

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter aims at analyzing and discussing the research findings. The data are in the form of written text. The researcher presents the results of analysis that include cohesive devices which have two categories; a. grammatical cohesive devices, b. lexical cohesive devices used in recount text composed by second semester student at State Islamic Institute Tulungagung.

A. Findings on the types of cohesive devices correctly used in the recount text

“The concept of cohesion is semantic one, it refers to relation of meaning that exist within a text, and to define it as a text. Cohesion occurs where the interpretation of some elements in the discourse depends on that of another, the one presupposes the other, in the sense that it cannot be effectively decoded except by resource to it. When this happens a relation of cohesion is set up, and the presupposed are there by at least potentially into a text” Halliday and Hasan (1976:3). In addition Brown & Yule, 1983:19) explained, cohesion is the relationship among propositions that is stated explicitly by the semantic elements inside the utterances, which forms a discourse. Cohesive relationships within a text are set up where the interpretation of some element in the interpretation of some element in the discourse is dependent on that of another.

Based on the theory above we can classify cohesion into two types, they were grammatical and lexical cohesion. They are presented the correctly used of grammatical and lexical cohesive devices used in recount text below;

1. Grammatical Cohesive Devices

Grammatical cohesive devices is the way that grammatical features are attaced together across sentence boundaries. It's divided into four types: reference, substitution, ellipsis and conjunction. But on this data, researcher never find correctly used of subtitution and ellipsis.

a. Reference

Reference is the specific nature of the information that is signaled for retrieval. In case of reference, the information to be retrieved is the referential meaning, the identity of the particular thing or class of things that is being referred to; the cohesion lies in the continuity of reference, whereby the something enters into the discourse a second time, (Halliday and Hasan, 1976:31). Reference may be endophora and exophora is reference that lies in the inside of the text. In this study, the thesis will only focus to analyze reference in endophora side. Reference is devided into three parts: personal, demonstrative, and comparative reference. But in this data the researcher only find personal reference and demonstrative reference, as follow:

1) Personal Reference

Personal reference is reference by means of function in the speech situation, thought the category of person (Halliday & Hasan, 1976:37). The category of personals that find in this data only two classes:

a) Personal pronoun

In the data, members of personal pronoun that found are: we, he, she, they, it, me, us, him, her, them, likes:

[1] **Afrida** was my partner. I think **she** was suitable with **her** shirt.

(Asna silvia, S 4 and 5)

The pronoun “**she**” and “**her**” are included in personal reference since it presents to person “**Afrida**”.

[2] I saw **all the audiences** were really excited with our drama. **They** give us a thousand applauses.

(Astika, S 7)

The word “**They**” as personal reference in the sentence 7 represents “**all the audience**”.

[3] In this drama, the first personil is **Dafiq**. **He** as Bejo, but he can not felt **him** character and **he** looked rigid.

(Afridatunnisa, S4 & 5)

The word “**he and him**” shows personal reference that refers to **Dafiq** in the previous sentence.

[4] I got **top ten highest scores** in the class. **It** was become a historic thing for me.

(Ana Fitriya, S11 & 12)

“ **It** “ in [4] is personal reference refers to **top ten highest scores**.

[5] **I and my friends** became guest stars in the programme. **We** danced with theme Indonesia Pusaka.

(Dewi Puspitasari, S4 & 5)

“**We**” in tis sentences shows personal reference refers to **I and my friends**.

[6] In my college there are **many organization**, one of **them** is HMPS.

(Ani Suryati, S 1)

“**Them**” is personal reference that refers to **many organization**.

[7] Then **we** waited turn **us** to show our performance.

(Dewi Puspitasari, S 8)

“**Us**” in this sentence is object personal pronoun in personal reference that refers to “**we**”.

b) Possessive determiners

In the data, members of possessive determiners that found are: my, our, his, their, such as:

[8] After I finished take a bath, **their** talk also finished.

(Alfin N, S 9)

“**Their**” shows possessive determiners in personal reference refers to father and my boy friend in previous sentences.

[9] This story tell about **a boy** that was deparaction by **his** mother.

(Anggun W, S 5)

The possessive determiners in [9] is “**his**” shows personal reference that refers to **a boy**.

[10] **We** need about a month to practice and from a solid team. **We** often meet and rehearse together make **our** compactness slowly began to appear, and this is their key success of our performance.

(**Dafiq Nur A, S10 &11**)

In [10] “**our**” is possessive determiners in personal reference that refers to “**we**”.

2) **Demonstrative reference**

Demonstrative reference is reference by means of location on scale of proximity. It is essentially a form of verbal pointing, as said before the speaker identifies the referent by locating it on scale of proximity, (Halliday and Hasan, 1976:37). The researcher find “there and this” as demonstrative reference are taken from the data, like:

[11] **There** were three rounds in this **Olympiad**.

(**Camelia, S 5**)

“**There**” is involved in demonstrative reference because it refers to “**Olympiad**” by looking forward the next text.

[12] **This** is my story about role play finish.

(**Aulia R, S18**)

“**This**” is involved in demonstrative reference that refers to role play.

b. Conjunction

Conjunction as a familiar type of explicitly marked relationship in texts which is indicated by formal markers which relate what is about to be said to what has been said before-markers like *and*, *but*, *so*, and *then* (Brown and Yule, 1983:191). Conjunction, as described by Bloor and Bloor (1995:98) act as a cohesive tie between clauses or sections of text in such a way as to demonstrate a meaningful pattern between them, though Halliday and Hasan (1976:227) indicate that conjunctive relations are not tied to any particular sequence in the expression. The followings are the types of conjunction found in the texts, likes additive, adversative, causal and temporal.

1) Additive Conjunction

The additive relation is somewhat different from coordination proper, although it is no doubt derivable from it. (Halliday & Hasan, 1976:244). The researcher find additive relation is expressed by using of the word *and* and *or* from data, likes:

[13] The difference was in original story Malin Kundang was curse into boat, **and** in my drama Bejo Kundang was cursed into an Angry Bird.

(Ayu Afriana, S 5)

[14] When the marching band will perform moderator **or** commonly referred to as majorette members must prepare in advance, do not forget to give salute to the jury and the audience.

(Ainur Rohman, S 5)

“**And**” and “**or**” in the text above belongs to additive conjunction which support to the preceding sentence.

2) Adversative Conjunction

Adversative relation is contrary to expectation that may be derived from the content of what is being said, or from communication process, the speaker-hearer situation. (Halliday & Hasan,1976:250). In this study the researcher find adversative relation are expressed by using of word *but, however, although, actually*, likes:

[15] **Although**, there are some people seem not too happy and enjoyed, **but** it didn't reduce my spirit.

(Dewi Atqott, S 12)

[16] **However**, I got helped from my new friend.

(Arip Winarno, S 5)

The words “**Although**”, “**but**” and “**however**” cover to the type of adversative conjunction with two different things that are not in agreement.

[17] **Actually**, I nervous when I action, but with supported from my team and saw all of audiences laught I believed my self.

(Anta K, S 8)

“**Actually**” shows adversative conjunction, it mean that word “actually” is as avowal of his felling.

3) Causal Conjunction

Under the heading of causal relation, Halliday and Hasan state that this relation involves primarily reason, result and purpose relation between the sentences. The simple of causal relation is expressed by *so, thus, hence therefore, consequently, accordingly, and a number of expressions like as result (of that), in consequence (of that), because of that, etc.* (Halliday & Hasan, 1976:256). The researcher find *then, becauce, so, for*, as causal conjunction in the data, such as:

[18] **Then**, the jury announced the winners of speech English competition.

(Devie, S 13)

[19] Their characters can be all spectators amazed, **because** their characters like actor in TV.

(Afridatunnisa, S 12)

[20] I taught success is began failure, **so** I must try and study hard again to increase my ability.

(Ani Suryati, S 18)

[21] After all contestants finished performing, it was time for the announcement of the winner.

(Afina K, S 7)

The causal conjunction in the words “**Then**”, “**because**”, “**so**” and “**for**” illustrates a result of the first thing.

4) Temporal Conjunction

Temporal relation is expressed in its simplest form by *then, next, afterwards, after that, subsequently, etc.* (Halliday & Hasan, 1976: 261). According to Halliday and Hasan, the temporal relation is between two successive sentences may be simply one of sequence in time: the one is subsequent to the other. Furthermore, this conjunction may be made more specific by the presence of an additional component in the meaning, as well as that of succession of time. The word expressed of temporal conjunction that found on this data are *next, after, at the moment, until, finally, the first/second/third*, as follow:

[22] **Next**, we downed of the stage.

[23] **After** that, our performance is continued by boy’s dancing performance.

(Dewi Puspitasari, S 11 &12)

Temporal Conjunction indicated with the words “**Next**” and “**After**” by concerning sequence time.

[24] **At the moment**, I felt confidence because I trust that our performance is the best and I began to dance.

(Dewi Atiqott, S 10)

Temporal Conjunction indicated with the word “**at the moment**”.

[25] It took **until** the day before our performance day to ensure that we will provide tomorrow.

(Dafiq Nur A, S 13)

[26] After a hour on the way, **finally** we arrived on the top mountain at 07.00 p.m.

(Anis Nur L, S 7)

[27] There were three round in this olympiad. **The first** round by doing multiple choice question. In this round my group success to continue to **the second** round. In the second round my group succeeded again to continue in **the third** round.

(Camelia, S5 to 7 & 10)

Temporal Conjunction indicated with the word “**until**”, “**finally**”, “**the first, the second, the third**” by concerning sequence time.

2. Lexical Cohesive Devices

Lexical cohesive devices is the cohesive effect achieved by the selection of vocabulary. The build up of a discourse is not merely due to grammatical factors, but rather lexical choice significantly contributes as well. It means that the connection among sentences could be built through the word/lexical choices. (Chojimah, 2014:12). McCharty (1991:65) said that lexical cohesion is “Related vocabulary items occur across clause and sentence boundaries in written text”.

a. Reiteration

Reiteration is a form of lexical cohesion which involves the repetition of a lexical item, at one end of the scale; the use of a general word to refer back to a lexical item, at the other end of the scale; and a number of things in between – the use of a synonym, near synonym, or super ordinate. (Halliday & Hasan, 1976:278). Renkema (1983:39) was explained that there are five types of reiteration. The following are the types of reiteration found in the texts.

1) Repetition

Repetition is restating items in a sequence of sentences. See the following examples were taken from the data:

[28] After that, I am go out and waiting my team for **role play**. When **role play** has finish, we come in. I saw a lot of **spectators** give applause to us. Next, we give salam to **spectators** and go out. This is my story about **role play** finish.

(Aulia, S 14 to 18)

Repetition between sentences is expressed in the phrase “**role play** (3x)” and in the words “**spectators** (2x)”.

[29] The next agenda was the explanation about how to apply in some **university** by the **presentator** of each **university**. The first **presentator** was from UGM (Universitas Gajah Mada) Jogjakarta.

(Dian Nur, S 8 and S 9)

The words “**university**” and “**presentators**” are repeated two times in the text above.

[30] The preparation of the **members** of **marching band** perform compulsory to wear costumers, and bring the property to be played. When the **marching band** will perform, moderator or commonly refered to as a majorette **members** must prepare in **audience** do not forget to give salute to jury and the **audience**.

(Ainur Rohmah, S 4 – 5)

The words “**members**”, “**marching band**” and “**audience**” are repeated two times in every word.

[31] Then I get hurry to selfie **photograph** with **friends**. There I often walking with fikri and both **photograph**. So , **friends** take for if I and fikri get boyfriend.

(Ayu Fitri, S 7 – 9)

The words “**photograph**” and “**friend**” are repeated two times in [31].

[32] When there is final project to make the **role play**. Initially often the team formed. We are very **difficult** to deffine a **theme**. The **theme** which we will use in this **role play** wondered a view **theme** option, specify the option that is very **difficult** and the eventual choice was dropped to “Bejo Kundang”.

(Dafiq Nur A, S 2 – 6)

The words “**role play**” and “**difficult**” are repeated two times, and the word “**theme**” are repeated three times.

2) Synonymy

Synonymy is co-referring to the same entity in the real world. Synonymy can be a) noun, b) adjective, c) adverb or d) verb. The following are examples used synonymy that found from the data:

[33] It was my first experience when I **joined** the Olympiad at Junior High School. I was surprised, because I selected to represent in my class with two of my friends. Fatim and Rema are to be a group to **follow** the Olympiad Arabic and English language in MAN 2 Tulungagung nine of March, 2009.

(Camelia, S 1 to 3)

The words “**joined**” and “**follow**” are expressed synonymy, both of them have similar meaning.

[34] The difference was in original story Malin Kundang was cursed into **boat** and in my drama Bejo Kundang was cursed into an angry bird. In this drama I acted as a **ship** waiters who killed by two pirates named william and jack parrow.

(Ayu Afriana, S 5 & 6)

The words “**boat**” and “**ship**” are expressed synonymy, both of them have similar meaning.

[35] We went to yurist **house**. I and my friend ate together with yurist’s family in **home**.

(Bambang N, S 20 & 21)

The words “**house**” and “**home**” are expressed synonymy, both of them have similar meaning.

3) Hyponymy

Hyponym is a subordinate, specific terms whose referent is included in the referent of a superordinate term (Finegan, 2004:189). It refers to classes of lexical items where the relationship between them is one of ‘general – specific’. For more detail explanation, the examples from the data are as follows:

[36] I and my friends used **transportation** like **motorcycle**.

(Bambang Nirmala, S 3)

Hyponym is express in the words “**transportation**” and “**motorcycle**”, the word “**transportation**” is as super ordinate whereas “**motorcycle**” is as subordinate.

[37] We study together at **night** everyday in one of my friends’ home, Yulia. One **day**, when I was on the way to go to her home with another four frtends.

(Bima Fajar, S 4 and 8)

The words above are identified as hyponym because “**night**” becomes a super ordinate and “**day**” as subordinate.

[38] When role play began, I and my team walked to **place** that has been provided or commonly called the **aula**.

(Aulia R, S 3)

The words above are identified as hyponym because “**place**” becomes a super ordinate and “**aula**” as subordinate.

[39] **The competitions** were **reading poem, master of ceremony (MC), speech Arabic, speech English.**

(Devie S, S 5)

The words above are identified as hyponym because “**the competitions**” becomes a super ordinate and “**reading poem, master of ceremony (MC), speech Arabic, speech English**” as subordinate.

4) Metonymy

Metonymy is relationship of part and whole. Bloomsbury (1999: 1190) defines metonymy is a figure of speech in which an attribute of something is used to stand for the thing itself. See the following examples that are found in the data:

[40] We study together at **night** everyday in one of my friends’ home, Yulia. One **day**, when I was on the way to go to her home with another four friends.

(Bima Fajar, S 4 and 8)

“**night**” and “**day**” show part versus whole, where “**day**” is as the whole.

[41] After when tough adventure almost 120 **minutes**. Because the **time** at 06.00 p.m. o’clock, we went house and say good bye and gave six durian.

(Bambang Nirmala, S 6 and 22)

“**minutes**” and “**time**” closely have relation between a part and the whole.

[42] On the top of mountain we saw the **stars** and **moon** in the **sky** at **night**.

(Anis Nur L, S 10)

“**Stars**”, “**moon**” and “**night**” closely show versus part of the whole, where “**sky**” is as the whole.

[43] Then we **prayed maghrib** and we waites **pray isya**’ in Al-Amin **mosque**.

(Diah Imawati, S 9)

“**Prayed magrib**” and “**pray Isya**” are show versus part of the whole, where “**mosque**” is as the whole.

5) Antonymy

Antonym is words which are in some sense opposite in meaning and ‘often thought of in the same breath as synonymous, but they are in fact very different’. (Crystal, 1987:105)

[44] Their expression is so **good**. Our character not **bad** but it’s fun.

(Afridatunnisa, S 13 and 17)

[45] The day of appearance movement had **arrived** and we went to Bakung by car. We **leaved** in the afternoon.

(Diah Imawati, S 6 and 7)

Antonym has been found in the words “**good-bad**” and “**arrived-leaved**” that indicate have an opposite meaning.

[46] I was **fail** in this contest. I thought **success** is began failure, so I must try and study hard again to increase my ability.

(Ani Suryati, S 17 & 18)

Antonym has been found in the words “**fail-success**” that indicate have an opposite meaning.

[47] In there, I and my friend invited jurist for saw waterfall scenery that located not **far** from jurist house. I and my friend played air and swimming in the river **near** waterfall.

(Bambang Nirmala, S 12 & 14)

[48] **After** that, I was searching shop to buy bandage and I had been finishing bandage since this with well later. **Before** I went to home my aunt

(Bellia Mustikasari, S 6 & 7)

Antonym has been found in the words “**far-near**” and “**after-before**” that indicate have an opposite meaning.

b. Collocation

Collocation is cohesion on text is subtle and difficult to estimate, it is a systematic relationship between a pair of words. This would include not only synonyms and near synonym and super ordinate, but also pairs of opposites of various kind, complementary. (Halliday & Hasan, 1976:285). In addition (Renkema, 1993: 39) state that collocation deals with the relationship between word on the basis of the fact that these words often

occur in the same surroundings or are associated with each other. For more detail explanation, the examples from the data are as follows:

[49] She has a **cute face** with big **eyes**.

(Bima Fajar, S 7)

Collocation is signaled by the present of the word “**face-eyes-cute**” which have the association in the same environment where both of them relate to mutual relation.

[50] The ceremony was presented by **students, teachers, and head master** Senior High School PGRI one Palembang.

(Devie Susanti, S 2)

The words “**student-teacher-head master**” are categorized as collocation since both of them frequently co-occur in the same surrounding.

[51] This event happened about a **year** ago. For about 10 **months**, I studied all the material that will tested later when the national exam.

(Ana Firiya, S 1 & 5)

The words “**year - months**” are categorized as collocation

[52] She as old and poor **woman**, Astika as Bejo’s father, she as a **man**. Although she is a **girl**, she made mustache from boldmarker.

(Anggun W, S 11 & 12)

The words “**woman - man - girl**” are categorized as collocation since both of them frequently co-occur in the same surrounding.

B. Findings on the types of cohesive devices are incorrectly used in the recount text.

Cohesion occur where the interpretation of some element in the discourse is dependent on that of another. In the sence that it can not be effectively decoded except by resource to it. When this happens, a relation of cohesion is set up, and two element, the presupposing and the presupposed, are thereby at least potential interested into text (Halliday & hasan, 1976:4). The use of various cohesive ties to explicitly link together all the proposition in the text result in cohesion of that text (Murcia, 2000:7).

In this section will be analyze cohesive devices are incorretly used that found on the data, as follow:

1. Grammatical Cohesive Devices

Grammatical cohesive devices, the surface marking of semantic links between clauses and sentences in written discourse, and between utterances and turns in speech” (McCharthy,1991:34).

There are several types of grammatical cohesion are incorrectly used that are found from the data:

a.Reference

Acording Halliday and Hasan that reference to situation is the prior form of reference and that reference to another item within the text is secondary. Reference is a potentially cohesive relation because the thing that series as the source of the interpretation may itself be an element of text (Halliday & Hasan, 1976:33).

1) Personal Reference

Personal reference is a reference by means of function in the speech situation, through the category of person. This system of reference is known as person. The used of personal reference must be appropriate. The personal reference divided into three categories: a. Personal pronoun, b. Possessive pronoun and c. Possessive determiners. In the data that taken from the student are found some incorrectly used of personal reference, as example:

[53] Incorrect: Then, **my teacher** give me an envelope which written with prayer.

Correct : Then, **he** give me an envelope which written with prayer.

(Anni Latifatun, S 9)

The possessive pronoun that used in phrase “**my teacher**” has been written in the sentence before. In order to come the reader interpretation, it should be changed “**he**” by referring to the earlier sentence.

[54] Incorrect: In the story, I role as **Kokom**. **Kokom** is a mother who is very simple and friendly. **Kokom** is Darmi neighbours. Darmi role as Bejo mother. **Kokom** is a housewife. **Kokom** always help and accompany Darmi.

Correct : In the story, I role as **Kokom**. **She** is a mother who is very simple and friendly. She is Darmi neighbours. Darmi role as

Bejo mother. Kokom is a housewife. She always help and accompany Darmi.

(Binti Maratus, S 7 to12)

The writer always began the beginning sentence with subject “**Kokom**”. It should involve the use of personal reference and it can be replace by pronoun “**she**”.

b. Ellipsis

Ellipsis is the omission of the word or elements normally required by grammar which the speaker or writer assume are obvious from the context and therefore need not be raised (Cook, 1989:20). Ellipsis is another type of abridgement, some part of a sentence is omitted since it is believed that it has been understood. In such a case, the word/s predicted to be already understood are omitted (Choyimah, 2014:11). In the data are found some words that must be omitted or there are incorrectly used of ellipsis, as example:

[55] Incorrect: I thought that it was an awesome moment, because it was **my first time** joined an Olympiad and **my first time** got the second runner up.

Correct : I thought that it was an awesome moment, because it was my first time joined an Olympiad and got the second runner up.

(Camelia, S 15)

“**My first time**” shouldn’t repeat two times, the second phrase can be omitted under the assumption that the earlier sentence or the context will make the meaning clear or already understood.

c. Conjunction

Choyimah (2014:11) state that “another type of formal rule indicating relation among/between sentences ia conjunction”. According to Halliday and Hasan (1976) conjunction is achieved to have grammatical cohesion in text which show relationship between sentence. But it must be appropriate to have clear meaning and clear to understand. The reseracher found some incorretly used of conjunction, as follows:

[56] Incorrect: Arriving at the race, I took the lottery numbers for the contestants **and** the number I got was seventeen.

Correct : Arriving at the race, I took the lottery numbers for the contestants, **and** the number I got was seventeen.

(Afina Khoirunisak, S 4)

The use comma would also when there is coordinator conjunction join two independent clause. It is usual to place a comma before “**and**”.

[57] Incorrect: My parents commanded to me, **that** my parents didn’t permit me to have boyfriend before I have finished my study, because it can disturb my study.

Correct : My parents commanded to me **that** my parents didn’t

permit me to have boyfriend before I have finished my study,
because it can disturb my study.

(Alfin Nadurotunnuha, S 11)

Do not use comma to set off essential elements of the sentence, such as clauses beginning with “**that**” (relative clause).

[58] Incorrect: **For about 10 months** I studied all the material that
will tested later when the national exam.

Correct : **For about 10 months**, I studied all the material that
will tested later when the national exam.

(Ana Fitriya, S 5)

At the beginning of sentence “**For about 10 minutes**” will act a kind of summing up device or transition, and when it does, it is often set off from the rest of the sentence with a comma.

[59] Incorrect: Then, until on the Rusita house the rain comes **so**, we
plan for shelter previously while waiting one of friend which
come.

Correct : Then, until on the Rusita house the rain comes, **so** we
plan for shelter previously while waiting one of friend which
come.

(Ayu Fitri, S 3)

When a conjunction “so” is used in this way, it is usual to place a comma before it.

2. Lexical Cohesion

The build up of a discourse is not merely due to grammatical factors, but rather lexical choice significantly contributes as well. It means that the among sentence could be built through the word/lexical choices (Choyimah, 2014:12). McCharty (1991:65) said that lexical cohesion is “Related vocabulary items occur across clause and sentence boundaries in written text”.

When analyze the data, researcher found some incorrectly used of lexical cohesion in the used of reiteration especially repetition and synonym.

a. Reiteration

“Reiteration means either restating an item in a later part of the discourse by direct repetition or else reasserting its meaning by exploiting lexical relations” (McCharty, 1991:65).

1) Repetition

The interconnection among sentences or utterances in a discourse could be seen from repetition of word or phrases. However, bad syle can be the impact of using repetition too frequently. Using synonymy is much better rather than frequently repeating the same word/phrases in the same discourse (Choyimah, 2014:12), as examples that are found from the data:

[60] Incorrect: After that, **I and my friends** invited go to his grandfather garden. Because durian season, **I and my friends**

allowed to take durian by grandfather Yuris. **I and my friends** ate durian together.

Correct : After that, **I and my friends** invited go to his grandfather garden. Because durian season, **we** allowed to take durian by grandfather Yuris. **We** ate durian together.

(Bambang Nirmala, S 16 to 18)

Using repetition too frequently could be bad style in writing like the phrase “**I and my friends**” above can be changed by pronoun “**we**”.

2) Synonym

Synonymy is co-referring to the same entity in the real world. Synonymy can be a) noun, b) adjective, c) adverb or d) verb. To put synonymy in the discourse must be appropriate to have clear meaning. The following are examples of incorrectly used synonymy that found from the data:

[61] Incorrect: Although, I did not become the first champion, but I was **glad** and **happy**, because all my classmates gave a congratulation utterance to me.

Correct : Although, I did not become the first champion, but I was **satisfied** and **happy**, because all my classmates gave a congratulation utterance to me.

(Devie Susanti, S 16)

The words “**glad**” and “**happy**” have similar meaning and also occur in the same clause. It is much better using another adjective like the example above.

C. Findings on the frequency of cohesive devices are correctly and incorrectly in recount text

In this section, I will identify the total amount of appropriate and inappropriate use of grammatical and lexical cohesive devices made by the tastes in the recount texts. We have found that the percentage correct use exceeds the percentage of incorrect use of grammatical cohesive devices. The following table analyze the total use of cohesive devices and the corresponding number of students’ use of each type:

Type of cohesive devices	The text are used correct		The text are used incorrect	
	N	X (%)	N	X (%)
4.1 Grammatical cohesive devices :				
A. Reference	79	11,0 %	7	8,8 %
B. Substitution	-	-	-	-
C. Ellipsis	-	-	1	1,3%
D. Conjunction	309	42,8 %	70	88,6 %
4.2 Lexical cohesive devices :				
A. Reiteration				
a. Repetition	286	39,7 %	-	-
b. Synonymy	4	0,5 %	1	1,3 %
c. Hyponymy	8	1,1 %	-	-
d. Metonymy	5	0,6 %	-	-
e. Antonym	14	2,0 %	-	-

B. Collocation	16	2,2 %	-	-
Σ	721	100%	79	100%

Table 4.1: Table of frequency

These results show that that the writers' predominant use of lexical cohesive device than grammatical cohesive device. A high frequency in using correct cohesive device is conjunction (42,8 %) in grammatical cohesive device, it is larger than repetition (39,7 %) in lexical cohesive device. But incorrectly use of cohesion many occure in grammatical cohesive devices than lexical cohesive devices.

However, it seems that writer never use of ellipsis (0 %) and substitution (0%). Thus, Frequencies show that ellipsis and substitution are the most problematic area concerning the other cohesive devices (see table).

Learners also seem have a problem of incorrect reference (8,8 %) in grammatical cohesive devices, repetition (1,3%) and synonym (1,3 %) in lexical cohesive device. The use of incorrect references usually reveals when writer refer to something in a given sentence without identifying the item to be referred to, either personal or demonstrative reference. In accordance with the results of correct and incorrect use of conjunctions given above, writers seem to have a quite amount in using conjunction (88,6 %). The main error used by writer is confusion in using the appropriate conjunction to fit its function might refer to the predominant of one cohesive device in each type of conjunction.

D. Discussion

This study is about an analysis on the use of cohesion in recount text composed by students at State Islamic Institute Tulungagung. The researcher use Halliday and Hasan theory as a main theory and other theory as the addition.

Halliday and Hasan (1976:3) state that the concept of cohesion is semantic one, it refers to relation of meaning that exist within a text, and to define it as a text. Cohesion occurs where the interpretation of some elements in the discourse depends on that of another, the one presupposes the other, in the sense that it cannot be effectively decoded except by resource to it. When this happens a relation of cohesion is set up, and the presupposed are there by at least potentially into a text. Cohesion is a matter of contextual appropriacy of linguistic forms-sentences or in other words, there is a meaning relation between sentences to other in the text. This relation is realized in the form of formal linguistics devices”, it means that the text can be realized by formal linguistic devices. Therefore, cohesion can be divided into two types, grammatical cohesion and lexical cohesion.

During arrange this thesis, researcher find some previous study that arranged by Abdul Rozzaq (2010) entiteled “ a study on cohesive devices used in social science textbook” and Yulvi Trianasari (2013) entiteled “ an analysis on cohesion in edgar allan poe’s short story the fall of the house of usher”.

On the Abdul Rozzaq (2010) thesis that have purpose is find out the types of cohesive devices that used in social science textbook and the occurrance of it. And the result of his study are grammatical cohesion (reference, substitution,

ellipsis, conjunction), and lexical cohesion (reiteration and collocation). The highest frequency are reference in grammatical cohesive devices and reiteration in lexical cohesive devices. While the frequency of occurrence as follow reference (50%), substitution (2%), ellipsis (1%), conjunction (37%), reiteration (43%), collocation (1%).

Yulvi Trianasari (2013) thesis that have purpose is to find out the type of cohesive devices that used in edgar allan poe's short story the fall of the house of usher and occurrence of it. She analyze the data based on the types of grammatical cohesion realized in the short story are reference (within sentences, between sentences, and between paragraphs), conjunction which consist of four types: additive conjunction (within sentences, between sentences, and between paragraphs), adversative conjunction (within sentences, between sentences, and between paragraphs), causal conjunction (within sentences and between sentences), temporal conjunction (within sentences and between sentences). While, the types of lexical cohesion there are repetition (within sentences, between sentences, and between paragraphs), synonymy (within sentences, between sentences, and between paragraphs), hyponymy (within sentences and between paragraphs), metonymy (within sentences, between sentences, and between paragraphs), antonym (within sentences, between sentences, and between paragraphs) and collocation (within sentences and between sentences). As it is shown in the table 4.1, the most occurrence appears in the grammatical cohesion is reference within sentences with 74,7%, followed by reference between paragraphs with 73,2%, conjunction within sentences with 63,0%, reference

within sentences with 26,2%, conjunction between sentences 7,7% and conjunction between paragraphs with 4,3%. The percentages of substitution and ellipsis are the lowest. The next types of lexical cohesion applied is synonymy within sentences with 12,0% as the highest one, followed by synonym between sentences with 9,2%, repetition within sentences with 7,5%, antonym between paragraphs with 6,2%, antonym between sentences with 4,0%, repetition between paragraphs with 2,7%, metonymy between sentences with 1,8%, collocation within sentences with 1,6%, repetition between sentences with 1,5%, metonymy between paragraphs with 1,1%, synonym and metonymy within sentences with 0,6%, hyponym between sentences 0,6%, hyponym between paragraphs 0,5%, collocation between sentences with 0,3%, hyponym and antonym within sentences with 0,2%, and collocation with 0%. The percentages of collocation are the lowest. Nevertheless, the percentages of reference in grammatical cohesion are higher than the percentages of other.

This previous study are different with this study. On this study researcher have proposed to analyzed or to find out cohehive devices in recount text composed by students at State Islamic Institute Tulungagung. The researcher analyze cohesive devices (grammatical cohesive devices and lixical cohesive devices) within sentences. These results show that that the writers' (students) predominant use of lexical cohesive device than grammatical cohesive device but a high frequency in using correct cohesive device is conjunction (42,8 %) in grammatical cohesive device, it is larger than repetition (39,7 %) in lexical cohesive device. However, it seems that writer never use of ellipsis (0 %) and

substitution (0 %). Thus, Frequencies show that ellipsis and substitution are the most problematic area concerning the other cohesive devices. Learners also seem have a problem of incorrect reference (8,8 %) in grammatical cohesive devices, repetition (1,3%) and synonym (1,3 %) in lexical cohesive device. The use of incorrect references usually reveals when writer refer to something in a given sentence without identifying the item to be referred to, either personal or demonstrative reference. In accordance with the results of correct and incorrect use of conjunctions given above, writers seem to have a quite amount in using conjunction (88,6 %). The main error used by writer is confusion in using the appropriate conjunction to fit its function might refer to the predominant of one cohesive device in each type of conjunction.