A STUDY ON THE COHESIVE DEVICES USED IN WRITING ANALYTICAL EXPOSITION TEXTS BY THE SECOND YEAR STUDENTS OF SMK MUHAMMADIYAH 2 PEKANBARU

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Abstract: *The objective of this research was to find out what types of cohesive devices used in analytical exposition texts written by the second year students of SMK Muhammadiyah 2 Pekanbaru and to know how the frequency of appropriate and inappropriate of cohesive devices used in analytical exposition texts written by the second year students of SMK Muhammadiyah 2 Pekanbaru. This was a descriptive research. The data were collected in April. The participants of this research were 35 students of class XI TKJ 1 of SMK Muhammadiyah 2 Pekanbaru. The students were selected to be the sample using cluster sampling technique. The writer collected the data by using writing test with four topics provided, the students asked to choose one topic. The result of this research showed that the students used 3 types of grammatical cohesion, they are reference, substitution, conjunction and 5 types ef lexical cohesion, they are repetition, collocation, hyponym, synonym, and antonym. The most frequent of appropriate and inappropriate of grammatical cohesive devices used by students was reference 341 (52.54%) with the correct use 314 (92.08%) and the wrong use 27 (7.92%). Then, followed by conjunction 107 (19.53%) which the correct use 266 (87.21%) and the wrong use 39 (12.79%), substitution 3 (0.46%) which all the devices were correct, and ellipsis which 0%. The most frequent types of lexical cohesive devices used by students was repetition 162 (86.17%) , collocation 12 (6.38%), hyponym 7 (3.72%), synonym 6 (3.19%), antonym 1 (0.53%) which all the devices were correct except metonym 0 (0%).*

Key words: *Cohesive devices, Writing, Analytical exposition texts.*

STUDI TENTANG PENGGUNAAN PIRANTI KOHESIF DALAM MENULIS TEKS EKSPOSISI ANALITIK OLEH SISWA KELAS DUA SMK MUHAMMADIYAH 2 PEKANBARU

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Abstrak: Tujuan penelitian ini adalah untuk mengetahui jenis-jenis piranti kohesif yang digunakan dalam teks eksposisi analitis yang ditulis oleh siswa kelas dua SMK Muhammadiyah 2 Pekanbaru dan untuk mengetahui bagaimana frekuensi penggunaan yang tepat dan tidak tepat dari piranti kohesif dalam analisis teks eksposisi yang ditulis oleh siswa kelas dua SMK Muhammadiyah 2 Pekanbaru. Ini adalah penelitian deskriptif. Data dikumpulkan pada bulan April. Partisipan dalam penelitian ini adalah 35 siswa kelas XI TKJ 1 SMK Muhammadiyah 2 Pekanbaru. Para siswa dipilih untuk menjadi sampel menggunakan teknik cluster sampling. Penulis mengumpulkan data dengan menggunakan tes tulis dengan empat topik yang disediakan, para siswa diminta untuk memilih satu topik. Hasil penelitian menunjukkan bahwa siswa menggunakan 3 jenis kohesi gramatikal, yaitu referensi, substitusi, konjungsi dan 5 jenis kohesi leksikal, yaitu pengulangan, kolokasi, hyponim, sinonim, dan antonim. Frekuensi yang paling sering dan tepat dari perangkat kohesif gramatikal yang digunakan oleh siswa adalah referensi 341 (52,54%) dengan penggunaan yang benar 314 (92,08%) dan penggunaan yang salah 27 (7,92%). Kemudian, diikuti oleh konjungsi 107 (19,53%) penggunaan yang benar 266 (87,21%) dan penggunaan yang salah 39 (12,79%), substitusi 3 (0,46%) yang semua perangkatnya benar, dan elipsis 0%. Jenis yang paling sering dari perangkat kohesif leksikal yang digunakan oleh siswa adalah pengulangan 162 (86,17%), kolokasi 12 (6,38%), hyponim 7 (3,72%), sinonim 6 (3,19%), antonim 1 (0,53%) yang semua perangkat benar kecuali metonym 0 (0%).

Kata Kunci: Piranti kohesif, Menulis, Teks eksposisi analitik.

INTRODUCTION

English as international language becomes a study which is forced to be learnt. It is not only used for communication but also used for keeping up with the development of technology and science. In education field, english become a scourge of some students in Junior High School until Senior High School. it is still hard to be used by the students because in english, there are four skills that students have to control, they are speaking, reading, listening, and writing.

Writing is a way of thinking and learning. Gaith (2002 : 1) argues that writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. The reason why the writer chooses writing, because writing never run from our life especially for students. Writing is not easy because many components that students should be understood especially in cohesion.

Cohesion is the grammatical and lexical linking within a text or sentence that holds a texts together and give it meaning. Halliday and Hasan (1976: 4) define it as "relations of meaning that exist within a text and that define it as a text". In addition, cohesion holds an important role in creating a text because it helps to create a text. In writing, students should know the cohesiveness between clause, sentence or even paragraph. The study which learning about the cohesiveness was cohesive devices.

The writer was interested to conduct a research on one of text genres learn by second year students; it is analytical exposition. The writer interested to choose this text as the kind of this research because according to syllabus, the students are expected to understand the content of the analytical exposition text as whole, including the generic structure and language features because this text is the kind of text that enter in the national exam.

Based on the research background above, the writer was interested in doing the research which is entitled "A Study on the Cohesive Devices Used in Writing Analytical Exposition Text By the Second Year Students of SMK Muhammadiyah 2 Pekanbaru."

METHODOLOGY

This is a descriptive research. Sukardi (2003 : 157) says that descriptive research is done in order to explore and describe certain object vividly and systematically based on the data collected in the field. This research was designed to find out cohesive devices used in analytical exposition texts written by the second year students of SMK Muhammadiyah 2 Pekanbaru and to know how the frequency of appropriate and inappropriate of cohesive devices used by them.

The writer collected the data of this research by giving a test. The writer asked the students to write an analytical exposition text which consist of at least three paragraphs (150-300 words), and choose one of the following topics 1) Students should not bring smartphone to school, 2) Smoking in the public area, 3) Jogging is good for health, 4) Junk food. The time for this research was 60 minutes.

The populations of this research were the second year students of SMK Muhammadiyah 2 Pekanbaru with the total number 110 students.. They were divided into 3 classes.

Table 1 Population of the Second Year Students of SMK Muhammadiyah 2 Pekanbaru in the Academic Year 2017/2018

Class	The Number of the Students
ADP	40 students
TKJ 1	35 students
TKJ 2	35 students
Total of the Students	110 Students

The class which has been choosen as the sample was TKJ 1 which consists of 35 students.

RESULTS AND DISSCUSIONS

The result of the test of this research was graded by three raters. With the help of the raters, the writer found some students use cohesive devices, they are grammatical and lexical cohesion. The result can bee seen bellow :

a. Grammatical cohesion

Table 2 Recapitulation of the use grammatical cohesion by class XI TKJ 1

Total	Types of grammatical cohesion	Frequency	Percentage
649	Reference	341	52.54%
	Substitution	3	0.46%
	Ellipsis	0	0%
	Conjunction	305	47%

According to the tabel, the students are widely use personal reference with the total use 341 (52.54%) it is because reference has been introduced in students early writing. So they know it better than other types of grammatical cohesion. Then followed by conjunction with the total use 305 (47%). Substitution with the total use 3 (0.46%) and ellipsis which 0 (0%).

b. Lexical cohesion

Table 3 Recapitulation of the use lexical cohesion by class XI TKJ 1

Total	Types of lexical cohesion	Frequency	Percentage
188	Repetition	162	86.17%
	Synonym	6	3.19%
	Hyponym	7	3.72%
	Metonym	0	0%
	Antonym	1	0,53%
	Collocation	12	6.38%

According to the table above, the students are widely use repetition in their writing with the total use 162 (86.17%). In the writing, the students tend to use the repetition than pronoun. Actually the students can use the pronoun to avoid the repetition. Followed by collocation 12 (6.38%), hyponym 7 (3.72%), synonym 6 (3.19%), and antonym 1 (0,53%). The writer doesn't find the use of metonym because the use of metonym was 0 (0%). It is probably they didn't common with it.

1. Appropriate and inappropriate use of cohesive devices

a. Grammatical cohesion

The table bellow represents the number of correct and wrong use of grammatical cohesive devices concerning the total number of the grammatical cohesive devices used by students.

Table 4: Correct versus wrong use of grammatical cohesive devices

Types of grammatical cohesive devices	Total	Correct use		Wrong use	
		Frequency	Percentage	Frequency	Percentage
Reference	341	314	92.08%	27	7.92%
Substitution	3	3	100%	-	-
Ellipsis	-	-	-	-	-
Conjunction	305	266	87.21%	39	12.79%

Based on the tabel above, it proved that the students mastery use of reference because the correct use is higher 314 (92.08%) than the wrong use 27 (7.92%). It means that the students knew better the use of reference than other types of grammatical cohesive devices.. The writer found the students' mistake in using reference. The students hard to understand which is plural and singular noun/pronoun. However, it seems clear that students might be perfect in using substitution (100%) since errors are not used at all. The students probably have a problem in ellipsis because no students use

it in their writing. Besides, the students have a little problem in conjunction because the wrong use in conjunction is higher 39 (12.79%) than others (reference, substitution and ellipsis). The high mistake that writer found in conjunction is when the students use (and, because). They are often use these conjunction in the beginning of sent ence, for example "**because** smoking can make suffer lung and disturb other people". The use of **because** is incorrect because this sentence doesn't have an independent clause.

b. Lexical cohesion

Table 5 : correct versus wrong use of lexical cohesive devices

Types of lexical cohesive devices	Total	Correct use		Wrong use	
		Frequency	Percentage	Frequency	Percentage
Repetition	162	162	100%	-	-
Synonym	6	6	100%	-	-
Hyponym	7	7	100%	-	-
Metonym	0	0	0%	-	-
Antonym	1	1	100%	-	-
Collocation	12	12	100%	-	-

Based on the table above, the writer doesn't find the wrong use of lexical cohesion by the students. Based on the writer's analyzed, all lexical cohesion used by the students were appropriate. It is because lexical related and corncern with the choose of word, it doesn't attached with the context of the sentence. It is related what Renkema (1993 : 39) states in his theory "Lexical cohesion does not deal with grammatical and semantic connections but with connections based on the words used". Hence, lexical cohesion is the relationship of sentences within the text that does not refer to grammatical components.

DISCCUSION

The students used 2 types of cohesive devices in their writing, they are grammatical and lexical. According to the data, they are widely use grammatical than lexical. The total use of grammatical was 649 and lexical was 188. In grammatical cohesion the writer found the students only used 3 types they are reference, substitution and conjunction. In the lexical the writer found the students only used 5 types, they are repetition, synonym, hyponym, antonym and collocation.

The use of grammatical cohesion was high because it was needed in the writing. Grammatical cohesion doesn't run in our life, for example the use of reference and conjunction in writing/speaking.. Everyday we often use pronoun such as I, you, he, him, they, etc, which is used to refer to people or someone. In elementary school we have been thought about the use of subject and pronoun. Besides, we also use the conjunction (and, but, because, etc) in our writing or speaking. We knew if the function of these conjunction was to connect the word and sentences, so that we needed to use it in our

writing. That's why the use of grammatical was high because the students were common with it. In grammatical the students didn't use ellipsis because they didn't know what is ellipsis and how the example, maybe in the syllabus there is no study about ellipsis so the teacher doesn't teach the ellipsis to them. That's why the students didn't use it in their writing because they don't know what is it.

It is different with the use of lexical which is low. It is caused by some reasons. First in repetition. According to the data, in writing analytical exposition texts, the students tend to choose the use of pronoun than repeat the word. So that the students little in using repetition because they already use the pronoun. The second. In synonym the students lack of vocabulary, after they know one vocabulary they just use that one without searching the other one which has same meaning. The students are very lazy and didn't want to explore the new vocabulary. Besides, the students also little in using antonym, hyponym and collocation it is probably the use of them were not really needed. So that's why the use of lexical cohesion is low.

Although it has been proven with appropriate and inappropriate use the types of grammatical and lexical cohesive devices, but the use of grammatical is still high than the use of lexical cohesive devices. It means that students of SMK Muhammadiyah 2 Pekanbaru widely used grammatical cohesion in their writing than the use of lexical cohesion. In grammatical they are used 3 types (reference, substitution and conjunction.) and lexical they are 5 types (repetition, synonym, hyponym, antonym and collocation).

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the explanation and the description in the previous chapter, the writer concluded that the types of cohesive devices used by the second year students of SMK Muhammadiyah 2 Pekanbaru in their writing analytical exposition texts from the highest percentage to the lowest are ; in grammatical cohesion starts from reference, conjunction, substitution and ellipsis. In lexical cohesion starts from repetition, collocation, hyponym, synonym, antonym and metonym.

The most frequent types of appropriate and inappropriate of grammatical cohesive devices used by students was reference 341 (52.54%) with the correct use 314 (92.08%) and the wrong use 27 (7.92%). Then, followed by conjunction 107 (19.53%) which the correct use 266 (87.21%) and the wrong use 39 (12.79%), substitution 3 (0.46%) which all the devices were correct, and the last is ellipsis which 0%. The most frequent type of lexical cohesive devices used by students was repetition 162 (86.17%) , collocation 12 (6.38%), hyponym 7 (3.72%), synonym 6 (3.19%), antonym 1 (0.53%) which all the devices is correct except metonym 0 (0%).

Suggestions

Based on the results of the study and the conclusion, the writer would like to give some suggestions related to this result of research. Hopefully it can be applied

easily in teaching learning activity and increase the use of grammatical cohesion. The suggestions are:

1. For the Students
      The writer suggests the students who write a text should understand about the grammatical and lexical cohesion in order to improve their English writing in expressing the ideas clearly. Mostly, in writing a text the students are still tend to repeat the ideas than elaborate the ideas. That's why, with the understanding of the cohesive devices, the writer hopes that the student's writing text can be better. Through the cohesive devices, the students will know the relationship among the sentences in the text. Hopefully after knowing the cohesive devices especially grammatical and lexical cohesion, the quality of the students in writing also increase.

2. For the teachers
      The teacher should give feedback toward the students' writing and communicating their progress in writing. The teacher also should check the use of grammar by the students and communicating it to them.

3. For the further researchers
      Hopefully, there will be the next researchers who want to conduct a similar research as the writer did. They can use this research as their previous research. The writer suggests who wants to do thesame research can develop this research deeper.

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