

**GRAMMATICAL COHESIVE DEVICES FOUND IN
ARGUMENTATIVE ESSAYS WRITTEN BY THE FOURTH
SEMESTER STUDENTS OF ENGLISH EDUCATION
DEPARTMENT AT IAIN TULUNGAGUNG**

THESIS

Presented to

State Islamic Institute of Tulungagung in partial fulfillment of the requirements
for the degree of Sarjana Pendidikan Islam in English Education



By

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ADVISOR'S APPROVAL SHEET

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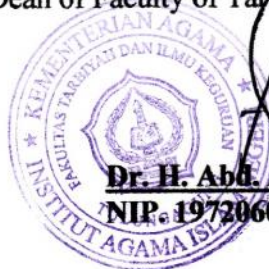
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MOTTO

“Don’t try to be the best, Just try to do the best”

DEDICATION

- ❖ My first thank is dedicated for God, who gives blessing, mercies, and power to do all my tasks. I can never stand strongly without Your love and I can never smile without Your beautiful plans.
- ❖ This thesis is dedicated for my beloved parents, Boiman and Sunarti, who sacrifice, give and do everything to make my dream come true.
- ❖ I also thank to my beloved younger sister, Nurul, my beloved older sister, Ana, my brother in law, Joko, and their cute son, Azzam who support me in many ways.
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DECLARATION OF AUTHORSHIP

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State this thesis entitled “Grammatical Cohesive Devices Found in Argumentative Essays Written by the Fourth Semester Students of English Education Department at IAIN Tulungagung” is truly my original work. It does not take any material previously written or published by another person, except those are indicated in quotation and references. Due the fact, I am the only person who responsible for the thesis if this is any objection or claim from others.

Tulungagung, July 15th 2015

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ABSTRACT

Rahmawati, Deni, Student Registered Number 3213113008. 2015. *Grammatical Cohesive Devices Found in Argumentative Essays Written by the Fourth Semester Students of English Education Department at IAIN Tulungagung*. Sarjana Thesis. English Education Department. Faculty of Tarbiyah and Teacher Training. State Islamic Institute (IAIN) of Tulungagung. Advisor: Arina Shofiya, M.Pd.

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From all of four language skills, writing is defined as active skill or productive skill where the language users actually have to produce language themselves. Cohesion is one important thing to take into account in writing. In creating cohesive writing papers, cohesive devices have significant role because they provide not only surface evidence for the text unity but also express the continuity that exists between one part of the text and another. Students, such as the fourth semester of English Education Department at IAIN Tulungagung, are expected to have a good ability to make good writing in order to produce academic writing such as essay writing. Therefore, they should pay much attention in using cohesive devices in their writing in the hope to make a cohesive writing. Analyzing the kinds of grammatical cohesive devices that students use to write an essay could be very helpful in any purposes for the lecturers and students can be a valuable input about the theory of grammatical cohesive devices in a text. Thus, it was necessary to uncover the kinds of grammatical cohesive devices that students used in their essay writing.

Research problem of this study were: 1) What are the types of grammatical cohesive devices found in essays written by the fourth semester students of IAIN Tulungagung? 2) What is the frequency of occurrence of each type of grammatical cohesive devices (reference, substitution, ellipsis, and conjunction) used in essays written by the fourth semester students of IAIN Tulungagung?

The purpose of this study were: 1) To find and describe the grammatical cohesive devices found in essays written by the fourth semester students of IAIN Tulungagung. 2) To identify the frequency of occurrence of each type of grammatical cohesive devices (reference, substitution, ellipsis, and conjunction) used in essays written by the fourth semester students of IAIN Tulungagung.

This research used quantitative approach with descriptive design. It also used stratified random sampling as the sampling technique, documentation as the data collecting method, and content analysis technique as the way in analyzing the data.

This study found that there were 1159 grammatical cohesive devices used by 23 students in writing their essays. 589 or 50, 81% were the use of conjunction. Then, 563 or 48, 58 % were the use of reference. The next, 7 or 0, 6 % the use of substitution, and the last is 0 use of ellipsis. The students tend to use conjunction and reference than substitution or ellipsis was based on their prior knowledge and experiences to use such devices.

In later, the reader especially English Education Department students to be aware about grammatical cohesive devices used in spoken and written discourse to avoid misinterpretation. Then, for the researchers who have the same interest in the study of grammatical cohesive devices can compare their research, in order to cover the weakness of this research.

ABSTRAK

Rahmawati, Deni, NIM 3213113008. 2015. *Grammatical Cohesive Devices Found in Argumentative Essays Written by the Fourth Semester Students of English Education Department at IAIN Tulungagung*. Skripsi. Program Pendidikan Bahasa Inggris. Fakultas Tarbiyah dan Ilmu Keguruan. Institut Agama Islam Negeri (IAIN) Tulungagung. Pembimbing: Arina Shofiya, M.Pd.

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Dari keempat keterampilan berbahasa, menulis merupakan keterampilan aktif atau keterampilan produktif, dimana para pengguna bahasa diharuskan menghasilkan bahasanya sendiri. Kohesi merupakan salah satu hal penting yang perlu diperhatikan dalam menulis. Dalam membuat karya tulis yang kohesif, perangkat kohesif berperan penting karena mereka tidak hanya memberikan petunjuk awal, namun juga memperlihatkan kesinambungan antara suatu bagian karya tulis dengan bagian yang lain. Mahasiswa, contohnya mahasiswa semester 4 Tadris Bahasa Inggris, IAIN Tulungagung, diharapkan mampu membuat karya tulis yang baik dalam rangka menghasilkan karya tulis yang akademik, contohnya dalam mengarang. Oleh karena itu, mereka harus memperhatikan penggunaan perangkat kohesif dalam karya tulis mereka agar menghasilkan karya tulis yang kohesif. Dalam hal ini, peneliti berusaha untuk mengetahui dan menyelidiki tipe-tipe perangkat kohesif tata bahasa yang digunakan mahasiswa dalam mengarang.

Masalah yang diangkat dalam penelitian ini adalah: 1) Perangkat kohesif tata bahasa apa saja yang ditemukan dalam karangan argumentatif mahasiswa semester 4 Tadris Bahasa Inggris, IAIN Tulungagung? 2) Berapakah prosentase dari masing-masing perangkat kohesif tata bahasa (referensi, substitusi, ellipsis, dan kata hubung) yang ditemukan dalam karangan argumentatif mahasiswa semester 4 Tadris Bahasa Inggris, IAIN Tulungagung?

Penelitian ini bertujuan untuk: 1) Mengetahui perangkat kohesif tata bahasa yang ditemukan dalam karangan argumentatif mahasiswa semester 4 Tadris Bahasa Inggris, IAIN Tulungagung. 2) Mengetahui prosentase dari masing-masing perangkat kohesif tata bahasa (referensi, substitusi, ellipsis, dan konjungsi) yang ditemukan dalam karangan argumentatif mahasiswa semester 4 Tadris Bahasa Inggris, IAIN Tulungagung.

Metode penelitian yang digunakan adalah deskriptif dengan pendekatan kuantitatif. Peneliti juga menggunakan sistem stratifikasi acak dalam pengambilan sampel, dokumentasi dalam metode pengambilan data, dan analisa teks dalam menganalisa data.

Penelitian ini menemukan 1159 penggunaan perangkat kohesif tata bahasa yang digunakan oleh 23 mahasiswa. 589 atau 50,81% adalah penggunaan kata hubung. Kemudian, 563 atau 48,58% adalah penggunaan referensi. Selanjutnya, 7 atau 0,6% adalah penggunaan substitusi, dan yang terakhir adalah 0 penggunaan ellipsis. Mahasiswa cenderung menggunakan kata hubung dan

referensi daripada substitusi ataupun ellipsis sesuai dengan pengetahuan dan pengalaman mereka dalam menggunakannya.

Selanjutnya, peneliti menyarankan para pembaca, khususnya mahasiswa Tadris Bahasa Inggris untuk senantiasa sadar akan penggunaan perangkat kohesif tata bahasa dalam wacana lisan maupun tertulis untuk menghindari terjadinya kesalahpahaman. Dan juga untuk para peneliti yang tertarik akan topik yang sama tentang perangkat kohesif gramatika agar membandingkan penelitian mereka, untuk memperbaiki kekurangan dari penelitian ini.

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Finally, the writer realizes that this thesis still has many weaknesses and it is still far from being perfect. Therefore, may constructive criticism and suggestion will be gladly accepted.

Tulungagung, July 15th 2015

Writer

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