

ABSTRACT

THE USE OF COHESIVE DEVICES IN STUDENTS' WRITING

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This research aimed to find out types of grammatical and lexical cohesive devices and the correctness of cohesive devices in students' writing. This study was designed as qualitative study. The samples of this research were 3 groups of students in Pre-Intermediate, Advanced, and Academic Writing course. The data were collected through the document of students' recount writings analyzed by using the theory of cohesion by Halliday and Hasan (1976). The analysis was concerned with: grammatical cohesion (reference, substitution, ellipsis, conjunction), and lexical cohesion (reiteration and collocation).

The results of this study show that the three groups of students produced the five types of cohesive devices i.e; the third-semester students in Pre-Intermediate writing course utilized conjunction 49.64%, reference 45.84%, lexical 3.93%, ellipsis 0.39%, and substitution 0.19%. The fifth-semester students in Advance writing course utilized reference 49.44%, conjunction 44.51, lexical 5.73%, substitutuion 0.19, and ellipsis 0.12%. The seventh-semester students in Academic Writing course utilized reference 62.59%, conjunction 35.49%, lexical 1.82%, substitution 0.10%, and ellipsis 0%. Therefore, it is concluded that the trend of the three levels of students shows that the higher proficiency level of students, the more reference they acquired. In substitution, the proficiency levels of students do not influence to the achievement of substitution. In other words, the use of substitution in three groups of students are quite balance. In ellipsis, conjunction, and lexical cohesion, the higher proficiency of students, the less ellipsis, conjunction, and lexical cohesion emerged.

It is concluded that Indonesian major students could produce cohesive devices in their writing. However, they are quite ignore some cohesive devices i.e., substitution and ellipsis. In term of their incorrect use, the researcher concludes that there is small percentage of incorrect cohesive devices used by the students, they missuse certain cohesive devices.e.g; reference and conjunction.

They do not only create disorganized texts but also make the content incomprehensible.

Based on the analysis of those three groups of students, the researchers come to final conclusion that this study known as cross sectional study which is type of study that involves a representative subjects at one specific point in time in. Therefore, this is also the new phenomena in language research that has not been done by the previous researcher that makes it different with another research.