

CHAPTER IV

RESULT AND DISCUSSION

In this chapter, the researcher will describe the result and the discussion of the study on difficulties in using cohesive devices in essay by the third year students of English Department of University of Bengkulu. The data were collected from 81 students of the six semesters who were given tests. From the 81 students whom given the test, only 49 students returned them. The test was about to analyze students knowledge in using cohesive device in writing. Each of them was asked to underline any words which stood as the cohesive device lexically or grammatically. In addition they might name the words they had underlined in order to know whether they still remember the kind of cohesive device they recognized.

4.1 Result

In general, the researcher could observe that most of the students were having hurdle in the grammatical cohesive device rather than the lexical cohesive device one. Many of them could not locate the substitution and ellipsis. It can be seen through this following table.

Table 5: Percentage of The Students Who cannot Locate The GCD in Reading Comprehension Test

NO	Type of Cohesive Device	Number of Students Who cannot Locate CD	Percentage
1	Substitution	45/49	91,83%
2	Ellipsis	43/49	87,75%
3	Conjunction	8/49	16%
4	Reference	0/49	0%

There were 45 out of 49 students who could not locate the substitution in the reading comprehension test. It is equal with 91,83% of them could not locate the substitution. The second one, there were 43 of them who could not locate the ellipsis which was equal with 87, 75% of the total population. On the contrary, there were only 8 of the students who could not locate the conjunction properly that were equal with 16% of the total population. Even more, all students could locate reference or 100% of the total population could locate the references. On the lexical cohesive device, the most difficult one that the students could not locate was collocation. For further picture it can be seen through this following table:

Table 6 : The Frequency of Students Who Cannot Locate LCD in Reading Test

No	Lexical Cohesive Device	Number Of Students Who cannot Locate LCD	Percentage
1	Collocation	25/49	51,02%
2	Reiteration	21/49	42,85%

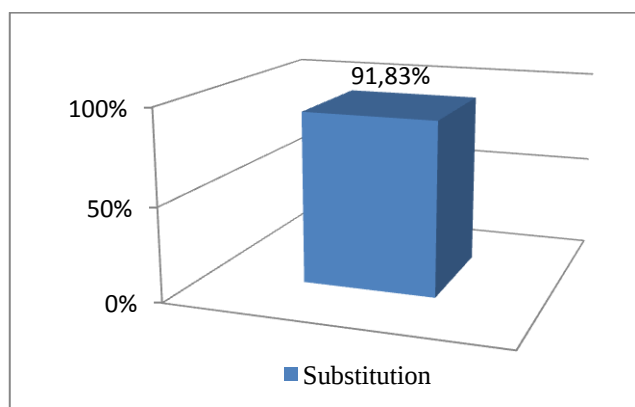
There were 25 out of 49 students could not locate collocation properly similar to 51,02 % of the total population. Then, there were 21 of 49 students who could not locate reiteration that was the same as 42,85 % of the total population. Therefore, substitution was the most unknown grammatical cohesive device that the students encounter while collocation is the most difficult lexical cohesive device for the students.

In detail the most difficult grammatical cohesive device encountered by the students were *substitution* and *ellipsis*. Meanwhile, *conjunction* and *reference*

were quite simple for them as they were easy to be located by the students. Specifically, the result will be explained in this followings.

The first one is *substitution*. In the text, the substitution that was stated was *substitution do*. In fact there are two types of substitution, which are substitution *do/does* and substitution *one*. Due to the text just provided substitution *do*, therefore the researcher just put that substitution as the test. As the result, there were only 4 students or respondents who could find the *substitution*. On the other hand 45 out of 49 students or respondents failed to notice any *substitution*. This number is equal with 91,83 % of total population. For clearer picture, the percentage can be seen through this following chart:

Chart 1: The Percentage of the Students Who Cannot Locate Substitution



Here is the example of students' test about locating substitution in reading test

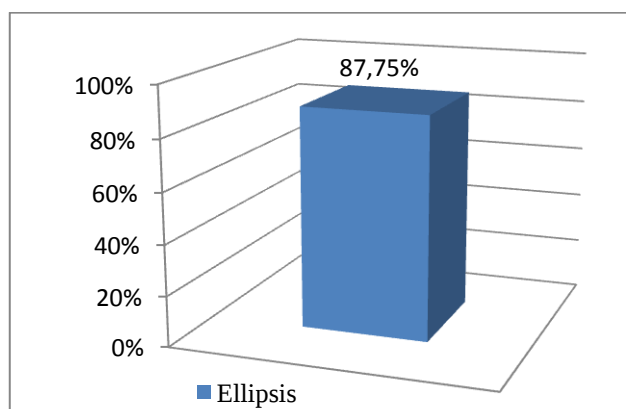
Example 1:

Of course, many women who start their own business fail, just as often do. They still face hurdles in the business world, especially problems in raising money; the banking and finance world is still dominated by men, and old attitudes die hard. Most business owned by women are still quite small. But the situation is changing; there are likely to be more Sandra Kurtzig in the years ahead. (substitution 1/1)

The substitution above is substitution “do”. It was the only substitution put in the text. There are only four students could locate it. It shows how difficult it is for the students.

The second one is *ellipsis*. The students or respondents who could locate the *ellipsis* were 46 students. The *ellipsis* stated in reading comprehension test were (*it is, who was, repetition of a clause, which were*). The Ellipsis inserted was 6. There were only 6 respondents. They could only locate 1 out of 6 *ellipses*. In other words, therefore, there were 43 students or respondents who could not locate even any *ellipsis*. This was equal with 87,75% of the total population. For further and clearer picture, it can be seen through this following chart:

Chart 2: The Percentage of the Students Who Cannot Locate Ellipsis



Here is the example of students' test about locating ellipsis in reading test

Example 2:

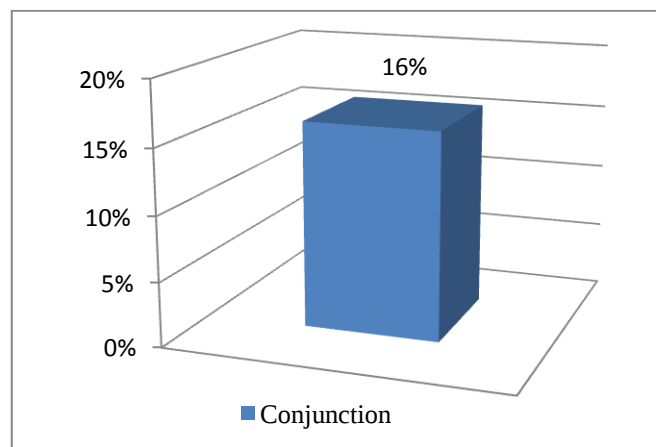
What are some of the factors behind this trend? For one thing, as more women earn advanced degrees in business and enter the corporate world, they are finding obstacles. Women are still excluded from most executive suites. Charlotte Taylor, a management consultant, had noted, “in 1970s women believed if they got MBA and work hard they could become chairman of the board. Now they have found out that isn’t going to happen, so they go out on their own. (Ellipsis 1/6)

In the example above, the students failed to recognize if before the word “*for one thing*,” there was a clause. The clause was “*There are Some of the*

factors behind this trend” and this was the repeating statement of the question. The clause was omitted to make the answer be shorter and more effectively written.

The third, most of the respondents could locate *conjunction*. The *conjunction* stated within reading comprehension test were *additive conjunction* (or), *adversative conjunction* (but, and however), and *causal conjunction* (so, as, after). The highest score was that 1 student could locate 15 out of 17 *conjunctions*. Meanwhile, 8 students could not even find any, indicating that 41 students could locate the *conjunctions*. The percentage can be seen through this following chart:

Chart 3: The Percentage of the Students Who Cannot Locate Conjunction



Here is the example of students' test about locating reference in reading comprehension test

Example 3:

Women in Business

Until recently, most American entrepreneurs were men. Discrimination against women in business, the demand of caring families, and lack of business training had kept the number of women entrepreneurs small. Now, however, business owned by women account for more than \$ 40 billion in annual revenues, and this figure is likely to continue rising throughout the 1990s. As Carolyn Doppelt Gray, an official of the Small Business Administration, has noted. "The 1970s was the decade of women entering management, and the 1980s turned out to be the decade of women entrepreneurs".

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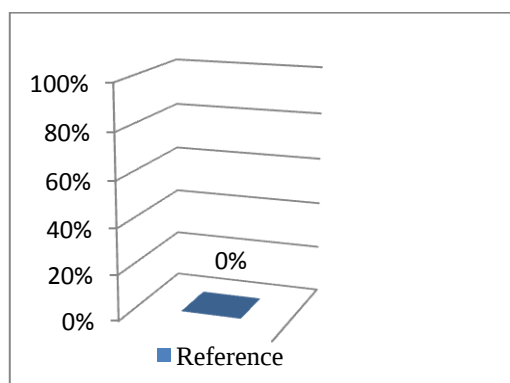
In the past, most women entrepreneurs worked in "women's" field: cosmetic and clothing, for example. But this is changing. Consider ASK Computer System, a \$22-million-a-year computer software business. It was founded in 1973 by Sandra Kurtzig, who was then a housewife with degrees in math engineering. When Kurtzig founded the business, her first product was software that let weekly newspapers keep tabs on their news paper carriers-and her office was a bedroom at home, with a shoebox under the bed to hold the company's cash. After she succeeded with the news paper software system, she hired several bright computer-science graduates to develop additional programs. When these were marketed and sold, ASK began to grow. It now has 200 employees, and Sandra Kurtzig owns \$ 66.9 million of stock.

Of course, many women who start their own business fail, just as often do. They still face hurdles in the business world, especially problems in raising money; the banking and finance world is still dominated by men, and old attitudes die hard. Most business owned by women are still quite small. But the situation is changing; there are likely to be more Sandra Kurtzig in the years ahead. **(Conjunction 13/15)**

In the text above, the students could locate 13 conjunctions from 15 conjunctions. The conjunction "and" appear to be the most known word by the students. Therefore, the students were having fewer problems in conjunction. For clearer picture, it can be observed through this following table:

The fourth, all of the respondents could locate the *reference* more often compare to other cohesive device. In other words, there were 0 students who could not locate reference. The type of *reference* that they found were *personal reference* (she, her, they, their, them, it), *demonstrative reference* (this, that, there, then), and *comparative reference* (more). The highest score that the students could achieve was two students could locate 23 of 31 *references*. Meanwhile, the lowest score that the students could achieve was two students located only 4 of 31 *references* in the reading comprehension test. For further and clearer picture, it can be seen through this following chart:

Chart 4: The Percentage of the Students Who Cannot Locate Reference



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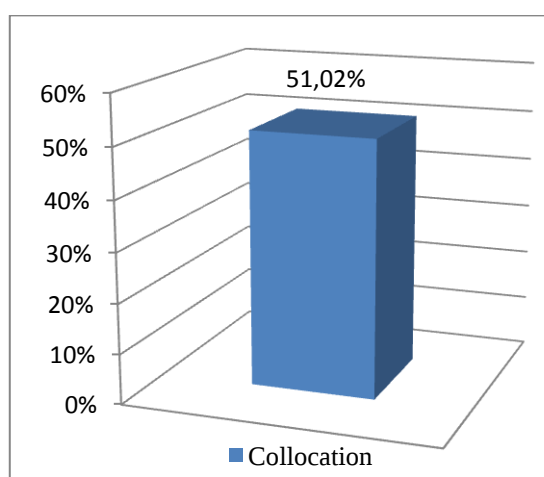
Of course, many women who start their own business fail, just as often do. They still face hurdles in the business world, especially problems in raising money; the banking and finance world is still dominated by men, and old attitudes die hard. Most business owned by women are still quite small. But the situation is changing; there are likely to be more Sandra Kurtzig in the years ahead. (23/31 references)

In the essay above, the students could locate 23 out of 31 references that were spread out in the text. They were so familiar with anaphoric reference and cataphoric reference. Pronoun and possessive pronoun are the two most reference that they knew.

Lexical cohesive device (LCD) was also tested in the reading comprehension test. The respondents/ students were required to locate as many as possible. There two lexical cohesive devices that they had to find where as depicted in the following table:

The first one is *collocation*. The *collocation* stated within the reading comprehension test is 18 items. Two students or respondents could find 4 *collocations* as the highest number. On the other hands, 25 respondents did not find any *collocation* words. Hence, 24 students or respondents could locate them in range between 1 until 4 items. For further and clearer picture, it can be seen through this following chart:

Chart 5: The Percentage of the Students Who Cannot Locate Collocation



Here is the example of students' test about locating collocation in reading comprehension test

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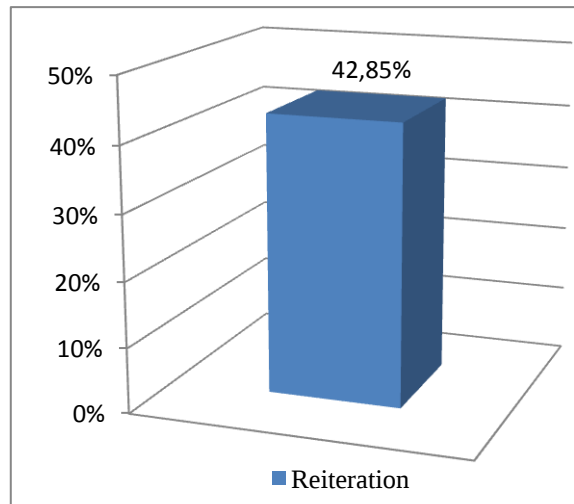
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The second one is *reiteration*. There were three types of *reiteration* stated in the reading comprehension test. They were repetition, super-ordinate, synonym, and super-ordinate or nearly synonym. There were 18 *reiteration* stated within the reading comprehension test. There were 28 students could notice the *reiteration* with the highest score was one student found 5 *reiterations* of 18 ones. The lower score was made by 9 students who only found 1 *reiteration*. Thus, there were 21 students did not recognize any *reiteration* within the text. For further and clearer picture, it can be seen through this following chart:

Chart 6: The Percentage of the Students Who Cannot Locate Reiteration



Here is the example of students' test about locating reiteration in reading comprehension test

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From the text above, it can be observed that the student could locate 4 reiterations from 18 ones that were spread out in the text. They could locate repetition and super-ordinate. For clearer picture it can be observed through this following chart:

4.2 Discussion

The results of this research show that substitution was the most difficult grammatical cohesive device that the students encountered before ellipsis. Most of them failed to underline the only one substitution that was distributed within the reading test text. As the result, the frequency of the students to find substitution and ellipsis was in low percentage. This finding was co-related with the result of the research of Alarcon & Morales (2011). In their research, the undergraduate students of University Santo Thomas Manila were asked to compose argumentative essays. The result indicated that the students were in a low frequency using substitution within their text, indicating that their knowledge and ability to use substitution was actually low and substitution was difficult for them. This similarity happened because substitution and writing had contra-productive purpose. In writing a writer, had to write his/her idea clearly to make sure that the

reader knew exactly the idea that he wanted to transfer. The idea could be expressed through one word (a noun or a verb) and a clause. By replacing the word or clause to only one substituted word that was different in form might change the essence of the idea that the writer wanted to reach. Therefore, most of writers or students who tend to be a writer would likely avoid using substitution within their writing product. This idea was supported by Halliday and Hassan (1976) that in a sentence, substitution substitute a noun, a verb or even a clause.

The second one was Ellipsis. The result of this research shows that Ellipsis was the second most difficult grammatical cohesive device that the students encountered. It could be derived from the number of students who could find ellipsis within the test was very few. This finding was similar to the research conducted by Rahman (2013) that the students and native speaker of English were in low frequency using ellipsis and substitution in writing. Then, Hee-na (2011) also conducted a research on analysis of cohesive devices employed in computer-mediated communication (CMC) texts of native speakers (NSs) and non-native speakers (NNSs) of English and the result showed that both rarely used ellipsis and substitution. The result was derived from a reason that substitution and ellipsis were mostly used in spontaneous conversation rather than formal writing. This difference happened because ellipsis was stated with in a paragraph in order to maximize the transmitting information through the shortest way as there will be some elements omitted. This was actually style of English particularly in speaking, related to the meaning and way of flowing the meaning within an utterance. This similarity occurred because the style ellipsis almost has no account in Bahasa Indonesia in orally and literally. All of the students who took the test

were actually categorized as EFL (English as Foreign Language) speaker. The language that they mostly used was Bahasa Indonesia rather than English or frame of Bahasa Indonesia was the major formulae in constructing utterance literally or orally. This actually could be the reason why they or almost most of them did not really recognize the ellipsis within the reading comprehension test because their language style and writing knowledge were still influenced by Bahasa Indonesia.

In addition this finding was different from Petchprasert (2012). Ellipsis was not really used by students in writing English. By comparing the Thai written text and English Written text made by Graduate students of English Department in Thailand, the students rarely used ellipsis within their writing text. On the contrary, there was more ellipsis found but when the students were asked to write in Thai Language where as ellipsis was used more in written and spoken language in Thai. The result is different because the subject of the research was also different. The Graduated students may have a better understanding about the English. They could have had a lot of practice in writing especially final research as the requirement to graduate. Therefore, their experience was far richer that led them to know well that ellipsis was not really used in formal English writing. Conversely, the subject of the research of the researcher was still under graduate students who were in lack experience of writing.

Substitution and ellipsis were the two elements of the grammatical cohesive device that were not really recognized by the students not only because it was English writing style but also because of its similarity. They both quite similar one to another as ellipsis was also substitution but more known as substitution zero (Haliday & Hasan, 1976). The substitution zero means a

substitution with “no substitute”. Beside it is hard to be found by the students, the substitution is also confusing the students because of its similarity. This similarity leads most of the students to a failure to find them.

Meanwhile, in lexical cohesive device consisted of collocation and reiteration, it is found that both of them were difficult for the students to locate. The first one is collocation. Collocation was the most difficult lexical cohesive device found by the students. They could not recognize the words although they underlined them. This was in line with the result found by Mubarak (2013) that the ability of the students of the fourth grade of English Department Faculty of Education University of Bengkulu was weak. This similarity was due to the reason that the students did not have any knowledge or memory of collocation. This is supported by Hinkel (2008) who states that language learners are unable to produce good written text due to the lack of syntactic and lexical tool. Collocation is more about lexical items that are found together within the same text. It appears when a pair of words is not necessarily dependent to the same semantic relationship but mostly exist within the same lexical environment.

The second one is reiteration. There was none underlined the words that they recognized to be a cohesive device and named them with *reiteration* at same time. Instead, they just underlined the words without knowing what cohesive the words were. This finding is definitely in different from a research conducted by Suarnajaya (2013) at 30 second grade students of SMAN 1 Labuapi west Lombok, Indonesia. He asked the students to write free writing then analyzed each of them through qualitative way. He found that most of the students were in high frequency in using the lexical cohesive device reiteration, particularly

repetition. That repetition was the second highest frequency cohesive device that the students used. The students tend to repeat the lexical topic within their text in order to achieve coherence and cohesive in their writing (Akindelle, 2011). This difference appeared due to the different way of investigating method. In this research, the researcher asked the students to only underline the repetition. Most of the students did not really know it in their memory. Meanwhile, in the Suarnajaya (2013) research, the students were asked to write an essay. Those students wrote all of words needed that categorized to be repetition even though they did not really know their names.

In brief, it can be concluded that the most difficult grammatical cohesive device encountered by the students was substitution and followed by ellipsis. Meanwhile, the most difficult lexical cohesive device encountered by the students was collocation and followed by reiteration. On the other side, the students did not have any problem in term of reference and conjunction.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

After conducting the research and doing the analysis about the students knowledge of cohesive devices in essay, the researcher can draw the following conclusions:

1. The students of the third year of English Department of University of Bengkulu do not really have knowledge of grammatical cohesive device because the most difficult grammatical cohesive device that the students of the English Study Program of the University of Bengkulu could not locate in an English essay was substitution and then followed by ellipsis.
2. The students of the third year of English Department of University of Bengkulu do not really have knowledge of lexical cohesive because the most difficult lexical cohesive device that the students of the English Study Program of University of Bengkulu could not locate in essay was collocation and then followed by reiteration .

5.2 Suggestions

There are some suggestions for the students who will need the writing skill during their time of learning in university and the teachers who will teach the students in the next year.

1. For the students who will need the writing skill during their time of learning in university, the knowledge of using cohesive device is very important to sustain the writing skill in term of producing good writing product. A good writing product must be coherent and cohesive where cohesive devices are the elements needed in a writing product to achieve that coherent and cohesiveness.
2. For the lecturers, the lecturers have to help the students in dealing with cohesive devices by giving them hollistic explanation about the cohesive devices and the use of it in order to help them in making a good writing product, particulary essay

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A P P E N D I C E S

Surat Keterangan

Yang bertanda tangan dibawah ini:

Nama : Prof. Safnil, M.A.,Ph.D.

Pekerjaan : Dosen FKIP Bahasa Inggris, Universitas Bengkulu

Mata Kuliah yang diampuh : Semantic

Menerangkan bahwa "Test" yang akan digunakan di dalam skripsi dari tugas akhir skripsi saudara:

Nama : Eko Saputra

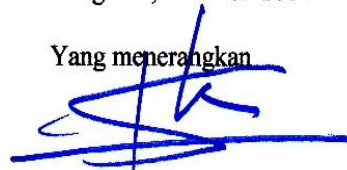
NPM : A1B009011

Judul : "Students' Difficulties in Locating Cohesive Device in Essays: A Study of the Third Year Students of English Education Study Program of Bengkulu University"

Telah diperiksa untuk memenuhi persyaratan validitas penelitian .

Bengkulu, Mei 2014

Yang menerangkan



Prof. Safni, M.A.,Ph.D

NIP. 19610121 198601 1 002

Reading 1

Women in Business

Until recently, most American entrepreneurs were men. Discrimination against women in business, the demand of caring families, and lack of business training had kept the number of women entrepreneurs small. Now, however, business owned by women account for more than \$ 40 billion in annual revenues, and this figure is likely to continue rising throughout the 1990s. As Carolyn Doppelt Gray, an official of the Small Business Administration, has noted. "The 1970s was the decade of women entering management, and the 1980s turned out to be the decade of women entrepreneurs".

What are some of the factors behind this trend? For one thing, as more women earn advanced degrees in business and enter the corporate world, they are finding obstacles. Women are still excluded from most executive suites. Charlotte Taylor, a management consultant, had noted, "in 1970s women believed if they got MBA and work hard they could become chairman of the board. Now they have found out that isn't going to happen, so they go out on their own."

In the past, most women entrepreneurs worked in "women's" field: cosmetic and clothing, for example. But this is changing. Consider ASK Computer System, a \$22-million-a-year computer software business. It was founded in 1973 by Sandra Kurtzig, who was then a housewife with degrees in math engineering. When Kurtzig founded the business, her first product was software that let weekly newspapers keep tabs on their news paper carriers and her office was a bedroom at home, with a shoebox under the bed to hold the company's cash. After she succeeded with the news paper software system, she hired several bright computer-science graduates to develop additional programs. When these were marketed and sold, ASK began to grow. It now has 200 employees, and Sandra Kurtzig owns \$ 66.9 million of stock.

Of course, many women who start their own business fail, just as men often do. They still face hurdles in the business world, especially problems in raising money; the banking and finance world is still dominated by men, and old attitudes die hard. Most business owned by women are still quite small. But the situation is changing; there are likely to be more Sandra Kurtzig in the years ahead.

(from Tip & Trik Melejitkan skor TOEFL Target minimal 550, page 98)

reference : 23/37
Conjunction : 13/17
Ellipsis : 0/6
Substitution : 0/1
Reiteration : 2/8
Collocation : 2/18

Note: R: reference
C: conjunction

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Reference : 21/31
Conjunction : 13/17
Ellipsis : 0/6
Substitution : 0/1
reiteration : 4/18
collocation : 0/18

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Reference: ~~18/31~~ 18/31

Conjunction: 15/17

Ellipsis: 0/6

Substitution: 0/1

Reiteration: 1/10

Collocation: 1/18