency and how to write a text that shows coherence.

2.6 Cohesion

According to Bae (2001) supports that cohesion refers to the range of grammatical and lexical possibilities that exist for linking an element of language with what has gone before what follows in a text. Halliday and Hasan (1976:8)

define cohesion is a semantic relation between part of a text to another part of the same text. This relationship functions to convey meaning and to get the readers easier to understand the whole meaning. Cohesion refers to the relationship between items in a text such as words, phrases and clauses and other items such as pronouns, nouns and conjunctions. This includes the relationship between words and pronouns that refer to that word (reference item). It also includes words that commonly co-occur in the text (collocation) and the relationship between words with similar, related and different meanings (lexical cohesion).

Cohesion also considers semantic relationships between clauses and the ways this expressed through the use of conjunctions. A further aspect of cohesion is the ways in which words such as 'one' and 'do' are used to substitute for other words in a text (substitution) and the ways in which words or phrases are left out, or ellipsed, from a text (ellipsis). All of this contributes to the unity of texture.

2.6.1 Types of Cohesion

In Cohesion in English, Halliday & Hasan (1976:6) classify cohesion into grammatical and lexical cohesion.

1. Grammatical cohesion includes :
 - 1) Reference
 - 2) Substitution
 - 3) Ellipsis

4) Conjunction

2. The lexical cohesion includes :

1) Reiteration

2) Collocation

Explanation is as follows :

1. Grammatical cohesion

Grammatical cohesion comprises reference, substitution, ellipsis, and conjunction.

Classification of grammatical cohesions will be discussed below :

1) Reference

It refers to items of language that instead of being interpreted semantically in their own right, make reference to other item for which the context is clear to both sender and receiver. Reference shows relation the language and the world. Reference functions to retrieve presupposed information in text and must be identifiable for it to be considered as cohesive.

There are three main types of references: personal reference, demonstrative reference and comparative reference (Halliday and Hasan, 1976:37).

a. Personal reference

The personal references refer to something by specifying its function or role in the speech of situation. The category of personals includes the three classes namely;

a) personal pronouns : I,you,she,he,we,they

b) possessive adjective : my,your, her, his, our, their

c) possessive pronouns : mine, yours, hers, his, theirs, ours

example : Chatrine is a new student in my school. *She* is smart

In the second clause, she refers to Chatrine to in the preceeding sentence. The word she is as personal referenc. It is pronoun of the third person singular which is grammatically function as a head.

b. Demonstrative reference

Demonstrative reference is a reference by means of location, on a scale of proximity (Halliday & Hasan, 1976:37).The categories of this reference include three classes namely: nominative demonstrative and circumstantial demonstrative.

a) Nominative demonstrative : this, these, that, those

b) Circumstantial demonstrative : here, there, now, then

Example : I like Pizza Hut, I like Humburger. **Those** are my favorite

In the sentence above, **those**is demonstrative references of Pizza Hut and Humburger.

c. Comparative reference

Comparative reference is cohesion in the form of reference that shows comparison between one thing and another.

Example :

a) It's the **same** car as the one that Jhon drove yesterday.

b) It's a **semilar** car as the onethat John drove yesterday.

c) It's a **different** car as the one that John drove yesterday.

The referent was the one that John drove yesterday, and comparative same, semilar, and different were pointing forward to it.

2) Subtitution

Substitution as replacement of a language element by another one which is used to replace repetition. For this kind of reference is classified into three types namely, nominal, verbal, and clause. The nominal substitution includes are one/ones and same. The verbal substitution is do including the use of does, did, doing and done. The clausal substitution are so and not.

a. Nominal substitution

In nominal substitution, there are three items occurring as substitution : one, some, and same.

Example : my car has broken. I must buy the new **one**.

The word **one** is the substitution for **car**. The word one in the second sentence illustrates cohesion and coherence.

b. Verbal substitution

Example : does Jhon work ? Yes, he **does**.

In this sentence, **does** substitutes work.

c. Clausal substitution

Example : everyone seem to think he's guilty. If **so**, no doubt he'll offer to resign

In this sentence, **so** substitutes he's guilty

3) Ellipsis

Halliday and Hasan (1976 : 142) state Ellipsis is substitution by zero. It means that an item in a text is replaced by nothing but the meaning still be able to understood. Ellipsis occurs when some essential elements are omitted from a sentence or a clause and can only be recovered by referring to the elements in the preceding text or sentence. Halliday and Hasan, (1976: 146) divide Ellipsis into three headings; Nominal ellipsis, Verbal ellipsis, and clausal ellipsis.

a. Nominal ellipsis

Example : John brought some Carnations, and Catherine some sweet peas

Ellipsis item : **brought** in the second clause

b. Verbal ellipsis

Example : have you been swimming ? Yes, I have.

Ellipsis item : **been swimming** in the second clause

c. Clausal ellipsis

Example : who was going to plant a row of poplars in the park? – The Duke was.

Ellipsis item : **going to to plant a row of poplars in the park** in second clause

4) Conjunction

Conjunction is a linking or phrase connecting words, phrases or clause, such as but, and, when. According to Halliday and Hasan (1976: 226) refer to conjunction as “text building devices”. They express certain meaning which presuppose the presence of the other components in the discourse. These expressions indicate a cohesive effect but which is different from other devices. From semantic point of view, conjunction is classified into several types of relationship. Since there is no unique inventory of classification, for this study the researcher followed the categories suggested by Halliday and Hasan (1976: 238-239). Their scheme includes four main categories, such as, ‘adversative’, ‘additive’, ‘causal’ and ‘temporal’.

a. Adversative conjunction

Example : She failed. **However**, she tried her best.

b. Additive conjunction

Example : She walked into the room **and** sat on the sofa

c. Casual conjunction

Example : He was fired **because** he was always late.

d. Temporal conjunction

Example : She had had a baby **before** she married.

2. Lexical cohesion

Lexical cohesion is the central devices for creating a text connect together experientially, defining the aboutness of a text. They define lexical cohesion as “the cohesive effect achieved by the selection of vocabulary”. Moreover, they divide lexical cohesion into two major categories, namely: “reiteration’ and ‘collocation’.

Explanation is as follows :

1) Reiteration

Lexical reiteration is a form of lexical cohesion which involves the repetition of a lexical item, at one end of the scale; the use of general word to refer back to a lexical item, at the other end of the scale; and a number of things in between the use of a synonym, a near-synonym, or superordinate (Halliday and Hasan, 1976 : 278). They suggest that reiteration item may be a repetition of an

earlier item, a synonym or near synonym, a superordinate, or a general word.

Explanation is as follows :

a. Repetition

Repetition is an action of repating something in many times. In lexical cohesion, repetition is the most common. It can be repetition of words or phrases occured within the text.

Example : I saw a small **dog** in the kitchen again.

The **dog** (repetition) was very dirty.

From the examples above, the word “**the dog**” is the repetition of “**a small dog**” in the previous sentence.

b. Synonym

Synonym is the repeating word by using another word that has the same meaning or almost the same.

Example : Accordingly...I took leave, and turned to the ascent of the peak. The climb is perfectly easy.

“the **climb** refers back to **ascent**, of which it is a synonym.

c. Superordinate

Superordinate is terms for words that refer to the upper class itself. In contrary, the terms for words that refer to the lower class itself .

Example : Henry bought a new Jaguar. He practically lives in the car.

The word **car** refers back to **Jaguar**, and **car** is the superordinate of **Jaguar** in the previous sentence

d. General word

General word , which correspond to major classes of lexical items, are very commonly used cohesive force. They are on the bordeline between lexical Item and subtitutes.

Example : The kitchen is for us not for **the four legs** (general word).

The word “the four legs”, which expresses the general word of “animal”.

2) Collocation

Collocation is achieved through the association of lexical item that regularly co-occur. It pertains to lexical items that are likely to be found together within the same lexical environment.

In other words, it deals with the relationship between words on the basis of the fact that these often occur in the same surrounding. Collocation includes not only synonym or near synonym and super ordinate, but also complementaries, antonym, converses, words drawn from the same ordered series, relations between part and whole, and also hyponym (Halliday and Hasan (1976:285).

Example : **My neighbor** has just let one of his trees fall into my garden. And **the scoundrel** refuses to pay for the damage he has caused.

In the example above, the words my neighbor and the scoundrel refer to the same context which is the person who treats others badly. Out of this context, it is widely known that neighbor and scoundrel are not related at all.

2.7 Coherence

According to Salsbury and McNamara (2010) in Ayyash, Abu. Emad A.S. (2016 :6) contend that “coherence refers to the representational relationship of the text are built upon”. Castro (2004)in Ghasemi, Mohsen(2013) defines coherence as the link in a text connecting ideas and making the flow of thoughts meaningful and clear for readers. Therefore, coherence is frequently achieved by the way in which a writer sequences information, and this brings us right back to the issue of genre and the text construction (Harmer, 2004: 25).

The term ‘ coherence can be described as the way a group of clauses relate to the context. In systemic functional linguistic model, the concept of context is categorized into two levels, the context of culture (genre) and the context of situation (register). From these two levels of context, it can be inferred that there are two types of coherence, namely generic coherence and situational coherence. (Halliday and Hasan, 1976: 23)coherence refers to the internal elements of a text, consisting of cohesion and register. They further added that “A text is a passage of

discourse which is coherent in these two regards: it is coherent with respect to the context of situation, and therefore consistent in register; and it is coherent with respect to itself, and therefore cohesive". In the case of descriptive text, the lexicogrammatical items used to express register should be clear and simple, so that the readers can internalize or catch the message conveyed in descriptive text.

Coherence accounts for the meaningful and logical relationship among element in the text, which stems for " thematic development, organization of information, or communicative purpose of the particular discourse (Kuo, 1995, p.48, as cited in Ghasemi,Mohsen, 2013). Generally, a paragraph has coherence if a series of sentences develop a main idea. Stresses that it is the interaction between the reader and the text that determines the relationship between sentences and combination between the units of meaning which ultimately lead to cohesion text. Oshima and Hogue (2006:21) proposed "coherence achieved when the sentences and ideas are connected and flow together smoothly. Each sentence should move from one sentence to the next one logically and smoothly. There must be no sudden jumps". This can be meant that coherence allow the readers to move easily from one idea to the next, from one sentence to the next, and from one paragraph to the next. Coherence involves connection, the connection between parts of sentences, paragraphs, and even larger units will be clear to the reader. The writer should make the connection available to readers and the text meaningful to the readers.

2.7.1 Types of Coherence

Oshima & Hogue (2006:22) clarified that there are four tpesto achieve coherence in writing. They are : Repeating key nouns, using consistent pronouns, using transition signals, using logical order.

Explanation is as follows :

1. Repeating key nouns

Repeating key nouns As previously mentioned, the findings of repeating key nouns is the most frequent type of coherence. Repeating key nouns is the easiest way for writers to make the sentences in the texts coherent, and it is also the easiest relation for readers to comprehend the sentences in the texts. The readers will get the connection of new material to material that already presented.

Example : Most students are intimidated by the works of William Shakespeare. They believe Shakespeare's sonnets and play are far to complicated to read and understand.

The word "Shakespeare" is repeated in the second sentence.

2. Using consistent pronouns

Using consistent pronouns is one of coherent type. Pronoun is a word that takes the place of a noun. The pronouns that are used in the explanation texts in this research involve personal pronoun, relative pronoun, demonstrative pronoun, and possessive pronoun.

Example : *"The most persistent disputes between **Eden** and **Churchill**, apart from DeGaulle, concerned relations with Soviet Russia. After Hitler's attack on Russia, **Eden** was strongly pro-Soviet at the start and cooled off later; **Churchill** was cautious in the early days and became enthusiastic later. **Their** first dispute came over the Soviet demand, made even when the Germans were at the gates of Moscow, that the Western powers should recognize unconditionally the Soviet frontiers of 1941. **Eden** was for agreeing, **Churchill** against. Curiously, Molotov finally stilled the argument by agreeing to an Anglo Soviet alliance without any mention of frontiers. In the end it was **Churchill** at Yalta who agreed to the Soviet deman".*

The name "Eden" was repeated three times, "Churchill" four times, and the pronoun "their" once. There is no fixed rule about how often to repeat key nouns or when to substitute

pronouns. It is prominent to use repeat a key noun instead of using a pronoun when the meaning is not clear.

3. Using transition signals

Transition signals are used to signal relationship between ideas in the writing. It is similar to change from one item of idea to another. There are 314 instances of transition signals in the explanation texts analyzed in this research. It is the second position of the most frequent type of coherence after the use of key nouns. Transition signals are expressions such as first, finally, and however, or phrase such as in conclusion, on the other hand, and as a result. Other kinds of words such as subordinators (when, although), coordinators (and, but), adjectives (another, additional), and prepositions (because of, in spite of) can serve as transition signals.

Transition signals are like traffic signs; they tell your reader when to go forward, turn on, slow down, and stop. In other words, they tell your reader when you are giving a similar idea, an opposite idea (on the other hand, but, in contrast), an example (for example), a result (therefore, as a result), or a conclusion (in conclusion).

Example : **In addition**, he is one of the best player on soccer team

4. Logical order

The use of logical order in the text is based on the topic and the purpose of the text. Logical order helps the writers to create a paragraph with a clear purpose that is easy for the readers to follow. Logical order categorized into three common kinds, there are chronological order, logical division of ideas, and comparison or contrast paragraph.

1) Chronological order is order by time-a sequence of events or steps in a process.

Example :

How to Grow an Avocado Tree

After you have enjoyed the delicious taste of an avocado, do not throw out the seed! You can grow a beautiful houseplant or even your own tree by following these simple steps. **First**, wash the seed. **Second**, dry it. **Third**, insert three toothpicks into its thickest part. **Then** fill a glass or empty jar with water. **After that**, suspend the seed in the water with the pointed end up and the broad end down. The water should cover about an inch of the seed. **Next**, put the glass in a warm place, but not in direct sunlight. Add water when necessary to keep the bottom of the seed under water at all times. In two to six weeks, you should see roots begin to grow. **Furthermore**, the seed will crack open, and **then** a stem will emerge from the top. **However**, wait until the stem is 6 to 7 inches long. **Then** cut it back to about 3 inches. **Now** wait until the roots are thick and the stem has leafed out again. Then fill an 8- to 10-inch diameter clay pot with enriched potting soil. Plant the seed, leaving the top half exposed. **Then** water it well. **After that**, water frequently but lightly; also give the plant an occasional deep soaking. **However**, do not overwater your little tree. Yellow leaves are a sign of too much water. **Then** place the potted plant in a sunny window and watch it grow. The more sunlight, the better; **Then**, when the stem is 12 inches high, cut it back to 6 inches to encourage the growth of side branches. In just a few more weeks, you will have a beautiful indoor plant. **In conclusion**, enjoy your new plant, but do not expect it to bear fruit. Avocados grown from seed occasionally flower and bear fruit; **however**, **first** you will have to plant it outside and **then** wait anywhere from five to thirteen years.

Taken from Oshima & Hogue (2006 : 33)

The model paragraph on how to grow an avocado tree (page 33) uses time order to organize the steps.

2) In logical division of ideas, a topic is divided into parts, and each part is discussed separately.

Example :

Gold

¹Gold, a precious metal, is prized for two important characteristics. ²First of all, gold has a lustrous quality that is resistant to corrosion. ³Therefore, it is suitable for jewelry, coins, and ceremonial purposes. ⁴Gold never needs to be polished and will remain beautiful forever. ⁵For example, a Macedonian coin remains as untarnished today as the day it was made 25 centuries ago. ⁶Another important characteristic of gold is its usefulness to.

industry and science. ⁷For many years, it has been used in hundreds of industrial applications, such as photography and dentistry. ⁸The most

recent use of gold is in astronauts' suits. ⁹Astronauts wear gold-plated heat shields for protection when they go outside spaceships in space. ¹⁰In conclusion, gold is treasured not only for its beauty but also for its utility.

Taken from Oshima and Hogue (2006 : 22)

The model paragraph about gold uses logical division. First, it discusses gold's beauty, and second its utility.

3) In a comparison/contrast paragraph, the similarities and/or differences between two or more items are discussed.

Example : *The words stingy and frugal both mean "careful with money." However, calling someone stingy is an insult, but calling someone frugal is a compliment. Similarly, a person wants to be slender but not skinny, aggressive but not pushy. Therefore, you should be careful in choosing words because many so-called synonyms are not really synonymous at all.*

Taken from Oshima & Hogue (2006 : 5)

The example above showed the similarity and the difference between stingy and frugal

2.8 Previous Research

The writer took two previous researches from journal and thesis. The first, *An Analysis of The Cohesion and Coherence of Students' English Writing as The Second Grade of SMAN Labuapi West Lombok* (Ayub¹ Seken, K² Suarnajaya, W³ : 2013). In this research, there is a factor that effect students' writing , namely the use of cohesion and coherence. The use of cohesion and coherence will effect the quality of students' writing. Text with high cohesion and coherence create a good text or paragraph. The finding research, The implication of the present study is that cohesion and coherence are better taught, explicitly or implicitly, either through

exercises, classroom instructions or common to students' texts. This also contributes to students in the process of teaching writing because it gives the view to the students to write a cohesive and coherent text. The teachers can improve the strategies in teaching writing based on the weaknesses of the students. There are similarities between these researches focus on cohesive and coherency of a text. Second, the instrument of these researches is text and conduct in classroom. Third, both researches have implication for teaching the English Language writing. The differences are : the previous research focused on the cohesion and coherence in students' English writing text, whereas this research will focus on cohesion and coherence in writing descriptive text.

The advantages previous research above are to make the writer easier in doing her research and also to find out the comparison between this previous research and her research.

The second, *cohesion and Coherence on Students' Exposition Writing* (Ina Nur Hasanah : 2017). This research proposed to help students to build a good writing. In writing, not few students make errors within their writing. It is difficult for them to produce perfect writing, both in terms of spelling, grammatical, and standard language. Thus, the students' writing has lots of errors in its linguistic. Considering this condition, students which are still in the novice stage, is certainly face many difficulties in their writing. there are similarities between these researches. First, these researches focus on cohesive and coherency of a text. Second, the instrument of these researches is a text and conduct in classroom. Third, both researches have implication for teaching the English Language writing. The differences are the previous research focused on cohesion and coherence in Exposition text, whereas this research will focus on cohesion and coherence in descriptive text. Second, the previous research focused on giving the argument by

exposing point of view and supporting it by providing evidence, while this research focus on describing something with a particular object.

This previous research is very helpful for the writer in order to complete the theory of thesis, especially in cohesion and coherence in her research.

2.9 Conceptual Framework

Writing is generally a process to communicate between the writer and reader through the text. In English language skill, writing is very important. It is a way for expressing thought, idea, and opinion in written form. There are some stages of writing process such as pre-writing, drafting, Revising, editing, and publishing. Learning about writing is learning about genre. According to Pardiyono (2007:2), there are some various kinds of genre, they are descriptive, procedure, recount, narrative. Explanation, exposition, discussion, report, anecdote, review, and news item. From all various kinds of genre above the writer will choose descriptive text as students' assignment.

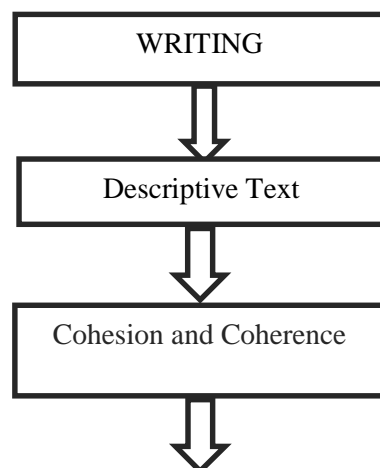
Descriptive text is to describe an object. It can be person, animal, thing, or place to the reader. The generic structure of descriptive text is identification and description. In other word, the language features of descriptive text are using adjective, using simple present, and using action verbs.

In order to write a good text or paragraph, the writer must apply cohesion in their text. Cohesion and coherence become two very important components in writing skill. Cohesion and coherence are used to make the ideas in text relate to each other and if there is no cohesion and coherence within text, it is not qualified as a text.

According to Halliday and Hasan (1976:6) define cohesion as “ relationship of meaning that exist within a text and that define it as a text. Halliday and Hasan classify cohesion and into

Grammatical and lexical cohesion. Grammatical cohesion includes some devices such as reference, substitution, ellipsis, and conjunction. While lexical cohesion is divided into reiteration and collocation.

There is another important component in order to make the text united, that is coherence. Coherence is a condition where the sentences and ideas in the text hang together and it makes sense. Oshima and Hogue (2006:22) classify coherence into repeating key nouns, using consistent pronoun, using transition signals and using logical order. With cohesion and coherence in the text the readers will be better understand about the text.



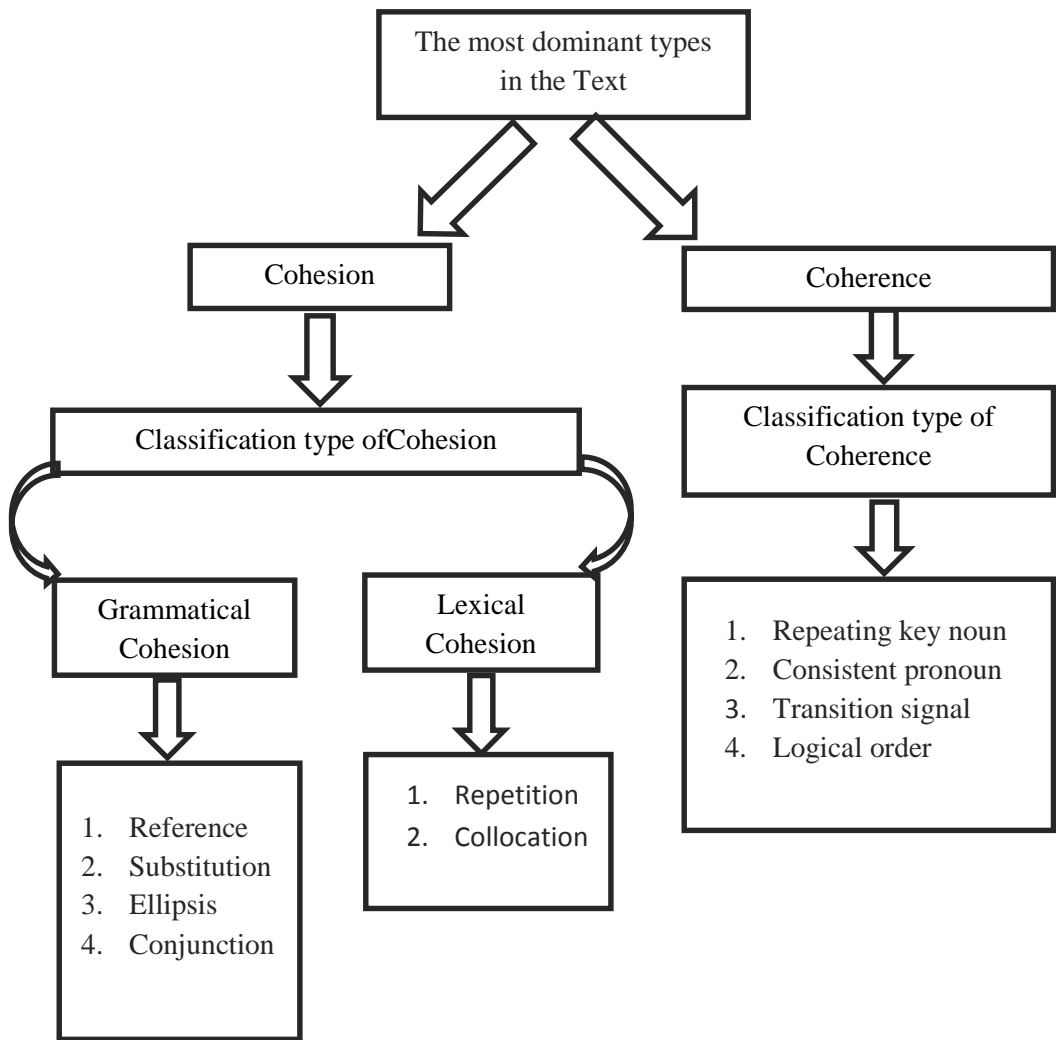


Figure 2.1 Conceptual Framework of Cohesion and Coherence in Descriptive Text (Ermika, 2018)

CHAPTER III

RESEARCH METHODOLOGY

3.1 The Research Design

The research design of this study was conducted by using descriptive qualitative because the result of this study was to identify and analyze cohesion and coherence in writing descriptive text. According to John W Creswell (2009:22), “qualitative research is exploratory is useful when the researcher does not know the important variables to examine.” The way of getting descriptive qualitative was collecting the data, arranging the data and interpreting the data. Qualitative research concerned with description.

The description in this research was about the use of cohesion and coherence in writing descriptive text. The analysis was based on the data taken from students’ writing.

3.2 The Subject of The Study

The subject of this study was taken from twenty five students’ composition focusing on cohesion and coherence made by the students in writing descriptive text. Those students were from the Eleventh Grade students of SMA Swasta Pelita Nusantara Lawe Sigala-gala. There were two classes of eleventh grade of SMA Swasta Pelita Nusantara Lawe Sigala-gala. They were students of XI IPA and IPS but the writer chose students of XI IPS class of SMA Swasta Pelita Nusantara Lawe Sigala-gala.

3.3 The Instrument of Collecting Data

In collecting the data, the writer applied one instrument to elicit the cohesion and coherence. The instrument was writing test. The students were assigned to write a descriptive text about a place. The students were free to choose the topic and the students were given 45 minutes to finish the text.

3.4 The Technique of Collecting Data

The data was analyzed to identify the cohesion and coherence in students’ writing descriptive text. The researcher applied some procedures of collecting data, they were :

1. Asking the students to write a descriptive text.
2. Collecting students' worksheet
3. Underlining every type of cohesion and coherence from students' writing text.

3.5 The Technique of Analyzing Data

The technique of analyzing the data were :

1. Collecting the data from students' worksheet.
2. Identifying all the types of cohesion and coherence by underlining the words in students' worksheet.
3. Classifying the types of cohesion and coherence made by students in writing descriptive text.
4. Tabulating the dominant types of cohesion and coherence made by students in writing descriptive text.