

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents data analysis and discussion of findings in order to answer the research questions. The researcher presents the results of analysis that include misuse of grammatical cohesive devices in argumentative essay writing composed by the fourth semester of English department students at IAIN Tulungagung.

A. Research Findings

1. Kinds of grammatical cohesive devices misuse

As one of the objectives of this research was to find out the types of cohesive devices are incorrectly used in argumentative essay. In this case, the writer focused on describing the data as the result of documentation about the students' incorrect in using cohesive devices. The list of type's misuse of grammatical cohesive devices can be seen in appendix 1.

After analyzing the students' essay, the researcher found some misuses of cohesive devices. The researcher found three types of cohesive devices in the texts. They were reference, substitution, and conjunction. In this section will be analyzed grammatical cohesive devices are incorrectly used that found on the data, as follows:

a. Reference

Below are examples of the inappropriate use of reference and the discussion of such points:

1) Personal reference

a) Subject personal reference

The researcher finds some misuses of subject personal reference in the students' essay. These problems are indicated by the use of plural pronouns, which function as subject to refer to something in singular. For example:

As we know, parent always hope the best life for us till **they** look for a mate for us. They wish the happiness for us
(Extracted from essay no. 1).

Here, the researcher identifies that the pronoun "they" which is used by the student of above sentence to refer to the noun "parent" is not appropriate. The pronoun "they" should be used to refer to plural subject and the noun "parent" is singular. Thus, it seems that both "they" and "parent" here do not have relation. Then to make it cohesive, the word "they" should be replaced by pronoun "he/she". However, if the pronoun "they" is not replaced, the noun "parent" must be changed into plural form by adding "s" behind it, becomes "parents".

To sum up, the cohesive composition of above paragraph extracted from essay no.1 should be:

As we know, parent always hopes the best life for us till he/she look for a mate for us. He/she wish the happiness for us (Extracted from essay no. 1).

Or

As we know, parents always hope the best life for us till they look for a mate for us. They wish the happiness for us (Extracted from essay no. 1).

Other example:

Problems arise everyday and **it** must be faced and be finished (Extracted from essay no. 9).

If the previous sentence shows that students have confuse to use plural pronouns, which function as subject to refer something singular, the above example student has misuse to refer something plural by using singular pronoun. The students should replace pronoun “it” with “they”, because the noun “problems” is in plural form.

Therefore, the correct sentence is:

Problems arise everyday and they must be faced and be finished (Extracted from essay no. 9).

One of the problems occurs in personal reference is students’ inability to distinguish the singular reference to the plural one or the vice versa. From such point, we can make conclusion that students somehow have less awareness to distinguish the singular and plural reference in their writing.

The other problem causing incorrect use of subject personal reference is that students use pronominal but there is no particular thing that is being referred to. For example:

While, according a psychologist that is Irna Minuali to build harmony family, **they** need to realize their happiness in physically, mentally, and financially (Extracted from essay no. 5).

The use of pronominal in the example above is misuse because the students use pronominal without particular thing that is being referred to. In essay no. 5, the student use pronominal “they” without something referred. Therefore, it is suggested to replace pronominal “they” by specific noun like “children” which accordance with the context of the essay. Then, the correct composition of above paragraph extracted from essay no. 5 is as follow:

While, according a psychologist that is Irna Minuali to build harmony family, children need to realize their happiness in physically, mentally, and financially (Extracted from essay no. 5).

Misuse of subject personal pronoun also occurs because the student used it to indicate possessive adjective. For example:

I agree with them in this case, because **they** reason is realistic enough to build new conviction...(Extracted from essay no. 15).

The example above indicated possessive adjective but the student used “they” to show the possessive. Therefore, the correct pronoun should use “their”. Here, the reconstructed sentence:

I agree with them in this case, because their reason is realistic enough to build new conviction...(Extracted from essay no. 15).

Another example:

Second, as the children, most of people choose to obey what their parents want. Although, ... need a lot of process to accept each other (Extracted from essay no. 20)

The sentence above was misuse because there was no personal pronoun as subject in the sentence. A group of words couldn't be said as a sentence without a subject. A sentence minimally consisted of a subject and verb. The correct subject for that sentence is subject personal reference "they". The sentence should use the subject "they" because "they" referred to "most of people" in the previous sentence. Therefore, the correct sentence is:

Second, as the children, most of people choose to obey what their parents want. Although, they need a lot of process to accept each other (Extracted from essay no. 20).

b) Object personal reference

In the students' essay, the researcher also found some misuses of object personal reference. For example:

They believe that parents never put **her** in wrong man (Extracted from essay no. 20).

In the above example, the researcher identified that the use of object personal reference "her" which is used by the student of above sentence to refer to the noun "they" is not correct. The pronoun "her" is misuse because it is used to refer the singularity, but the noun "they" is plural. Thus, it seems that both "her" and

“they” here do not have relation. Then to make it cohesive, the pronoun “her” should be replaced by object pronoun “them”. To sum up, the correct composition of above sentence extracted from essay no. 20 can be written as follows:

They believe that parents never put them in wrong man
(Extracted from essay no. 20).

The other example misuse of object personal reference is the student uses plural object personal pronoun, which has function as object to refer to something in singular. For instance:

Man or woman who chosen by our parents that will be our couple in life certainly is the best choice for us, although we don't love **them** because not any parents want to mire their children (Extracted from essay no. 30).

In the above example, the object personal pronoun “them” is misuse because it is used to refer plural noun, but the noun phrase “man or woman” is singular. Hence, it seems that there is no correlation between “them” and “man or woman”. Then to make it cohesive, the pronoun “them” should be replaced by object personal pronoun “him or her”. Hence, the correct structure is:

Man or woman who chosen by our parents that will be our couple in life certainly is the best choice for us, although we don't love **him or her** because not any parents want to mire their children (Extracted from essay no. 30).

c) Possessive adjective

There were some incorrectly on the use of personal reference. The researcher found misuses of personal reference in term of possessive adjective. For example:

The son/daughter may not find **boyfriend/girl** friend because of some reason, for example busy with the job or activity or else (Extracted from essay no. 7)

The example above was incorrect because there was no possessive adjective before the object (boyfriend/girlfriend). The sentence was still ambiguous who the doer being referred. Therefore, it needed possessive adjective to make the ideas clearer. From the pronoun in the previous clause, it can be referred that the appropriate possessive adjective put in that sentence is “his/her”. To sum up, the cohesive form of above sentence extracted from essay no. 7 can be written as follow:

The son/daughter may not find his/her boyfriend/girl friend because of some reason, for example busy with the job or activity or else (Extracted from essay no. 7).

Some students were also omitted ‘s or s’ in referring someone’s thing. They did not put apostrophe (s) to show the reference of something. The rule to compose possessive adjective was by adding (‘s) for singular noun ended with consonant, adding (s’) for plural noun, and just adding apostrophe (‘) for a singular noun ended with –s or –es (Azzar, 1999: 72). These were some students’ errors in omitting possessive determiners:

Eventhough their choice is not always good according to **parents opinion**, but they will try to always effort more in making sure their parent (Extracted from essay no. 11).

At this time, getting married with someone according to **parents choice** is a still taboo problem (Extracted from essay no. 24).

Those two texts were incorrect because there was no possessive adjective (s') to show the ownership. Therefore, it should be added (s') to make the reader easier to comprehend the meaning. The student arranged the sentence based on her first language. Therefore, the structure of the sentence was incorrect. The correct composition of paragraph extracted from essay no.11 and 24 should be:

Eventhough their choice is not always good according to parents' opinion, but they will try to always effort more in making sure their parent (Extracted from essay no. 11).

At this time, getting married with someone according to parents' choice is a still taboo problem (Extracted from essay no. 24).

The researcher also found other misuse of reference in terms of possessive adjective. For example:

Then, the most crucial one in doing relationship is the **parent's blessing** (Extracted from essay no. 6).

The sentence above was incorrect because the presence of apostrophe ('s) to show the possessive adjective. The apostrophe ('s) was unstructured because it was translated from student's first language. The apostrophe did not mean possessive adjective. The sentence showed appositive where noun modifies noun. Therefore, it should be omitted. Thus, the reconstructed sentence is:

Then, the most crucial one in doing relationship is the parent blessing (Extracted from essay no. 6).

The other problem concerned to the use of possessive adjective, student mixed up the reference used, as in example below:

So, that's why many young people prefer to get married without the consent of the parents, because **they** assume that parents are too selfish and do not care about **his** happiness (Extracted from essay no. 28).

Since the writer of above paragraph addresses using pronominal "they" that referred "many young people" in the preceding sentence. The student should use possessive adjective "their" to maintain this reference consistency, not use possessive pronoun "his". The student of above paragraph changes pronoun abruptly, causing cohesion to be poor. To make it cohesive, "his" should be replaced "their". The correct sentence as follows:

So, that's why many young people prefer to get married without the consent of the parents, because they assume that parents are too selfish and do not care about their happiness (Extracted from essay no. 28).

d) Reflexive pronoun

In the students' essay, the researcher also found some misuses of reflexive pronoun. For example:

...for child that cannot find a partner for **themselves** because of several reasons, so they ask her or his parents to find a mate for him or her (Extracted from essay no. 25).

In the above example, the researcher identified that the use of reflexive pronoun "themselves" which is used by the student of above sentence to refer to the noun "child" is not correct. The

pronoun “themselves” is misuse because it is used to refer the plurality, but the noun “child” is singular. Hence, it seems that both “themselves” and “child” here do not have relation. Then to make it cohesive, the reflexive pronoun “themselves” should be replaced by “him/herself”. To sum up, the correct composition of above sentence extracted from essay no. 25 can be written as follows:

...for child that cannot find a partner for **him/herself** because of several reasons, so they ask her or his parents to find a mate for him or her (Extracted from essay no. 25).

2) Demonstrative reference

a) Nominal demonstrative

The researcher also found incorrectly used of cohesive devices concerned with demonstrative reference “the”. It was the most frequency occurrences in students’ essay. Debra powel states that “the” was definite article that was used to refer a specific item, countable, and something that already mentioned. The examples of misuse of nominal demonstrative “the” as follows:

In addition, match between **couple** could be a solid basic to proceed to the wedding (Extracted from essay no. 10).

They want loving each other and pass all of days with **people** that they wish (Extracted from essay no. 11).

Parents know it well because they have experienced it during their life (Extracted from essay no. 27).

Imagine that they are forced to back in “Siti Nurbaya” era where matchmaking must be obeyed by **children** (Extracted from essay no. 33).

Many of the paragraphs above were incorrect on the use of nominal demonstrative “the”. Misuse in the above paragraph is because the students did not write “the” before the underlined words that had been mentioned in the preceding sentences. Therefore, definite article “the” should be added to the second mentioned noun. According to Halliday and Hasan (1976:71) “the” should be added in front of the noun which only one member of the class of objects referred to. To sum up, the correct composition of above paragraph (Extracted from essay no. 10, 11, 27, and 33).

In addition, match between the couple could be a solid basic to proceed to the wedding (Extracted from essay no. 10).

They want loving each other and pass all of days with the people that they wish (Extracted from essay no. 11).

The parents know it well because they have experienced it during their life (Extracted from essay no. 27).

Imagine that they are forced to back in “Siti Nurbaya” era where matchmaking must be obeyed by the children (Extracted from essay no. 33).

The nominal demonstrative is a typical misuse found in the works of most students in the study. The main reason is the influence of the mother tongue (first language interference). In this case, definite article in English (the target language) is a linguistic feature unknown in Indonesian language (the source language). This is the reason why Indonesian students tend to forget articles,

especially definite article, when producing English sentence or utterance.

In addition, why students tend to carelessly use “the” is probably because they often think of it as a determiner. Therefore, it is okay to use it over time. Nonetheless, they forget that the natural function of “the” is not only as determiner, but also as reference that makes it requires the thing being referred to in order to work naturally.

The other example was extracted from the text number 11.

But, actually matchmaking is not always good choice for **the children relation**, because not all parent choice is agree with the child mind (Extracted from essay no. 11).

When “the” was put in front of an item “children relation”, it leads the readers to think that the item has been mentioned before or the readers should know the existence of it. In this example, it is not mentioned in the previous sentences and the readers do not know the existence of what “the children relation” refers to. Therefore, the indefinite article “a” should be used to replace “the”. To sum up, the cohesive form of above sentence extracted from essay no. 11 can be written as follow:

But, actually matchmaking is not always good choice for a children relation, because not all parent choice is agree with the child mind (Extracted from essay no. 11).

Another example:

The second reason, they have argument that all of the best from **a parent** under finite the best for **a children**,.. (Extracted from essay no. 8).

Definite article “a/an” was used when the noun refers something in general. While, demonstrative reference “the” was definite article which was used when the noun refers to specific thing and had stated before. It referred to a particular person or thing (Danesi, 2006: 44). In the example above, the students made error in forming article “a” that preceded the word “parent” and “children”. In the sentence, the subject had already stated before. Therefore, article “a” should be changed by “the”. Moreover, from the above sentence, the student also mad error because the use article “a” to modify plural noun of children. Hence, article “a” should be replaced by “the”. The reconstructed sentence is:

The second reason, they have argument that all of the best from the parent under finite the best for the children,.. (Extracted from essay no. 8).

3) Comparative reference

a) Comparative adjective

Misuses of comparative references are also discovered in the students’ essay. The reason why the first language influences a bad effect on the students used comparison in English. Due this reason, some students commit error in the use of comparative such as:

Research from hynos.com showed that a marriage based on blessing or invocation of parents 55% more long lasting and

their life **more happy** with their new family than they do not get blessing from parents (Extracted from essay no. 12).

...if we see from age, the parents are **more old** than their children (Extracted from essay no. 23).

The students often commit the incorrect use of comparative adjective because they bring a habit in their first language when making comparison in English. In Indonesian language, comparative sentences are formulated by adding the word “lebih” (which is translated in English becomes “more”) before adjective. Thus, they still write “more” before one-syllable adjective. To form the comparative degree, it just added “-er” for one syllable word, and added “more” for two or more syllable words. In the sentence above, the word “fast” had one syllable. Hence, it should add -er not more. To sum up, the cohesive form of above paragraph extracted from essay no. 12 and 23 can be written as follow:

Research from hynos.com showed that a marriage based on blessing or invocation of parents 55% more long lasting and their life happier with their new family than they do not get blessing from parents (Extracted from essay no. 12).

...if we see from age, the parents are older than their children (Extracted from essay no. 23).

b. Substitution

1) Nominal substitution

The example below shows the problem on the use nominal substitution:

Everything that has destined for you, maybe it is the best **for you.**

Nominal substitution happened where the noun or a nominal group can be replaced by a noun. In the above example, the student has repeated the word “for you”. To avoid such word repetition in the sentence, the students should substitute it by using nominal substitution “one”. The reconstructed sentence is as follows:

Everything that has destined for you, maybe it is the best one.

2) Verbal substitution

They **feel happy** if their children **are happy too** children
(Extracted from essay no. 7).

From the sample above, the researcher found inappropriate use of substitution. The word *happy* can be found in the preceding text. To avoid such word repetition in the sentence, the students should substitute it by using verbal substitution “*do so*”. Using thus substitution creates a strong link between one part of a text and earlier part, and helps to make the text cohesive.

The complete explanation regarding “do so” by Halliday & Hasan (1976: 116) is below:

In many instances either do or do so can occur, with only a slight difference in meaning: the form with so combines anaphora with prominence, so that it has the effect of explicitness, of specifying that it is precisely verbal element mentioned earlier that is the point of information here, but for this very reason there are certain instances where so is obligatory. They are those where do is required to be the point of information because there is no element of contrast present. Elsewhere so is optional.

Then, the correct sentence is:

They feel happy if their children do so (Extracted from essay no. 7).

c. Conjunction

1) Additive conjunction

a) Simple additive

The researcher found misuse of additive conjunction. For example:

And if they are away from home, they will feel the struggle of life without the interference of parents. (Extracted from essay no. 10).

Misuse of simple additive in the above example is in the form of inappropriate disposition of additive conjunction “and”. It seemed that misuse of additive conjunction “and” put the beginning of the sentence. Oshima and Hogue (1988:32) argue that “and” is coordinating conjunction, whose function is to

connect two elements in a simple or compound sentence. Functioning “and” as a sentence connector and put it in the beginning of sentence is prohibited. It can be distracted the attention of us to understand the writing ideas. Therefore, it should be omitted. Thus, the reconstructed sentence is:

If they are away from home, they will feel the struggle of life without the interference of parents. Extracted from essay no. 10).

2) Adversative conjunction

a) Contrastive relation

From analyzing the students’ writing, the researcher also found the misuse of cohesive devices in term of adversative conjunction. The researcher identified incorrectly used of adversative conjunction “but”. It functions to show a contrast between two independent clauses, but some students apply it to show contrast between sentences. For example:

Moreover, parent looks for a mate for their children with reason they know more about the couple that good and can make their children happiness. **But**, some children cannot accept and love their parent choice because he or she already has chosen by him/herself.

From the sample above, the researcher found error on the use of “but” in paragraph. “But” is coordinating conjunction, which used to show a contrast between two independent clauses. Oshima and Hogue (2006:165) point out that coordinating conjunction “but” is used when the information in the first independent clause

is in complete contrast to the information in the second independent clause. The structure is “independent clause, + but + independent clause”. For this reason, functioning “but” as sentence connector and putting it in the beginning of sentence is misused. Then to make it appropriate, the students should replace coordinating conjunction “but” by contrast sentence connector such as “on the other hand”, “in contrast” and “however”. Thus, the correct sentence is:

Moreover, parent looks for a mate for their children with reason they know more about the couple that good and can make their children happiness. However, some children cannot accept and love their parent choice because he or she already has chosen by him/herself.

The over-use of adversative conjunction also occurred in the students’ essay. The examples can be seen as follows:

They believe their live will be more comfortable and can pass the day in happy condition. **But in other hand**, let’s to think more if we grant on parent choice ... (Extracted from essay no. 11).

From the example above, the researcher found that the use of adversative conjunctions “but” and “on the in other hand” to show contrast are incorrect. The use of those adversative conjunctions is incorrect in above sentence, because the student uses “but” and “in other hand” together in a sentence. Both of them have the same function that is to show contrast and it is enough to use one of them in a sentence. Because the conjunction is used to join sentences,

the writer of above example should choose adversative conjunction “in other hand” as sentence connector. To sum up, the correct cohesive devices of above paragraph extracted from essay no. 11 can corrected as follow:

They believe their live will be more comfortable and can pass the day in happy condition. In other hand, let's to think more if we grant on parent choice ... (Extracted from essay no. 11).

Another example of over-use of adversative conjunction is the use of “although....,but”. To explain the misuse of “although....,but”, the researcher give an example as follow:

Although they still endure in their marriage, **but** invocation of parents important in a marriage of children (Extracted from essay no. 11).

“Although” and “but” are used to contrast of two conditions. They have to stand alone between two contrast conditions. From the example above, the researcher found that the use of conjunctions “although” and “but” are incorrect. student seems to be unaware to the “although” the student is using; hence, she repetitively uses another adversative “but”. To make it appropriate, one of the two devices shall be deleted. Therefore the student of above example have to choose whether he/she wants to use “although” or “but”, because there is no difference between both of them to contrast two conditions. To be more detail, the

composition of above paragraph extracted from essay no.11 can be corrected as follow:

Although they still endure in their marriage, invocation of parents important in a marriage of children (Extracted from essay no. 11).

Or

They still endure in their marriage, but invocation of parents important in a marriage of children (Extracted from essay no. 11).

3) Causal conjunction

a) Simple causal relation

There some students made errors in using causal conjunction.

For example:

Even, **because of** their parents disagree with their son choice (Extracted from essay no. 31).

People around the world certainly need a help from the other, **because** human as social creature (Extracted from essay no. 15).

The use of “because of” and “because” in the examples above are incorrectly used, since “because of” must be followed by noun (s) or noun clause (s) and “because” should be followed by a new sentence. In the above sentence, the researcher found that the use of clausal conjunction “because of” in essay no. 31 is followed by new sentence not noun (s) or noun phrase (s) and the use of causal conjunction “because” in essay no. 15 followed by noun phrase. Hence, to make the ideas clear, causal conjunction

“because of” is changed by “because” and “because” is changed by “because of”. The appropriate uses of each sentence shall be:

Even, because their parents disagree with their son choice
(Extracted from essay no. 31).

People around the world certainly need a help from the other, because of human as social creature (Extracted from essay no. 15).

The second is error in the form of inappropriate used of additive conjunction “so”, for example:

The parents must think the opinion of their child too. So, many things must be prepared before we married with someone (Extracted from essay no. 13).

The use of causal conjunction “so” in example above is not appropriate to be used. It has function to show a result between two independent clauses. Therefore, putting “so” in the beginning sentence is not allowed. Then to make it appropriate, the students should change the use of coordinating conjunction “so” by sentence connector which has function to show a result like: “Therefore”, “As a result”, and “For this reason”. To be more detail, the composition of above paragraph extracted from essay no. 13 can be corrected as follow:

The parents must think the opinion of their child too. Therefore, many things must be prepared before we married with someone (Extracted from essay no. 13).

4) Temporal conjunction

a) Simple temporal (sequential)

The researcher also found misuse of grammatical cohesive devices concerned with temporal conjunction. The example as follow:

Accident in this topic is not the girl have pregnant before she got married, but married without parent's permission and then the couple choose to run away from home and get married in somewhere only they know (Extracted from essay no. 5).

From the example above, the researcher found that the use of the temporal conjunction of "then" was used after an additive conjunction of "and". They are incorrect because they are used together in a sentence. Both of them have different function, so they should be omitted one of them. Hence, in the sentence above, it shows a temporal relation, so it should use the temporal conjunction. Therefore, the constructed sentence is:

Accident in this topic is not the girl have pregnant before she got married, but married without parent's permission then the couple choose to run away from home and get married in somewhere only they know (Extracted from essay no. 5).

2. Frequency occurrences of grammatical cohesive devices misuse

In this section, the researcher would like to identify the total amount of inappropriate use of grammatical cohesive devices made by the students in writing argumentative essay. The frequency of occurrences are embraced in the table 4.1 below,

Table 4.1 Table of frequency occurrences

Types of cohesive devices		Frequency	Percentage (%)
Grammatical cohesion	Reference	336	70, 89%
	Substitution	2	0, 42%
	Ellipsis	0	0
	Conjunction	136	28, 69%
Total Number		474	100%

From the result of analysis, the researcher found inappropriate use of cohesive devices in students' argumentative essay. Table 4.1 shows number of inappropriate grammatical cohesive devices used by the students, as well as their percentages. From the table above the researcher found 474 misuses of cohesive devices made by the students that were classified into their types of grammatical cohesive devices.

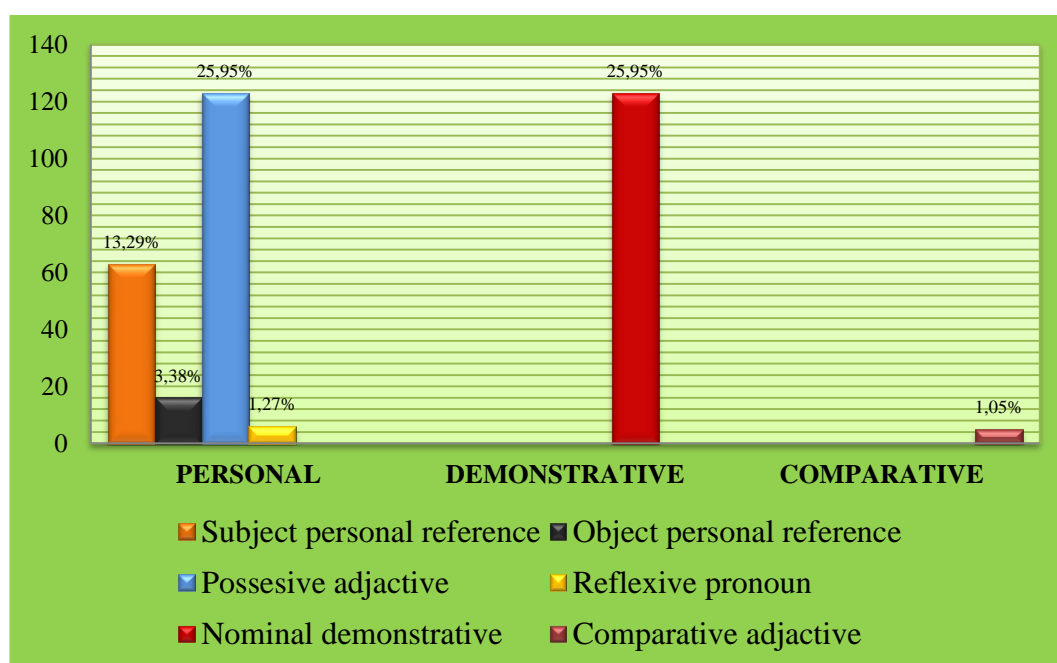
The students' inappropriate uses of reference were 336 (70, 89%). The use of inappropriate references usually reveals when the students refer to something in a given sentence without identifying the item to be referred to, either personal or demonstrative reference, have problem to distinguish the plurality and singularity of the objects, make vague reference, etc. Incorrect on the use substitution is 2 times (0, 42%). From the table, it shows that misuse of ellipsis did not found in their writing. In accordance with the results

of incorrect use of conjunctions given above, the students seem to have a quite amount in using conjunction that is 136 (28, 69%).

Each subtype of frequency occurrences of grammatical cohesive devices misuse would be explained more detail as follows:

a. Reference

Chart 4.2 Incorrect use of reference

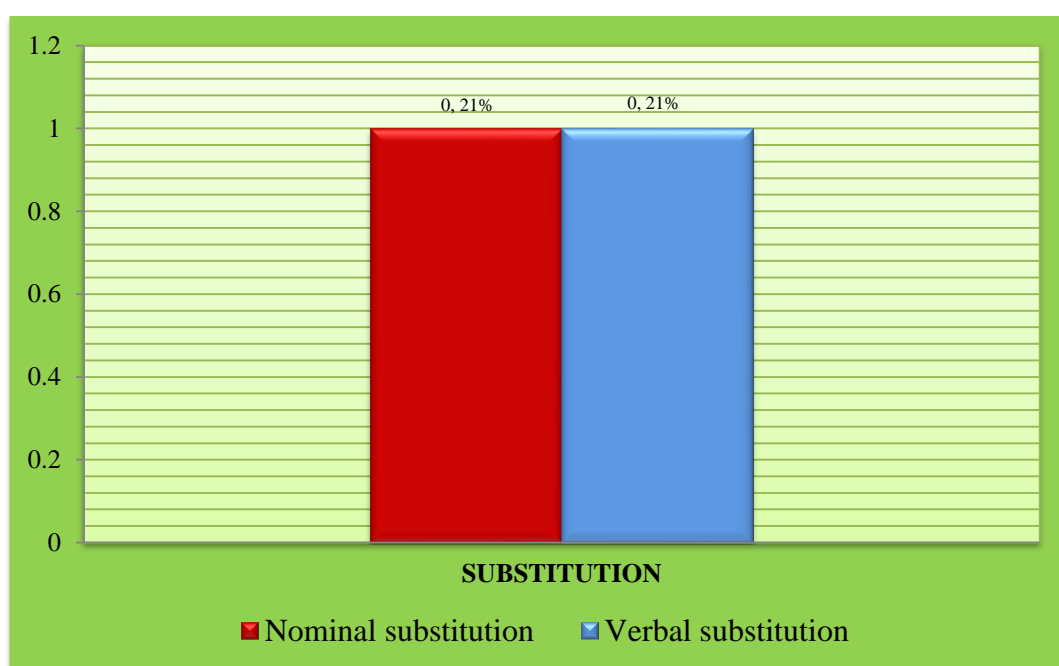


In the misuse of reference, there were three types of grammatical cohesive devices occurred in students' argumentative essay. They were personal reference, demonstrative reference, and comparative reference. In personal reference, there were four subtypes of reference occurred in students' texts. They were subject personal reference, object personal reference, possessive adjective, and reflexive pronoun. The frequency occurrences of reference misuse was 70, 89% (336) which included subject personal reference was 13, 29% (63), object personal reference

was 3, 38% (16), possessive adjective was 25, 95% (123), and reflexive pronoun was 1, 26% (6). In demonstrative reference (nominal demonstrative), there was 25, 95% (123), and comparative reference (comparative adjective) was 1, 05% (5).

b. Substitution

Chart 4.3 Incorrect use of substitution



In term of substitution, the types of cohesive devices found in students' writing were nominal substitution and verbal substitution. The total number of nominal substitution was one item (0, 21%) and verbal substitution was one item (0, 21%).

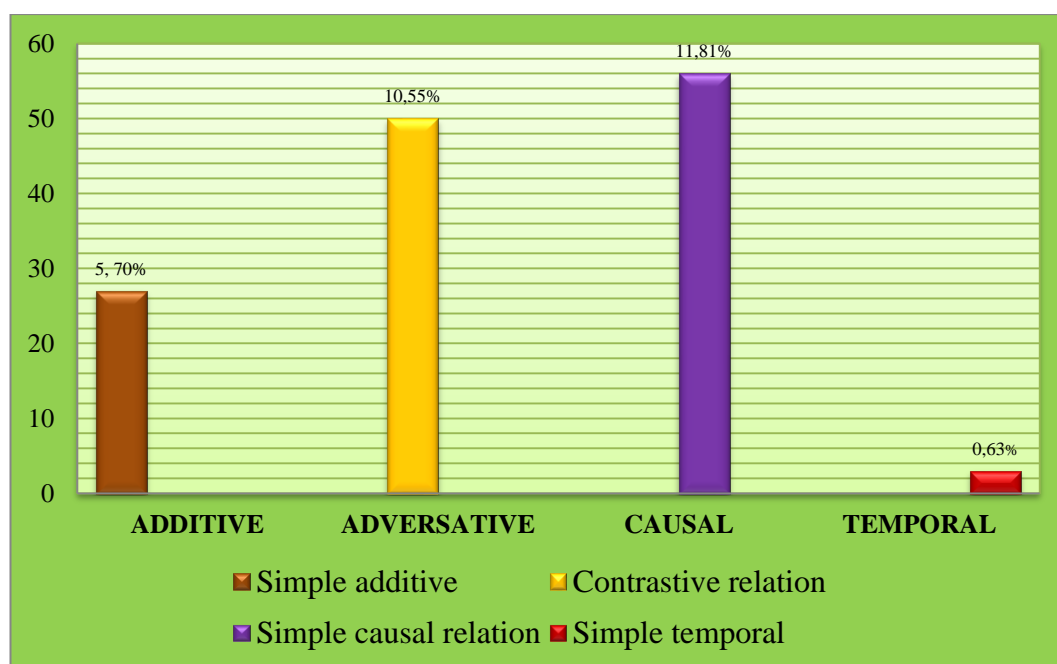
c. Conjunction

In the misuse of conjunction, there were four types of grammatical cohesive devices occurred in students' argumentative essay. They were

additive conjunction (simple additive), adversative conjunction (contrastive relation), causal conjunction (simple causal relation), and temporal conjunction (simple temporal/sequential).

The frequency occurrences of conjunction misuse was 28, 69% (136), which included additive conjunction was 5, 70% (27), adversative conjunction was 10, 55% (50), causal conjunction was 11, 81% (56), and temporal conjunction was 0, 63% (3). The frequency of occurrences was shown in the chart below:

Chart 4.3 Incorrect use of conjunction



From that explanation of frequency occurrences of grammatical cohesive devices misuse, it shows that the highest number of incorrectly used of cohesive devices committed by the students is reference. While, in term of subtype's cohesive devices, the researcher concludes that the first dominant incorrect use of cohesive devices is personal reference, the

second dominant is demonstrative reference, and the third dominant is causal and adversative conjunction.

B. The Discussion of Findings

After presenting and tabulating the data, the next is discussing the data that have been gathered to answer the research problems about the types of cohesion misuses in argumentative writing made by the fourth semester students of English Department of IAIN Tulungagung and the frequency of occurrences. The researcher use Halliday and Hasan theory as main theory and other theory as the addition.

Halliday and Hasan (1976: 3) state that the concept of cohesion is semantic one: a unit not of form but of meaning. It refers to relation of meaning that exists within a text. In cohesion, there is a meaning relation between sentences to other in the text. This relation is realized in the form of formal linguistics devices. Cohesive devices can be divided into two types, grammatical and lexical cohesion.

The researcher discusses the finding of each type of cohesive error more detail as follow:

1. Reference misuse

In reference cohesion, the use of personal reference posed the most problem for the students. They use pronouns without an explicit without an explicit reference and to point by reference to an unintended item. They use singular pronouns to refer to plural pronouns and vice versa. In

addition, they abruptly change pronouns in a short span of a text. Their inability in maintaining reference clarity and consistency result in ambiguity and disagreement of pronouns. The students have the problem in using definite article. The definite article are often unnecessarily used and misused. The students use the definite article “the” to modify a noun without understanding that “the” and “the noun” must point back to a mentioned item in the preceding text. They confuse between the uses of definite article “the”. The students also faced problem in using comparative reference. The students show comparison by adding “more” before one syllable adjective.

2. Substitution misuse

In substitution, the students did not aware to substitute of verbal and nominal group, so there were words repetition. Actually using substitution can create a strong link between one part of a text and earlier part, and helps to make the text cohesive.

3. Conjunction misuse

Concerned with inappropriate used of conjunction, there are some problem appeared involve in additive, adversative, causal, and temporal conjunctions. Additive conjunction “and” which functions as clause connectors is in inappropriate disposition (in the beginning of sentence). Apart from this, adversative conjunctions such as “although” and “but” are used together in contrasting two conditions. This is error as “although” and “but” have to stand-alone. Besides additive and adversative conjunctions,

the students commit inappropriate on the use of causal conjunction. It's occurred because the students confuse on using adversative conjunction "because" and "because of". In addition, the researcher also commit misuse of temporal conjunction. The student put conjunction "and" and "then" together in a sentence. Both of them have different function, so cannot use them in a sentence together.

On this study, the researcher have proposed to analyze misuse of cohesive devices in students' argumentative essay writing. The result shows that 474 misuses of cohesive devices made by the students. The students are inappropriate use of reference 336 (70, 89%). Incorrect on the use substitution is 2 times (0, 42%). The results of incorrect use of conjunctions, the students seem to have a quite amount in using conjunction that is 136 (28, 69%).