

**AN ANALYSIS OF GRAMMATICAL COHESION ON THE 9<sup>th</sup>  
GRADE STUDENTS WRITING REPORT TEXT**

**At SMP N 9 KOTA JAMBI 2017/2018**

**THESIS**

Submitted as A Partial Fulfillment of The Requirements  
to Obtaining Sarjana Degree in English Educational Program



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Agung Wahyu Saputra, 1400888203039, has successfully defended his thesis entitled “An Analysis Grammatical Cohesion on The 9th Grade Students Writing Report Text At SMP N 9 Kota Jambi Academic year 2017/2018” in front of the team examiners on Thursday, March 15<sup>th</sup>, 2018 at 11a.m and stated to pass the examination

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## **STATEMENT OF WORKS ORIGINALITY**

I honestly declare that the thesis i write does not contain the work or part of the works of other people, except those cited in the quotations and bibliographics as a scientific paper should.

Jambi, May 2018

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## **MOTTO**

**EDUCATION IS THE MOST IMPORTANT THING IN LIFE BECAUSE**

**EDUCATION IS THE KEY TO FUTURE SUCCESS &**

**EDUCATION IS THE BEST EQUIPMENT FOR OLD AGE**

## **DEDICATION**

This thesis is dedicated with love and gratitude to:

### **My Parents**

Muhammad Syarupi (Father) & Sri Wahyuningsih (Mother)

### **My Sister & His Husband**

Rina Eka Saputri, Am.Ak & Brigadir Supriadi

Rini Eka Sapitri, Am.Kep & Lukman Hakim A.Md

## **PREFACE**

I am grateful to allah SWT that has mercy and grace to me so as to complete the thesis entitled “An Analysis Grammatical Cohesion on The 9th Grade Students Writing report text At SMP N 9 Kota Jambi Academic year 2017/2018”. This Thesis aims to Submitted as A Partial Fulfillment of The Requairements to Obtaining Sarjana Degree in English Educational Program.

I realize that this thesis is less of perfect, this is due to the limited of knowledge that i have. I always expect criticism and constructive suggestions for perfection of this thesis.

Jambi, May 2018

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## ABSTRACT

Saputra, Agung Wahyu. 2018: An Analysis Grammatical Cohesion on The 9th Grade Students Writing report text. A Thesis of English Education Study Program Faculty of Teacher Training and Education Batanghari University of jambi. The first Advisor Dra.Hj. Wennyta, M.Pd and The Second Advisor : Nurul Fitri , S.S, M.hum

Keywords : *Grammatical Cohesion, Report Text*

This study investigated a grammatical cohesion on students writing report text in term of students' ability in building grammatical cohesion and analysis by employing *descriptive qualitative* method. The population of Research were the 9th grade students of SMP N 9 KOTA JAMBI. *Purposive sampling* technique was employed as research sample 36 students of IX D were investigated as the subject .Data obtained through document of students' report text writing. The data were analyzed qualitatively based on Halliday and Hasan theory of cohesion and use formula anas sudjiono to find percentage of grammatical cohesion. Furthermore, the study results showed that students' ability in building grammatical cohesion of which reference 64,9%, conjunction was used 25.3%. Then, substitution 9.8%, and ellipsis 0%. The result of the research indicates that grammatical cohesion made by students are well.

# CHAPTER I

## INTRODUCTION

### **1.1 The Background of The Problem**

In learning English, the learners are expected to be able to master four language skills; they are listening, speaking, reading, and writing. As one of the language skills, writing has important role for its significance in learner's actual life. In real life (as opposed to school) they will be able to send a letter to anywhere, and it makes them easier to express or share their ideas to anyone. Moreover, in their school, writing skill will help them to express their ideas in answering the essay and accomplishing their assignment from their teacher. Therefore, the ability to write in any form will give many advantages in students' life as gaining success in their study at school.

To make a good writing text paragraph student must know about term of make a good paragraph. The term paragraph is completeness, unity and coherence. Prabu (2006:20) that completeness is information produced or needed should be has good fittings. A paragraph can be said to be good if it has complete parts. Unity is a good paragraph requirement which means unity. The purpose of unity in the paragraph is the parts of the paragraph like the main sentence, and the explanatory sentences have one unity. In other words, the paragraphs are intertwined and related. Coherence means solid, so the paragraph can be said to be good if it is cohesive. Paragraphs are arranged in a coherent paragraph that is

arranged in a systematic and logical. To make this happen, the use of conjunctions is necessary.

According to Harmer (2001: p.246) Cohesion and coherence are two of special considerations that have to be existed during writing processes include the organizing of sentences into paragraph, how sentences are joined together, and the general organization of ideas into a coherent piece of discourse. Readers can understand the connections of ideas across phrases and sentences if the writing is cohesive. By coherent writing, readers can follow the sequences of ideas and points. This is why writing has to be both cohesive and coherence. Actually, students at developed countries learn about writing in their own language. However, only few students express it in a logical and well organized structure when they developed it. In the developing countries, the situation is then worse. Because, students learn about writing in a foreign language. This is clear that cohesion and coherence devices are crucial in writing process.

From these objectives, it is clear that the students of the 9<sup>th</sup> grade of SMP are expected to be able to write in any form, especially to make writing paragraph. The problem is that writing is the most difficult skill to be learnt. Writing is complicated because the writer needs to do everything at once. The writer must produces words, sentences, paragraphs, and extended compositions all the same time.

Referring to the explanation, the writer thinks that an analysis plays an important role to know what kinds of error that the students mostly do in writing

paragraphs and the causes of the error they make. So, the teacher knows about their problem in writing paragraph and tries to overcome their problem. Those are the reason why the writer is interested in analyzing students' writing error. Therefore, the writer would like to conduct the research under the title "An Analysis Grammatical Cohesion on The 9th Grade Students Writing Report Text"

## **1.2 Identification of The Problem**

Some problems that happen in students' English writing are caused they do not understand how to make a good writing. and error made by the students because errors grammatically aspect made by them as follow singularplural, word form, word choice , verb tense, add a word, omission , meaning not clear and run on sentences. Which, the students have limited knowledge about verb rules because of teachers lack of explanation about it.

Cohesion and coherence is the one important to know the student make a good writing or not. Coherence and cohesion include the organizing of sentences into paragraph, how sentences are joined together, and the general organization of ideas into a coherent piece of discourse.

In other words, the students have not mastered the knowledge or they do not understand those rules of the language, while the error are caused by factors such as tired, doubt, nervous, or unfocused.

Based on the description above, the researcher chooses that topic because found many students made errors writing with good cohesion and coherence when they described something well in their writing.

### **1.3 Focus of The Problem**

This research on second year students of SMP N 9 KOTA JAMBI, the problem will be focused on analyzing in using grammatical cohesion in report text writing.

### **1.4 Research Question**

Based on the background presented above, the writer will gave test to the students, and took the interview to do an analysis on the students writing of report text at second year students of SMP N 9 KOTA JAMBI. The formulation of the problem stated as follows:

- What are the types of grammatical cohesion made by the 9<sup>th</sup> grade students of SMP N 9 KOTA JAMBI in writing report text?

### **1.5 Purpose of The Research**

In line with the statement above, the purposes of the research are:

- To find type of grammatical cohesion made by the 9<sup>th</sup> grade students of SMP N 9 KOTA JAMBI in writing report text.

### **1.6 Benefit of The Research**

1. *Theoriticaly*, the finding error made of student in writing paragraph and to correctness of the student writing paragraph with grammatical cohesion by the research
2. *Practicaly*, this study are expected to give useful information on students' errors which in turn, it can help teachers to correct the students' errors and also to improve methods or ways of their teaching.

3. *The writer* hopes that this study will give significant input to the students, to know and understand to make a good writing paragraph and correct the method for writing their ideas in English.

### **1.7 Definition of Keyterm**

1. Grammar

According to Chalker & Weiner (1994: p. 177) grammar is often popularly used, include the structural rules of a language, but exclude vocabulary, semantics and phonology

2. Cohesion

According to Meyer(2009: p.102), cohesion is sequences processes that give a connection between clauses. This definition in line with Halliday & Hasan definition, that cohesion is a semantic relation between an element in a text and some other element that is crucial to the interpretation of it.

3. Writing

According to Meyers (2005: p.2) states that writing is an action, a process of discovering and organizing your ideas, putting them on the paper and reshaping and revising them.

4. Report text

Hyland (2004: 29) says that social purpose of report is to present factual information, usually by classifying things and then describing their characteristics

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Grammar

There are several ways to define grammar, and many have written definitions of grammar, based on for example their view on language. One definition, which is found in *Oxford Dictionary of English Grammar*, says that grammar is “the entire system of a language, including its syntax, morphology, semantics and phonology” (Chalker & Weiner, 1994, p. 177). Other definitions, often popularly used, include the structural rules of a language, but exclude vocabulary, semantics and phonology. Whether a definition of grammar comprises structural aspects only, or whether it also covers semantics and functions, depends strongly on the current view on language and learning.

The term grammar is also used in the sense of a book containing rules of grammar, or it can be used as an individual’s application of the rules. In this thesis I will not give attention to the two latter, but rather focus on grammar as a language system and how grammar is used for communication and to make meaning.

##### 2.1.1 Grammatical Competence and Grammatical Performance

*Grammatical competence* is the speakers’ knowledge of the forms and meanings that exist in grammar, and a theoretical knowledge of how to use them. This type of knowledge is reflected in the grammar rules.

*Grammatical performance*, on the other hand, is the ability to use grammar correctly and appropriately. In other words, competence is ‘in the head’,

whereas performance is what comes out of the mouth. The latter is the ultimate goal of language teaching (Newby, 1998). Tasks that are sentence-based typically develop the grammatical competence, whereas performance tasks are typically more communicative in nature.

There are some terms that must be recognised in relation to grammatical knowledge. A distinction is often made between declarative and procedural knowledge, and implicit and explicit knowledge.

according to Newby (2006), defines declarative knowledge as knowledge about facts and things, and procedural knowledge as knowledge about how to perform various cognitive activities. In language teaching this distinction is important because it reflects the distinction between competence and performance.

Newby (2006, p. 99) says that this knowledge-based distinction “supports a rationale of specifying the aims of learning grammar in terms of performance, rather than mere competence”. Declarative knowledge can be either explicit or implicit. Native speakers typically possess implicit (or unconscious) knowledge, i.e. they can talk correctly and appropriately, but are not necessarily able to talk about the reasons for their linguistic choices.

## **2.2 Cohesion**

The term of cohesion is familiar in the study of language because the representation of cohesion processes in a text is important. It can be concluded because cohesion is necessary component of a text. Whole discourse of a text is the complete discourse text that is containing integrated and coalesce aspects, and



cohesion is part of these aspects. The term cohesion has been defined in various ways.

According to Meyer(2009: p.102), cohesion is sequences processes that give a connection between clauses. This definition in line with Halliday & Hasan(1976: p.4) definition, that cohesion is a semantic relation between an element in a text and some other element that is crucial to the interpretation of it. In other words, cohesion is the grammatical and lexical linking within a text or sentence that holds a text together and gives it meaning. Besides, Yule(1985: p.104) defined cohesion as “a ties and connections which exist within text”.

To sum up, the researcher gives conclusion that cohesion is semantic relation that has series process that connecting between clauses which give a whole meaning in a clear manner and structured. It refers to the use of linguistic devices to join sentences together. Besides, it is basically the glue that holds a text together and makes the difference between unrelated set of sentences and a set of sentences forming a unified whole.

### **2.2.1 Types of Cohesion**

Since the term of cohesion in paragraph refers to the content relationship, Halliday and Hasan(1976) propose five cohesive devices in English as a mark of cohesion in discourse. Cohesion has role of building up sentences in any given text. This comes through the linking of different parts of a text to each other so that it gives a structure to a text. It helps in hanging sentences together in a logical way, for having a right meaning. So, cohesion has a relation with the broader concept of coherence.

According to Halliday and Hasan (1976: 6) classify cohesion in English into two broad categories: grammatical cohesion and lexical cohesion. Grammatical cohesion is the surface marking of semantic link between clauses and sentences in written discourse and between utterances and turn in speech. Then, lexical cohesion refers to how the writer uses lexical items such as verb, adjectives, nouns and adverbs to relate to the text consistently to its area of focus (Eggins, 1994). It is signaled by means of lexical elements/vocabularies

Grammatical cohesion includes devices such as reference, substitution, ellipsis, and conjunction (Tanskanen, 2006: 15). Reference 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. In written text, reference indicates how the writer introduces participant and keeps track of them throughout the text.

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

#### A. Reference

##### a) Personal reference

Personal reference is expressed by personal pronouns and serves to indicate individual or object in a discourse. It is reference by means of function in the speech situation, through the category of PERSON. The category of personal reference includes:

- (1) personal pronoun: a pronoun that is associated primarily with a particular person, in the gramatical sense.

(2) possessive determiner (possessive adjective): a type of function word used in front of a noun to express possession or belonging.

(3) possessive pronoun: a possessive pronoun is used to show possession, or to point out the person who own the object. It replaces a noun within a sentence

It can be seen in the table below:

**Table 2.1**  
**The Device of Personal Reference**

<b>Class</b>	<b>Function</b>	<b>Determinative</b>	<b>Possessive adjective</b>	<b>Possessive Pronoun</b>
Singular	Masculine	<i>He/him</i>	<i>His</i>	<i>His</i>
	Feminine	<i>She/her</i>	<i>Her</i>	<i>Hers</i>
	Neuter	<i>It</i> <i>I/me</i>	<i>It</i> <i>My</i>	<i>Its</i> <i>Mine</i>
plural		<i>They/them</i> <i>We/us</i>	<i>Their</i> <i>our</i>	<i>Theirs</i> <i>ours</i>

#### b) Demonstrative Reference

Halliday & Hasan revealed that basically demonstrative reference is a kind of the appointment of orally where speakers identify the referents by means of put him in scale distance. It is essentially a form of verbal pointing. The speaker identifies the referent by locating it on a scale of proximity. Meyer states that “similar links can be created with other third-person pronouns, such as *he/him/his*, *it/its*, or *they/them/their* as well as with demonstrative pronouns such as *this/that* and *these/those*”. The system of demonstrative reference can be seen in the table below:

**Table 2.2**  
**The Device of Demonstrative Reference**

<b>Selective</b>		<b>Non Selective</b>
Modifier Head	Adjunct	Modifier
Determiner	Adverb	Determiner
<i>This These</i> <i>That those</i>	<i>Here(now)</i> <i>There then</i>	<i>the</i>

c) Comparative Reference

Comparative reference expressed by adjectives and adverbs that serves to compare elements in discourse in of view in terms of identity or in common. The relation of identity of similarity by the use of adjectives and adverbs: same, identical, better, more, less, etc is established by comparative reference.

General comparison is a comparison that states the same, similar, or different. In this general comparison, two things could be the same, similar or different. While, particular comparison is comparison that is relating with quantity or quality. It is expressed with ordinary adjectives or adverbs in some comparative form. Then, general comparison and particular comparison can be seen in the table below: This reference is divided into two: general comparison and particular comparison.

**Table 2.3**  
**The Devices of Comparative Reference**

<b>Comparative Reference</b>				
<b>General</b>			<b>Particular</b>	
Identity	Similarity	Difference	Numerative	Epithet
<i>Some, equal, identical, identically</i>	<i>Such similar, so similarly, likewise</i>	<i>Other different else, differently, otherwise</i>	<i>More, fewer, less, further, additional, so-, as-, equally-, + quantifier. e.g.: so many</i>	Comparati- veadjective and adverbs. <i>e.g.: better; so-as- more- less-equally - . . +compara- tive adjectives and adverbs. eg: equally good</i>

**B. Substitution**

Substitution is 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.

1. The nominal substitution includes are *one/ones* and *same*.

Example:

A: *I'll have two poached eggs on toast, please.*

B: *I'll have the same.*

Here, the use of **same** is a nominal substitution and it *two poached eggs on toast*.

2. The verbal substitution is do including the use of *does*, *did*, *doing* and *done*.

Example:

*I don't know the meaning of half those long words, and, what's more, I don't believe you do either.*

**Do** in that sentence substitutes for **know the meaning of half those long words**.

3. The clausal substitution are *so* and *not*.

Example:

*Britney will hold a concert in Wonogiri if she said so.*

In the example, the word **so** substitutes for **will hold a concert in Wonogiri**.

### C. Elipsis

Halliday and Hasan (1976) state Ellipsis is the omission of elements normally required by the grammar which the speaker/writer assumes as obvious from the context and therefore need not to be raised. 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

Nominal ellipsis is ellipsis occurred in the nominal group. Halliday & Hasan (1976: p.146) divided nominal ellipsis into three parts: Deictic, Numerative, and Epithet.

*Deictic* involves the class of determiner (demonstrative, possessive and indefinite determiners), *numerative* is a part of ellipsis that showed by numerals or other quantifying words which formed of three subcategories: ordinal (first, next, last, second, third, etc), cardinal (one, two, three, four, five, etc), and indefinite quantifier (many, much, more, most, few, several, a little, lots, a bit, hundreds, etc), while *epithet* is usually qualified by an adjective.

Examples:

##### *Deictic*

*My kids practice an awful lot of sport. **Both** are incredibly energetic.*

The word **both** functions elliptically. It refers back to my kids. The word ellipsis here is *my kids*.

##### *Numerative*

*Tara was the **first** person to sing. Dara was the **second**.*

The word **first** and **second** functions numerative.

##### *Epithet*

*Chilis are **the most expensive** in wet season.*

This sentence we may fairly ask “*the most expensive what?*”. The most expensive is an elliptical group presupposing some item such as fruit. Hence, the word ellipsis here is *vegetable*.

#### b) Verbal Ellipsis

Verbal ellipsis is ellipsis occurred in the verbal group. There are two types of verbal ellipsis: lexical ellipsis & operator ellipsis.

Lexical ellipsis means the omitting lexical word of the verbal group. All of the modal operators (*can, could, will, would, shall, should, may, might, must, ought to, and is to*) could not be function of lexical ellipsis, just two other modal operators can be function of lexical ellipsis those are *need* and *dare*.

Meanwhile, operator ellipsis is another type of verbal ellipsis. It is also called as ellipsis “from the left” which means that operator ellipsis involves only the omission of operator without omits the lexical verb.

For examples:

#### Lexical ellipsis

*Ryan should **have been working** every day. I don't think he has been working.*

For ‘*has been working*’, we may omit the word ‘*working*’ or ‘*been working*’. Hence, the second sentence could be ‘*I don't think he has been*’ or simply ‘*I don't think he has*’.

#### Operator ellipsis

*Some **were** reading and others writing.*



In this sentence, there is an omit word '*were*' which is functioned as an operator. The original sentence should be '*Some were reading and others were writing*'.

#### c) Clausal ellipsis

Clausal ellipsis is ellipsis within the clause. In English, the clause is considered as the expression of the various speech functions, such as statement, question, response, and so on, has modal element and propositional element as the parts of clausal ellipsis structure. Modal element consists of speech function of the clause such as subject plus finite element in the verbal group. Furthermore, the remaining part of the verbal group is propositional element.

Here, the example of clausal ellipsis:

A: "*Why did you only set four places? Alice's staying for dinner, isn't she?*"

B: "*Is she? She didn't tell her.*"

In this example the omission falls on the *Alice's staying for dinner*.

Both substitution and ellipsis can only be utilized when there is no ambiguous within the context that have been substituted and ellipted. If there is more than one possibility, the result can be confusion.

#### D. Conjunction

According to Biber (2002) Conjunction is "linking adverbial" and based on Longman Dictionary conjunction is a word which joins words, phrases or clause, such as *but, and, when*. In relation to this, Halliday and Hasan (1976) refer to conjunction as "text building devices". They are linguistic expressions which

link between two parts of discourse, either between sentences, clauses or paragraphs. These expressions indicate a cohesive effect but which is different from other devices.

Next, Halliday and Hasan(1976: p.238) classified four types of conjunction. They are additive, adversative, causal, and temporal. Each type of conjunction has different markers that show a relation between parts of text.

#### a) Additive Conjunction

Additive conjunction contributes to give additional information without changing information in the previous clause or phrase. By the coordinating conjunction *and* and other transitional expression such as *also* and *in addition*, additive or addition conjunction is signaled in the text.

#### b) Adversative Conjunction

Adversative relation basic meaning is contrary to expectation. The expectation is come from the content of what is being said. Adversative conjunction is marked in the text by the coordinating conjunction *but* and other conjunctions such as *however*, *instead*, and *in contrast* that mark the difference or contrast between parts of a text.

#### c) Causal Conjunction

Causal conjunction marks the relationship of reason, result, and purpose. Causal relationship is marked by expressions such as *therefore*, *as a result*, and *so*. *So* is an informal marker of causation. On the other hand, *therefore* or *as a result* are used in more formal text.

#### d) Temporal Conjunction

Temporal conjunction specifies the time sequence relationship which exists between sentences. This temporal relation is expressed in its simplest form by *then*. Besides that there are still many sequential senses like *after that, an hour later, finally, at last* and other expressions.

Here is an example of each conjunction:

*For the whole day he climbed up the steep mountain side, almost without stopping.*

(1) *And in all this time he met no one.* (additive)

(2) *Yet he was hardly aware of being tired.* (adversative)

(3) *So by night time the valley was far below him.* (causal)

(4) *Then, as dusk fell, he sat down to rest.* (temporal)

Based on the explanation, the researcher classifies cohesion in English into two broad categories: grammatical cohesion and lexical cohesion. Grammatical cohesion is the surface marking of semantic link between clauses and sentences in written discourse and between utterances and turns in speech. Then, lexical cohesion refers to how the writer uses lexical items such as verbs, adjectives, nouns and adverbs to relate to the text consistently to its area of focus.

### **2.3 Writing**

Writing is one way to communicate with other people. It is representation of language which is used to express and explain ideas in a textual medium through the use of signs or symbols.

There are several definitions of writing, as Meyers (2005: 2) states that writing is an action, a process of discovering and organizing your ideas, putting them on the paper and reshaping and revising them. While Harmer (2001: 154) states that writing is a process that what we write is often heavily influenced by the constraints of genres. Based on those definitions, it can be concluded that writing is a process to produce language which comes from our thought.

Writing is a complex skill, it involves a complex process done step by step to pass on knowledge or messages in our mind in a written form, in which we have to use certain grammatical rules and choose the right words in our sentences. Each of sentences in a paragraph must have certain correlation with each other and organize in a good order.

Actually, paragraphs discuss the main idea of the essay. Oshima and Hogue (2006: 16) states that a paragraph is basic unit of organization in writing in which a group of related sentences develop one main idea.

A well-written paragraph contains six elements. They are:

- a. Topic sentence. It states the main idea of the paragraph.
- b. Supporting sentences which develop the topic sentence.
- c. Concluding sentence. It indicates the end of the paragraph and leaves the reader with important points to remember.

- d. Unity. It means that the discussion in the paragraph is only one main idea, which is stated in the topic sentence, and then each and every supporting sentence develops that idea.
- e. Coherence. It means that the paragraph is easy to read and understand because the supporting sentences are in logical order and using appropriate transition signals connects the ideas.
- f. Cohesion. It means that all supporting sentences “stick together” in their support of the topic sentence.

Based on explanation, the researcher conclude writing is an action, a process of discovering and organizing your ideas, putting them on the paper and reshaping and revising them. And then, to make a good paragraph in writing have six element is topic sentence, Supporting sentences, Concluding sentence, Unity, Coherence and Cohesion.

### **2.3.1 Types of writing**

Basically, there are two main types of writing namely, academic writing and functional writing (Houge:2003). Academic writing is defined in certain ways. Firstly, it's any piece of writing up with purpose of fulfilling a certain assigned writing task as a task or requirement from school, teachers or professors. Secondly, it can also be defined as a process of writing or breaking down the ideas with the purpose of presenting information within a clear way and understand for the reader to read able

Reinking and Hart (1986) state some characteristic of the academie writing such at, it is semi formal, impersonal and objective Next, it uses the third person point of view After that, it precises and dwells with truth, facts and theories.

Finally, it contains arguments and supported by the evidences Academic writing includes thesis, essays, and research reports They can be written in form of descriptive, report, narrative, argumentative and persuasive

The second main type of writing is called functional writing. Functional writing is the type of writing which communicates and interpretes specialized information in a way that makes it useful for a reader (Boe : 2001). In functional writing, the writer can do a direct co with the intended reader, the same thing as what people can do in a direct oral communication.

#### **2.4 Report Text**

A report text is a piece of text that presents information about a subject. Report usually contains facts about a subject, a description and information on its part, behaviour, and qualities. It can be said that report tells about persons, places or things in general based on people's research.

According to Gerot and Wignell (1994: p.196), the social function of report is to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment. While, Hyland (2004: 29) says that social purpose of report is to present factual information, usually by classifying things and then describing their characteristics.

Based on the statements above, it can be said that the defenition of report is to classify, describe or to present information about a subject. Report text to tell about persons, place or thing in general

### **2.4.1 Purposes of Report Text**

Its social purpose is presenting information about something. Mammals, the planets, rocks, plants, countries of the region, culture, transportation, and so on.

Based explanation, the purpose of report text is to convey information results of observation and systematic analysis. The information described in the report text is usually general, whether natural or spurious such as mammals, planets, rocks, plants, states, cultures, transportation, and so forth.

### **2.4.2 The Structure of Report Text**

According to Gerot and Wignell (1994: 196) , generic structure of report includes:

- a. General Classification: tells what the phenomenon under discussion *is*
- b. Description: tells what the phenomenon under discussion *is like* in terms of
  - parts (and their function)
  - qualities
  - habits or behaviours, if living; uses, if non-natural

The lexicogrammatical features of report are:

- a. Focus on Generic Participants
- b. Use Relational Processes to state what is and that which it is
- c. Use simple present tense
- d. No temporal sequence

## 2.5 Previous Study

In accomplishing the research, the writer uses the previous research dealing with the topic of study as guidance.

1. Thesis A COHESION AND COHERENCE ON STUDENT EXPOSITION WRITING, Ina Nurhasanah, UIN JAKARTA FITK ,2017

Considering the importance of cohesion and coherence, this study investigated a cohesion and coherence on students exposition writing in term of: (1) students' ability in building cohesion, and (2) students' ability in building coherence by employing *descriptive qualitative* method. Research population were the eleventh grade students of MA Pembangunan UIN Syarif Hidayatullah Jakarta. *Purposive sampling* technique was employed as research sample. 38 students of XI IPA 1 and XI IPA 2 were investigated as the subject. Data obtained through archived document of students' exposition writing. The data were analyzed qualitatively based on Halliday and Hasan theory of cohesion and absolute scale formed the basis of the rating scale for scoring coherence by Bachman & Palmer. Furthermore, the study results showed that students' ability in building cohesion of which reference 58.3%, conjunction was used 27%. Then, it was followed by reiteration as much as 14%, substitution 0.4%, collocation 0.2%, and ellipsis 0%. Besides, students' ability in building coherence were on Extensive Scale (3) in average. It means that students has good enough understanding toward building coherence within their writing. The result of the study indicates that cohesion and coherence have to be emphasis in teaching writing and the



English teacher have to be competent in evaluating the cohesion and coherence of students writing in order to be better.

2. Journal STUDENTS' PROBLEMS WITH COHESION AND COHERENCE IN EFL ESSAY WRITING IN EGYPT: DIFFERENT PERSPECTIVES, Abdel Hamid Ahmed *Helwan Faculty of Education, Egypt*

The current study focuses on the organisational problems that Egyptian student teachers of English encounter when they write an English essay. In particular, the current study aims at investigating students' cohesion and coherence problems in EFL essay writing. A mixed method research design was used including a questionnaire and a semi-structured in-depth interview. Analysis of findings revealed that students encounter some problems in the cohesion and coherence of EFL essay writing. Discussion and implications of these findings are presented. The teaching materials used with Egyptian students should cover a wide range of cohesion and coherence skills coping with students' different proficiency levels. The teaching techniques adopted by Egyptian essay writing lecturers should be varied to help meet the needs of students with different abilities. Teaching and learning tasks should be graded and varied to help students make the most out of them, especially in large classes of different abilities and skills. The feedback practices employed by the essay writing lecturers should combine both types of oral and written feedback, be promptly given to students, be critical and constructive in nature to

challenge students and help them develop the different cohesion and coherence skills.

3. Journal REPORT ON A STUDY OF REFERENCE COHESION IN TEXTS OF NIGERIAN ESL STUDENTS: IMPLICATIONS FOR THE CLASSROOM, Grace J. Malgwi, American University of Nigeria, Yola.

The paper reports a study that investigated the use of reference cohesion in two essay types written by Nigerian ESL students. The sample consisted of 174 first year students of the Nigeria Certificate in Education (NCE) programme. A set of pictures was used to elicit the first essay, and a topic prompt was used to elicit the second. Each study sample wrote two essays. The data was analysed using a model of analysis adopted from Halliday and Hasan (1976). The study revealed a deployment of reference cohesion consistent with Standard English in one essay type and an inconsistency in the other. It was argued that limited knowledge of the passive form and the reading audience contributed to improper deployment of reference cohesion. Implications for teaching were discussed. In the light of the findings above, the following suggestions are put forward for consideration by ESL writing teachers, particularly in the Nigerian context. Firstly, the observation that a poor knowledge of the passive form contributed to poor cohesion opens up the grammar and ESL writing debate. It is evident here that writing ability is enhanced by a rich grammatical repertoire from which to make choices that suit the communicative purpose of the discourse. Bearing in mind Ferris and

Hedgcock's argument that "writing class is not a grammar class" (2013, p.273), there is the need for the explicit teaching of active and passive in the context of appropriacy to essay type. Secondly, writing prompts for ESL composition should be made more elaborate. The ESL writer needs to be made conscious of the reading audience and his own role as a writer in the text being created. Finally, the finding of the study with regards to the contributory role of unresolved presupposition to ungrammaticality and incompleteness of ESL texts, calls for ESL teachers to focus on intersentential relations and consider grammaticality beyond the sentence.

#### Similiarities

In my research , i will conducted research about analysis grammatical cohesion . for the research i will find the data with descriptive qualitative method and give a test to student as sample with purposive sampling . this research same method and same way with *Ina nurhasanah*.

#### Differences

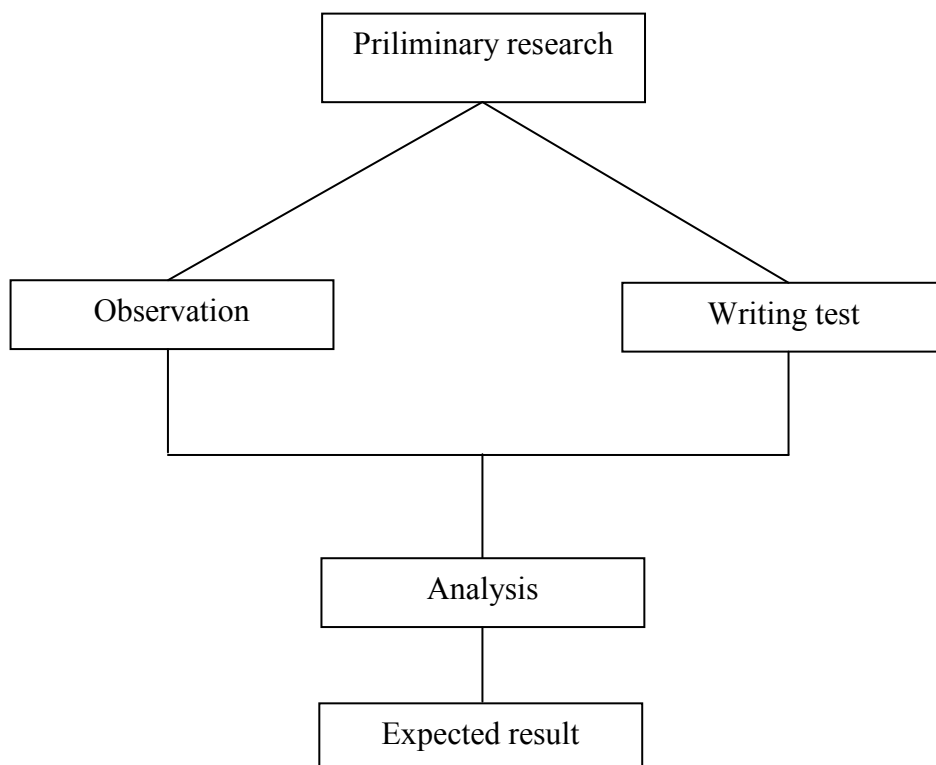
in my research , i have some different research in some researcher .first, with thesis ina nurhasanah , she conducted research about exposition writing but for me i will conduct about an analysis of grammatical cohesion on the 9th grade student writing report text. Second, with abdel hamid ahmed , he conducted research about students' problems with cohesion and coherence in efl essay writing but for me i just conduct grammatical cohesion. Last, with journal Grace J. Malgwi, she conducted report on a study of reference cohesion in texts of

nigerian esl students: implications for the classroom but for my research i will analysis grammatical cohesion on the student writing report text

## 2.6 Conceptual Framework

this research will focus about “An Analysis of Grammatical Cohesion on The 9<sup>th</sup> Grade Students Writing Report Text at SMP N 9 KOTA JAMBI”. Furthermore, the researcher carried out the research based on following framework :

Figure I : Conceptual Framework



From the figure of conceptual framework above, the researcher will do some preliminary about this research because in this research need good preparation. This research requires several steps that will be done to determine the result of this research.

First, the researcher will come to school. researcher will check the student which is as participant in research. researcher will ask the student wheater they do writing text in the class .if they don't writing report text i will explain report text before given test to the student

Second,the researcher will give test to student after observation. Resarcher will give instruction to the student writing report text in two paragraph. furthermore, researcher will collected the report text student to analyze the text.

Third is analysis. the researcher will analyze all of data from the test .to get the data i will analyze the student writing to collect data in finding and result

Last step , the reseacher will determine the result of all the data has been done. The result cover all the data from begining until the end. Finally, the researcher know grammatical cohesion are made by student in report text writing.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter presents the research methodology and data analysis. It research design, place and time of the research, subject of the research, procedure of data collection, technique of data collection, the instrument of the research, and technique of data analysis, and also the research finding from the data.

#### **3.1 Research Design of The Research**

In this research, the writer used *qualitative research*. According to D. Gall, P. Gall, and R. Borg(2003 : p.24), *qualitative research* is a research meant to understand phenomena experienced by research subject, in a holistic manner through description within words and language form, in a natural special context and through making use of various natural methods.

According Cresswel (p.12) In a qualitative study, inquirers state research questions, not objectives (i.e, specific goals for the research) or hypotheses (i.e., predictions that involve variables and statistical tests). These research questions assume two forms: a central question and associated sub questions.

The central question is a statement of the question being examined in the study in its most general form. The inquirer poses this question, consistent with the emerging methodology of qualitative research, as a general issue so as to not limit the inquiry.

This research will do to student with population and sample. According to D. Gall, P. Gall, and R. Borg(2003 : p.164) population validity is the extend to

which the results of an experiment can be generalized from the sample that participant in it to a larger group of individuals that is population.

Purposeful sampling is the selecting the case or cases is to develop a deeper understanding of the phenomena being studied. A related purpose often is to discover or test theories.

According to D. Gall, P. Gall, and R. Borg(2003 : p.178) types of purposeful sampling identifies in 15 purposeful sampling strategies : 1.extreme or deviant case sampling, 2.intensity sampling, 3.typical case sampling, 4. Maximum variation sampling, 5.stratified purposeful sampling, 6. Homogeneous sampling, 7.Critical case sampling, 8.snowball or chain sampling, 9.Criterion sampling, 10. Theory based or operational sampling, 11. Confirming or disconfirming sampling, 12.purposeful random sampling, 13.sampling politically, 14.convenience sampling, 15.opportunistic sampling

This method would describe intensive and specific how the nine grade students' in grammatical cohesion devices in writing report text at SMP N 9 KOTA JAMBI. This research was using descriptive analysis approach because the result of this research was descriptive data and written words.

### **3.2 Place and Time of The Research**

For this research, the writer conduct to SMP N 9 KOTA JAMBI, JL. MW Maramis, sulanjana, kota jambi, jambi. It will conduct on the february 2018.

### **3.3 Subject of The Research**

#### **1. Population**

Before selecting sample, the writer determined the population for this research. In this research, the writer took the population of the nine grade students

of SMPN 9 KOTA JAMBI . The total population is about 74 students from 2 classes.

**Table 3.1**  
**Spesification Population of The Research**

<b>NO</b>	<b>CLASS</b>	<b>MALE</b>	<b>FEMALE</b>	<b>TOTAL</b>
1	IXC	16	22	38
2	IXD	12	24	36
TOTAL		74		

*(Source : TU SMP N 9 KOTA JAMBI 2017/2018)*

## 2. Sample

In this research, according to Cohen.L (2000 : p.103) purposive sampling as the technique in taking the sample for the research. Purposive sampling is a judgment sampling in which sample element judged of writer's typically. The writer took the data source from IXD that consist 36 students. But when the data collecting is done in the class, there were 4 students who did not come to the school, two students were sick . And then, the sample that the writer used is 30 student.

**Table 3.2**  
**Spesification Sample of The Research**

<b>NO</b>	<b>CLASS</b>	<b>SAMPLE</b>
1	IXD	30
TOTAL		30

*(Source : TU SMP N 9 KOTA JAMBI 2017/2018)*



### 3.4 The Instrument of The Research

The researcher is a data collection or instrument of the research in collecting the data in this research. To collect the data, researcher used observation and document of data collection. The spesification could be seen from the table below :

**Table 3.3**  
**Spesification Instrument of The Research**

Variable	Sub variable	Indicator	Description	Data source
Cohesion and Coherence	Grammatical cohesion	Reference	Reference 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.	Student writing Report text
		Subtitution	Substitution as replacement of a language element by another one which is used to replace repetition.	

		Elipsis	Ellipsis is the leaving out of words or phrases from sentences where they are unnecessary because they have already been referred to or mentioned	
		Conjunction	Conjunction is “linking adverbial” and based on Longman Dictionary conjunction is a word which joins words, phrases or clause, such as <i>but, and, when</i>	

(Source : Halliday & Hasan (1976). *Cohesion in english*)

### 3.5 Data Collection Procedures

According to Creswell (p.21) The data collection steps include setting the boundaries for the study, collecting information through unstructured (or semi-structured observations and interviews, documents, and visual materials, as well as establishing the protocol for recording information.

In writing procedure data collection below this statement :

- ✓ Identify the specific strategy of inquiry that will be used
- ✓ Provide some background information about the strategy, such as its discipline origin, the applications of it, and a brief definition of it (see chapter 1 for the five strategies of inquiry I illustrate)
- ✓ Discuss why it is an appropriate strategy to use in the proposed study
- ✓ Identify how the use of the strategy will shape the types of questions asked (see Morse, 1994, for questions that relate to strategies), the form of data collection, the steps of data analysis, and the final narrative.

### **3.6 Technique of Data collection**

In doing the research, I conducted some writing tests to know the students grammatical cohesion in writing report text. The tests included writing test.

- ✓ Writing test

Observation was conducted at the beginning of the research. It was used to check the students ability of writing report text before test was given.then,The researcher give instruction about the direction in doing the test. After that, the students write a report text about the topic.finally, the students collect the data to researcher.

### **3.7 Technique of Data Analysis**

In doing study, it needs to analyze data after the data were collected. The writer made analyzing of the error of the students from the test which is given into tables. Each table contains one type of errors made by the student. After the tables is completed, the writer described what errors made by the students. The writer also used the data from interview to analyze causes of students' error in

grammatical cohesion in writing report text. Then the writer made conclusion based on the data that are already being analyzed. The writer used the descriptive analysis technique (percentage) to analyze the data. he used formula(Sudjiono,2010:43) as follows:

$$P = \frac{F}{N} \times 100$$

P : Represent the Percentage of calculated item

F : Represent the Frequency of calculated item

N : Represent Number of sample which is observed/cases

**Table 3.4**  
**Categories of Gramatical Cohesion**

No	Indicator	Percentage	Categories
1			
2			
3			
4			

Categories of assessment grammatical cohesion :

percentage	Criteria
80-100	Very good
60-80	good
40-60	rather
20-40	medium
0-20	less

(source : Agib,2009:41)

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### 4.1 Findings

In this study, the writer uses the nine grade students' report text writing at SMP N 9 KOTA JAMBI. There are 30 of students' report text writing analyzed. The analysis applies Halliday and Hasan's concept of cohesion

**Table 4.1**  
**Analysis Grammatical Cohesion**  
**Student Writing Report Text At SMP N 9 KOTA JAMBI**

passages	Grammatical cohesion			
	Reference	Subtitution	Elipsis	Conjunction
DLA	13			5
RAA	7	2		1
MA	10			3
CS	19	6		4
DC	11	2		4
PAF	11	2		4
SDR	20	1		6
DF	14	4		5
MA	6	4		4
FFB	14	3		5
DMS	7	6		3
MRA	6	2		3
DS	7	1		1
OS	17	5		13
MRF	11	2		5

Passages	Grammatical Cohesion			
	Reference	Subtitution	Elipsis	Conjunction
RR	13	1		3
CAS	9	2		1
UAM	4			4
SPP	11			6
RA	12			4
IN	11			6
TMI	14	3		4
MNM	8	1		7
VS	16			5
SJ	21			6
K	13	3		7
ALS	8			5
AG	8			5
R	13	2		4
NA	16	1		4
Sub total	350	53		137
Total	540			
In percentage	64,9%	9,8%	0%	25,3%

Grammatical cohesion on students' report text writing samples composed by 30 students of IX D were investigated. the researcher find the higher, medium, and low from reference . higher reference is 21 from student SJ , medium reference is 13 from student K, and low reference is 4 from student UAM. The researcher find the higher, medium, and low from subtitution. Higher subtitution is 6 from student DMS and CS, medium subtitution is 3 from student FFB, and low subtitution is zero from student DLA etc. the researcher find the higher, medium, and low from conjunction . higher conjunction is 13 from student OS ,

medium conjunction is 6 from student SJ, and low conjunction is 1 from student RAA.

### ➤ Grammatical Cohesion

This section explained the analysis of the students' exposition writing by applying the Halliday and Hasan's concept of cohesion. The concept is used to know the cohesiveness of the text. As setting forth in the chapter II that the analysis is done through two aspects that is grammatical and lexical cohesion. The unifying of text is seen from the connection among sentences expressed through grammatical and lexical elements. These are the analysis of the students' report text writing.

#### 1) Reference

##### a) Personal Reference

Generally the cohesion devices constantly occurring within the text is reference. The personal reference elements which occur in the text are personal pronoun as subject *I, it, they, we* and as object *them, us* and possessive adjective *it, my, their, and our*. Here, one of the examples of personal reference:

S.3: ... **they** can jump out of the water. Some of **them** can jump up to 30 feet in the air. ....

*them* refer to *they* and *they* itself refer to speaker.

S.2: **panda** just have one foe. **Their** foes are wild puppies.

*Their* refer to *panda* and *panda* refer to speaker

S.6: **All rabbit** has a typical short tail. **Their** average body size are 20 to 50cm ...

*Their* refer to *all rabbit* and *all rabbit* refer to speaker

## b) Demonstrative Reference

The demonstrative reference elements that appear in the text are neutral demonstrative represented by definite article *the*, the selective participant demonstratives *this, these, that, those* and the circumstance selective demonstrative *there*. Here, one of the examples of demonstrative reference:

S.6: **The** new born rabbits are naked and blind, **this** helpless condition is **the** reason why rabbits live in secure dens underground  
*this* refer to two reasons above.

S.5: **there** are 36 species of dolphins **that** have been found. 32 species are dolphins **the** sea is already well known by the people  
That refer to two reason above

S.10: ... ,**there** are now only about 10.000 gorillas left in **the** world  
There refer to one reason above

## c) Comparative Reference

The comparative reference elements which occur in the text are particular comparison through numerative *more*, epithet *better, higher, harder, hardest* and general comparison through identity *same, different, differently*. Here, one of the examples of comparative reference:

S.7: ... when the word “rabbit” become **more** popular in society

In particular comparison, there must be a standard of reference by which one thing is said to be superior, equal, or inferior in quality or quantity. In *more popular* is presumably more ‘than other popular’.

S.22: ... where the different flowering plant bloom at the **same** time



*Same* is general comparison for *time*

## 2) Substitution

The substitution elements that appear in the text are nominal substitution *one/ones*, *the same*, verbal substitution *this*, *that* and clausal substitution *so*. But, it occurs on very little quantity. Here, one of the examples of substitution:

S.9 : Gorillas live in small family groups of about is. In a group there is **one** strong.

Example above is part of nominal substitution ,the word *one* substitutes for *gorillas live in small family groups*

S.9: Gorillas are very strong .but, they **do not** often fight.

Example above is part of verbal substitution and clausal substitution, the word *do* substitutes for *gorillas are very strong*.

S.12: Elephant are four-lagged herbivorous mammals with a very huge body. They **have** a very distinctive body part ...

Example above is part of verbal substitution ,the word *have* substitutes for *Elephant are four-lagged*

## 3) Ellipsis

Ellipsis has three elements, namely nominal ellipsis, verbal ellipsis, and clausal ellipsis. But, there is no ellipsis items found in the text.

## 4) Conjunction

### a) Additive Conjunction

In the discussion about conjunction elements, Halliday and Hasan refer only those that combine between sentence and sentence or paragraph and paragraph, while conjunction within sentence or phrase and phrase, word and

word and beyond the matter. And the additive conjunction items which demonstrate within text are *and, also, in addition, besides, thus, for example* and *on the other hand*. Here, one of the examples of additive conjunction:

a) additive conjunction

S.14: centipedes are known to be highly venomous **and** often inject paralyzing venom.

From the example above, *and* is the example of additive conjunction within sentence.

b) Adversative Conjunction

Adversative conjunction item which appears in the text are *but, even, and however*. Here, one of the examples of adversative conjunction:

S.25: they are already extinct, **but** we can still learn about them though their fossils.

In this example, *but* explain the contrary to the previous sentence.

c) Clausal Conjunction

Adversative conjunction item which appears in the text are *so, therefore, for this reason, because, and then*. Here, one of the examples of clausal conjunction:

S.14: centipedes always have an add number of pair of legs. **Therefore**, no centipedes has exactly 100 legs.

*Therefore*, expresses the conditional relation with previous sentence.

#### d) Temporal Conjunction

Adversative conjunction item which appears in the text are *meanwhile*, *then*, *next*, *finally*, *first*, *second*, *etc.* Here, one of the examples of temporal conjunction:

S.1: **second**, they are omnivorous animal who consume bamboo and other grasses, wild tubers, rodents, birds, egg, honey and fish

The presupposing sentence is temporally cohesion because it stands in time relation to the presupposed sentence through the component *second*.

#### 4.2 Discussion

As shown in Table 4.1 the use of *reference* was highest than other devices of cohesion (64,9%), then followed by *conjunction* (25,3%) , *substitution* (9.8%), and *ellipsis* (0%). Based on the above data analysis of grammatical cohesion, it could be claimed that students can build all of cohesion devices on their report text writing, except ellipsis. However, not all types of cohesion devices exist in each text.

The researcher have to clasify of sudents writing report text such as this table :

**Table 4.2**  
**Categories of Gramatical Cohesion**

No	Indicator	Percentage	Categories
1	Reference	64,9%	good
2	Subtitution	9.8%	less
3	Elipsis	0%	less
4	Conjunction	25,3%	medium

From, this table the student make a grammatical cohesion on the students writing report text based on indicator, percentage and categories. Reference with Percentage 64,9% have categories *good* . Subtitution with Percentage 9.8% have categories less. Elipsis with Percentage 0% have categories less. Conjunction with Percentage 25,3% have categories medium.

This is important that students' ability in building grammatical cohesion influence their writing quality. When students write a text cohesively, the text will be easy to read and to understand because the elements within text are linked. Based on Halliday and Hasan' theory, the cohesive text is a text which element in the text and some other element are linked so that it creating a meaningful and readable text.

## CHAPTER V

### CONCLUSIONS AND SUGESTIONS

In this study, grammatical cohesion were analyzed within the students report text writing (IX D class). Following are the conclusions, implications and suggestions to the research question concerning: What are the types of grammatical cohesion made by the 9<sup>th</sup> grade students of SMP N 9 KOTA JAMBI in report text writing?

#### A. CONCLUSIONS

Referring to the findings and discussions of cohesion in preceding chapter, here the writer found the disappearance of ellipsis although the absence of the ellipsis item seemingly does not intrude the cohesiveness of the text. It because the absence of the ellipsis is succeeded by the other devices, that is reference. Therefore, the tie within sentence of the text is still closely tied in. It means that the cohesiveness of the text remains high. For more detail information, students build reference as much as 64,9%, substitution 9,8%, ellipsis 0% and conjunction 25.3%. The analysis was using the Halliday & Hasan's concepts of cohesion and Anas Sudijono's formula.

Most of the devices are appropriately applied. Therefore, cohesive students report text writing are established. However, the analyzed passages do not expose all of cohesion devices sufficiently and provide too much highlights on one type, that is reference. This fact showed that the sentences within text should

not be connected by the existence of all cohesion devices. Some of the adequate devices were as much as necessary to create a series of sentences called as a text.

Seeing the findings and discussions, it can be concluded that the nine grade students' ability in make a paragraph in writing report text at SMP N 9 KOTA JAMBI are good enough. The cohesiveness of the students report text writing are remains medium

Cohesion and coherence are the important elements for a good writing. They are certainly important to the linkage between reader and writer in readable writing. Besides, they are the important element which should be including within teaching of writing activity.

## **B. SUGGESTIONS**

By revisiting the result of this study, the writer offers some suggestion regarding cohesion and coherence. The suggestion are:

1. Someone who wants to create a readable of text should not spread all the cohesion devices right away in one text. Some presence of them is already enough to creating cohesive ties. The unforgettable thing is the suitability of applying of the devices in relating sentences that spread within the text.
2. Students need to aware about how to write cohesive and coherence and never stop learning and practicing writing a good text.
3. Teacher need to evaluate students writing performance, construct remedial teaching, and give understanding that students are need continuous and special supervision conducted by teacher during writing activity.

4. Other researcher could correlate the research with other aspect in education such as students' achievement, schools' accomplishments, teachers' ability, etc.
5. This is the pilot study which can be developed to the further research, where on further research, teacher perceptions/opinions toward teaching learning activity and students' ability can be analyzed.

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## Writing test

Name :

Class :

Date :

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### **INSTRUCTION** :

1. Make a report text about animals consist 2 paragraph
2. do it in 60 minutes and collect the worksheet if finish