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PROCEEDINGS

Seminar on: "Method of Writing Scientific Article and Publishing in International Journal"

Conducted by English Study Program of
Teacher Training and Education Faculty of
Nommensen HKBP University
Pematangsiantar
20th April 2017

Editors:

Prof. Dr. Selviana Napitupulu, M.Hum
Dr. Sanggam Siahaan, M.Hum
Drs. Bloner Sinurat, M.Hum
David B. Manalu, S.Pd., M.Pd

ISBN: 978-602-269-212-6

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PREFACE

This book reports the proceedings of Local Seminar on “*Method of Writing Scientific Article and Publishing in International Journal*” held by English Study Program of Teacher Training and Education Faculty of Universitas HKBP Nommensen at Menza of FKIP UHN Pematangsiantar on April 20th, 2017. The specific purpose of this seminar is to response the government policy (SK Dirjen Dikti No. 152/E/T/2012 tanggal 27 Januari 2012) stated that S1 graduates should have at least 1 (one) published scientific article.

The content of this proceeding includes the main articles and plenary articles. The main articles were delivered by the keynote speakers (Prof. Dr. Selviana Napitupulu, M.Hum., and Dr. Sanggam Siahaan, M.Hum). The first keynote speaker described theoretical method of writing scientific article. Meanwhile the second keynote speaker showed the feasible steps of publishing article in international publications (both reputable and non reputable). The plenary articles were presented in the plenary session by S1 graduates of English Study Program of Teacher Training and Education Faculty of Universitas HKBP Nommensen Pematangsiantar along with their lecturers.

The editors would like to thank all authors for their contributions to this proceeding. Many thanks go as well to the Rector of Universitas HKBP Nommensen, Dr. Ir. Sabam Malau for promoting and providing the facilities of the seminar. Special thanks go to the chairman and secretary of English Study Program, Prof. Dr. Selviana Napitupulu, M.Hum., and Bertaria S. Hutauruk, S.Pd.,M.Hum for initiating this scientific program.

We are looking forward to the next seminar that will be held on October 2017 at the same location. We hope that it will be an interesting and enjoying at least as its predecessor.

Pematangsiantar, April 2017

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Grammatical Cohesion in Students' Writing Descriptive Text

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Abstract: *This research is about to find out the grammatical cohesion by the students' in writing descriptive text. Writing involves all aspects of language such as: grammar, vocabulary, word order spelling and logical arrangement of ideas. Grammatical cohesion refers to the semantic relation and it is realized through the grammar by the using of reference, substitution, ellipsis, and conjunction. In this case, the researcher found that the student only use three types of grammatical cohesion such as: reference (78.17%), substitution (2.43%), and conjunction (19.39%) and the dominantly types that are used in writing descriptive text is reference (78.17 %). Grammatical cohesion can help the students to develop their idea and opinion through writing form of language and the writer unite the students' problem in grammatical cohesion.*

Key words: *Grammatical cohesion, writing, descriptive text*

I. INTRODUCTION

Background

Writing is one of the language skills among the four skills in learning English. Manser (2006:7) stated that "writing as a means of communication". It tells that speaking is not only one way to communicate to the others people. It also will give us time to consider carefully what are we going to communicate. So, it is the important skill that has to be mastered by people who want to be able to communicate perfectly.

Mastering writing is not directly understood by itself. It must be learned early. Writing is a product which is influenced by some elements such as grammar, spelling, punctuation and vocabulary. There are many kinds of english text that the students should have the competence to develop and produce short functional text. They are spoof, recount, report, analytical exposition, news item, anecdote, narrative, procedure, descriptive, explanation, hortatory exposition, discussion, reviews and commentary.

However based on writer's experience the students were not interested in writing. They felt bored to write a paragraph or a text. In fact, the students always find many difficulties in writing a paragraph. . In these case writing is the ability to use the structures, the lexical items and their conventional representation, in ordinary matter of fact writing. It means that the teachers should be able to improve students' competence in writing all genre of writing, especially in writing decriptive text.

To overcome that problem the researcher use grammatical cohesion in developing teaching writing descriptive text that can help students to improve and

master their writing competence. It is pointed out that grammatical cohesion has the important aspect in writing a descriptive text because it can create a good and systematic text and also to make us easily understand what information is delivered in it.

Scope

In order to conduct the study appropriately, it is necessary to make limitation. The limitation of this research is the writer focuses on the grammatical cohesion (reference, substitution, ellipsis and conjunction), in writing descriptive text.

Problem

What types of grammatical cohesion are used by students in writing descriptive text.

II. LITERATURE REVIEW

Writing

Allen (2003:9) stated that "writing is an activity which can seriously damage your health. It can consume huge amounts of time and energy, and it can lead to frustration, rage, and bitterness. It is related to Kane (1988:17) who stated that "writing is a simply process of putting words on paper", it has three steps: thinking about it, doing it, and doing it again as often as possible. The meaning of first steps that is "thinking about it" told what topic you should to explore, how about the subject that you want to introduce in your writing, and the sentences that you want to develop or devising the strategies of organization and style. The second steps "doing it" is usually called "drifting", actually when you think about the topic, you are already beginning to select words and construct the sentences. The third step "doing it again" means revising, when you do it, unconsciously you have discovered new ideas to make your writing text better. If that sounds mysterious, it's because writing is a complex activity. Writing means a process of communication that convey idea or opinion in the writing form which is done by students and having the purpose to help the students to establish, to entertain, to inform and to explain a particular register.

The Pattern of Writing Paragraph

According to Zemach and Rumisek in their book on Academic Writing from Paragraph to Essay (2003: 11-12) "Paragraph is a group of sentences about a single topic", It has three basic parts. They are the topic sentences, the supporting sentences, the concluding sentences. Topic sentences usually comes first in paragraph, it gives the writer's main idea or opinion about the topic and helps the reader understand what the paragraph is going to talk about. Supporting sentences are more detailed ideas that follow the topic sentence, these sentences explain the topic sentence. Concluding sentences is more likely conclusion. This may be found as the last sentence of sentence. It can finish a paragraph by giving suggestion or final comment about the topic.

Text

A text is an actual use of language which is produced for a communicative purpose. Hyland (2009:10) stated that "a text says everything that needs to be said – so there are no conflicts of interpretations, no reader positions, no different understandings, because we all see things in the same way. Knapp and Watkins (2005: 29) stated that "Language is always produced, exchanged or received as text; that is, language as a system of communication is organised as cohesive units we call texts". From the definitions, it can be inferred that text is language which has meaning and produced in a social context. Furthermore, text forms in an interaction between the addresser and the addressee in social environment.

Genre

Hyland (2002:15) stated that "Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations. For many people it is an intuitively attractive concept which helps to organise the common-sense labels we use to categorise texts and the situations in which they occur. A genre can be defined as a culturally specific text-type which results from using language (written or spoken) to (help) accomplish something. There are fourteen genres in writing they are: Spoof, recount, report, analytical exposition, new items, anecdote, narrative, procedure, description, hortatory exposition, explanation, discussion, reviews and commentary. In this study, the writer only focuses on the genre of descriptive text.

Descriptive Text

Gerot and Wignell (1994:169) stated that, "Descriptive text is to describe a particular person, place or thing". It is clearly explaining that descriptive text is the text which describes something, someone, situation, and etc. or write about the way persons, places, or things appear. Descriptive text has two elements, they are: generic structure and significant lexicogrammatical features.

- a. Generic structure of descriptive text
There are three elements of generic structure of descriptive text.
 1. Identification
 2. Description
- b. Significant lexicogrammatical features of descriptive text
Every text has significant lexicogrammatical features to develop the story. According to Gerot and Wignell (1994: 169) " Significant lexicogrammatical features in descriptive text are four. They are:
 1. Focus on specific participants
 2. Use of attributive and Identifying processes
 3. Frequent use of Epithets and classifier in nominal groups
 4. Use of simple present tense

Cohesion

According to Halliday and Hasan in their book on Cohesion in English (1976: 6) Cohesive devices divided into two types, they are Grammatical cohesion and lexical cohesion. Cohesion is interconnection some of part (sentence) in text, caused by internal factor language. According to Gerot and Wignell (1994:132) "Cohesion refers to the resources within language that provide continuity in a text,

over and above that provided by clause complexes". Cohesion is also defined as the grammatical relation consists of reference, substitution, ellipsis, conjunction and lexical relationship (vocabulary) consists of reiteration and collocation between different sentences as a set text.

Grammatical Cohesion

Halliday and Hasan (1976:6) stated that "grammatical cohesion refers to the semantic relation and it is realized through the grammar by the using of reference, substitution, ellipsis, and conjunction". This indicates that grammatical cohesion is the relation of meaning which occurs within a text through grammar.

- a. Reference is expression which the meaning referring other word. There are three kinds of reference: personal, demonstrative and comparative reference.
- b. Substitution is replacement a word or a group of word with a word which have same meaning, in some case there are some words which can replace word. There are two kinds of substitution: nominal and verbal substitution.
- c. Ellipsis is commonly occurs in conversation in which a speaker. There are two kinds of ellipsis: nominal and verbal ellipsis.
- d. Conjunction is used to join elements and become the compound sentence. There are two kinds of conjunction: coordinating and subordinating conjunction.

III. RESEARCH METHOD

The researcher used the design of research based on qualitative research. According to Ritchie and Lewis (2003:2) "Qualitative research is a situated activity that locates the observer in the world. The place which is chosen to do research is in SMP Negeri 1 Pematangsiantar, Jl. Merdeka Pematangsiantar. The key subjects are 20 students which consists of 9 boys and 11 girls. To obtain the data, the writer asks the students to write descriptive text in 60 minutes with help of dictionary and without the other helps such as references and internet.

The data are analyzed based on the following steps:

- Marking the grammatical cohesion based on its types such as reference, ellipsis, substitution and conjunction in students' descriptive text result.
- Classifying the grammatical cohesion based on its types such as reference, ellipsis, substitution and conjunction in students' descriptive text result.
- Describing the grammatical cohesion based on its types such as reference, ellipsis, substitution and conjunction in students' descriptive text.
- Finding out the dominant cohesion by using formula

$$n = \frac{FX}{N} \times 100\%$$

Where:

n : Total frequency of grammatical cohesion in percent

FX : Total grammatical cohesion frequency of the sub-categories

N : Total all grammatical cohesion of categories

IV. RESULT AND DISCUSSION

After having analyzed all the data, there are 20 data that the researcher analyzes. Based on the frequently of grammatical cohesion, reference (78.17%) substitution (2.43%), ellipsis (0%) and conjunction (19.39%). So that, the dominant of grammatical cohesion are used by the students in writing descriptive text is reference (78.17%). The students didn't use ellipsis in their descriptive text.

The discussion of grammatical cohesion relation especially reference should be given at length to the type which is more frequently than other cohesion types so that the result of teaching of the cohesion will be effective since it is oriented to the type of uses expected to be mastered more by English learners it does not merely know the generic structure, but it is also important thing in using of the grammatical cohesion in writing so that writing will be clearly, unity and coherence and the reader will directly understand what will the writer present.

V. CONCLUSION

After conducting the research of grammatical cohesion in writing descriptive text, the researcher concludes that:

- a. The student only use three types of grammatical cohesion that are: reference, substitution and conjunction. There was no ellipsis in their writing descriptive text.
- b. The grammatical cohesion types that are significantly used by students in writing descriptive text is personal reference. Most of personal reference are used by the student in their writing descriptive text.
- c. Based on significant lexicogrammatical features of descriptive text that are written by the students, it can be concluded that the students could use the correct tenses.

Giving motivations to the students are needed in order to get the students interested in their study. Based on the conclusions above, there are many problems in using the tenses and choosing the suitable words in their writing. It means that the teacher must pay attention in their teaching about grammar especially compound sentence.

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