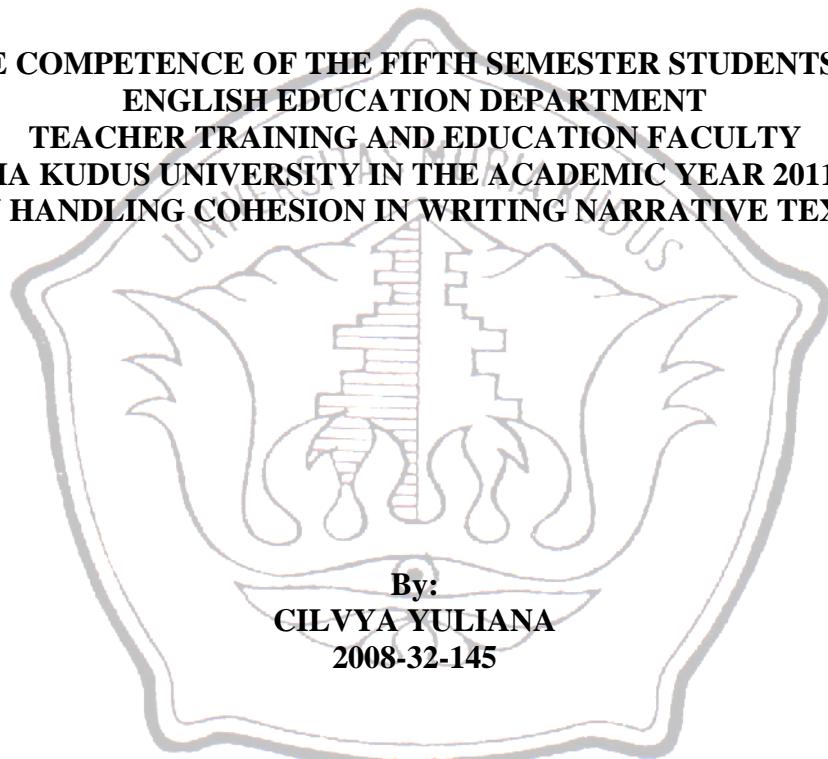




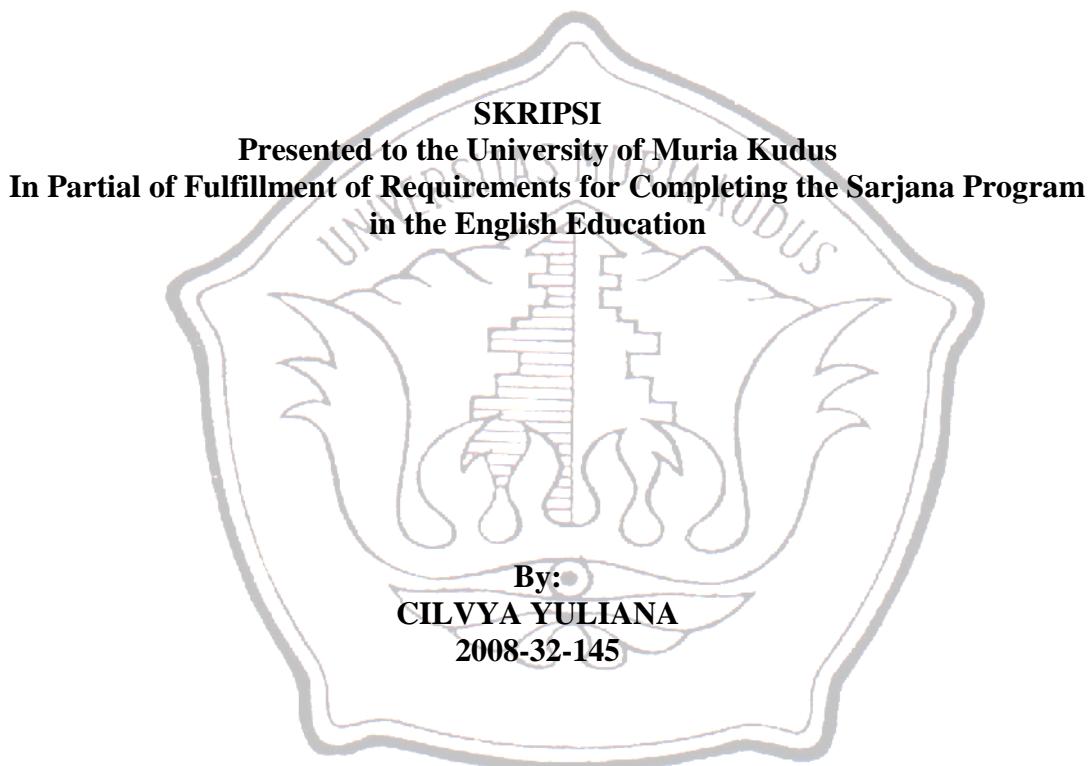
**THE COMPETENCE OF THE FIFTH SEMESTER STUDENTS OF
ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY IN THE ACADEMIC YEAR 2011/2012
IN HANDLING COHESION IN WRITING NARRATIVE TEXT**



**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS
2012**



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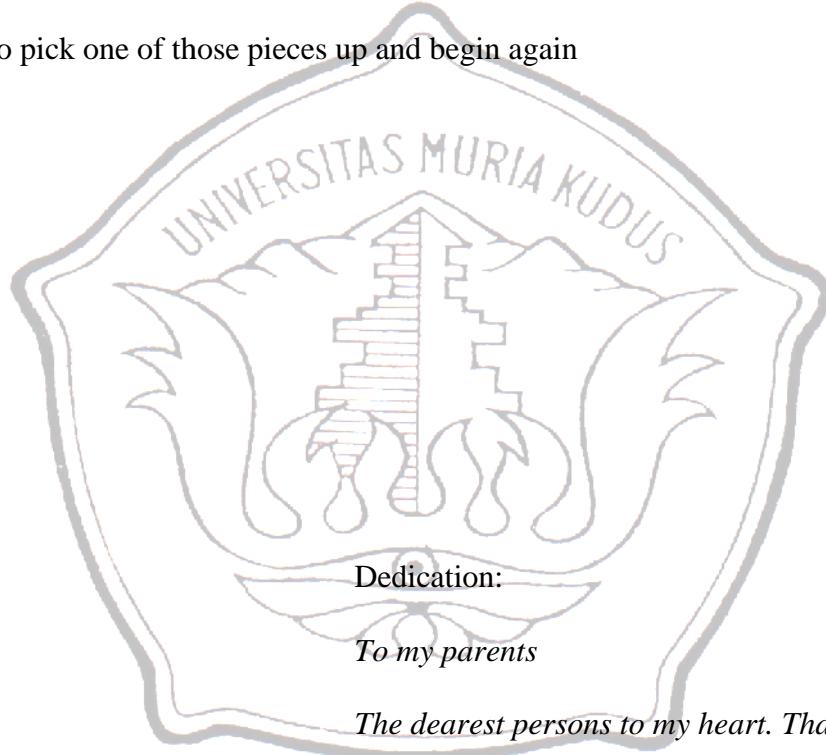


**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS
2012**

MOTTO AND DEDICATION

Motto:

- Better the last smile than the first laugh
- If you want something you've never had, you must be willing to do something you've never done
- If one dream should fall and break into a thousand pieces, never be afraid to pick one of those pieces up and begin again



*The dearest persons to my heart. Thank you
for all your encouragement, and above all
your love.*

*I dedicate my work to my family
Thank you for your patience and support.*

ADVISORS' APPROVAL

This is to certify that the Sarjana Skripsi of Cilvyva Yuliana has been approved by the advisors for further approval by the Examining Committee:

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Alhamdulillah, the writer thanks to Allah SWT the Almighty to all of the mercy that blesses her with the health and tremendous power in accomplishing the skripsi entitled “The Competence of the Fifth Semester Students of English Education Department Teacher Training and Education Faculty the University of Muria Kudus in the Academic Year 2011/2012 in Handling Cohesion in Writing Narrative Text”.

This skripsi is to fulfill the requirement for the Sarjana Degree in the English Education the University of Muria Kudus. This skripsi is not merely her own work because there are some great people behind her who suggested and guided by giving a comment and motivation to make it better.

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There is no the greatest obstacle in writing this skripsi than avoiding the temptation of being perfect. Therefore, suggestion from the reader will be fully appreciated and always awaited. The writer hopes this skripsi will be useful for all and in the field of education especially.

Thanks you very much.

Kudus, May 2012

Cilvya Yuliana

ABSTRACT

Yuliana, Cilvy. 2012. *The Competence of the Fifth Semester Students of English Education Department Teacher Training and Education Faculty the University of Muria Kudus in the Academic Year 2011/2012 in Handling Cohesion in Writing Narrative Text.* Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Drs. Suprihadi, M.Pd, (2) Diah Kurniati, S.Pd, M.Pd.

Key words: the competence in handling cohesion, writing, narrative text

Writing is one of language skills taught at school. Learning to write in English as a foreign language is always challenging for the students. In the curriculum of EED UMK, it is a must for the students to have ability in writing many types of text or genre. In writing texts, cohesion is needed to make clear and understandable. The types of them can be identified grammatically and lexically. The writer decides to analysis narrative text written by the fifth semester students of EED UMK in the academic year 2011/2012 because they have learned to do it. They also have to able in handling cohesion in the text because they have been trained it in the previous semester.

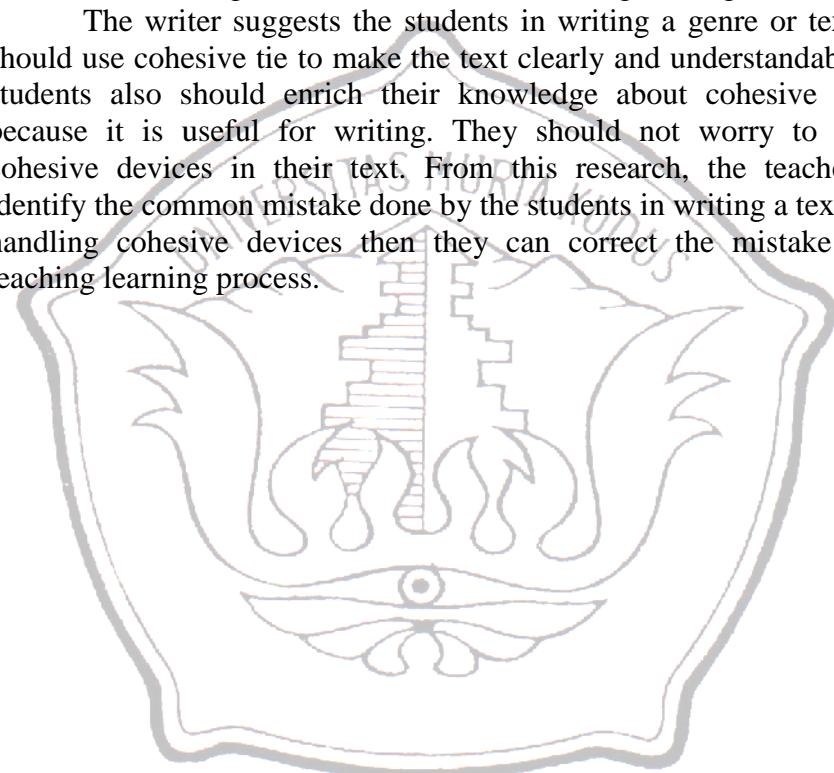
The objectives of this research are to describe the competence of the fifth semester students of English Education Department the University of Muria Kudus in the academic year 2011/2012 in handling cohesion in writing narrative text. It also aims in finding cohesive devices found in that text and to describe appropriateness of cohesive devices used in that text.

This research is evaluated by a descriptive quantitative study inferred from the results of cohesive devices found the students' texts. They show that the use of cohesive devices by the fifth semester students of EED UMK is quite enough. However some inappropriate uses of cohesive devices are easily noticed concerning the total use of those devices. In addition, some of cohesive devices are widely used but inappropriately, and some of them are less used but appropriately. Students' use of cohesive devices mainly appears with the use of reference because they are most probably known by the students.

In this research, there are 26 narrative texts written by the students. Based on the analyzing of the data, grammatical cohesion is widely used by the students. It is found 64.4% from 1530 cohesive devices found in the texts. The types of cohesive devices most used by the students are reference (39%), repetition (33.7%), and conjunction (23.5%). However, most of the conjunction devices are used

inappropriately. There 76 inappropriate conjunctions found in the texts from 159 inappropriate cohesive devices. Cohesive devices most rarely used by the students are hyponymy and meronymy. The writer just finds 3 hyponymy devices and 1 meronymy device from 1530 cohesive devices. The appropriateness of cohesive devices used by the students is larger than inappropriateness of cohesive devices used. The percentage of appropriateness of cohesive devices show 89,6% from 1530 cohesive devices found in the text. The results reveal that appropriateness of all of the cohesive devices' types grammatically and lexically are larger than inappropriate one. The competence of the students in handling cohesive devices in their writing can be showed from appropriate cohesive devices and clauses in the text. Almost all of the students can handle cohesive ties in their text well. The result shows that the competence of the students in handling cohesive devices can be categorized good.

The writer suggests the students in writing a genre or text, they should use cohesive tie to make the text clearly and understandable. The students also should enrich their knowledge about cohesive devices because it is useful for writing. They should not worry to express cohesive devices in their text. From this research, the teachers can identify the common mistake done by the students in writing a text and in handling cohesive devices then they can correct the mistake in the teaching learning process.



ABSTRAKSI

Yuliana, Cilvya. 2012. *Kompetensi Siswa Semester Lima Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus Tahun Ajaran 2011/2012 Menggunakan Kohesi dalam Menulis Teks Narrative. Skripsi.* Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (1) Drs. Suprihadi, M.Pd, (2) Diah Kurniati, S.Pd, M.Pd.

Kata Kunci: the competence in handling cohesion, writing, narrative text

Menulis adalah salah satu keterampilan bahasa yang diajarkan di sekolah. Belajar menulis Bahasa Inggris sebagai bahasa asing merupakan suatu tantangan bagi siswa. Kurikulum di EED UMK, merupakan suatu keharusan bagi siswa untuk mempunyai kemampuan menulis macam-macam teks atau *genre*. Saat menulis teks, kohesi dibutuhkan untuk membuatnya jelas dan dapat dimengerti. Tipe-tipe kohesi dapat diidentifikasi secara grammatical (tata bahasa) dan lexical (bahasa). Penulis memutuskan untuk menganalisis teks narrative yang ditulis oleh siswa semester 5 EED UMK tahun ajaran 2011/2012 karena mereka telah belajar untuk membuatnya. Mereka juga harus dapat mengendalikan kohesi pada teks karena mereka telah diajari di semester sebelumnya.

Tujuan dari penelitian ini adalah untuk menggambarkan kompetensi siswa semester 5 EED UMK tahun ajaran 2011/2012 dalam mengendalikan kohesi di dalam teks. Dan juga bertujuan untuk menemukan kohesi yang digunakan di teks tersebut dan untuk menggambarkan ketepatan kohesi yang digunakan oleh siswa di teks tersebut.

Penelitian ini dievaluasi dengan kuantitatif deskriptif yang diambil dari hasil kohesi yang ditemukan pada teks siswa. Hasilnya menunjukkan penggunaan kohesi oleh siswa semester 5 EED UMK sudah cukup. Tetapi beberapa ketidaktepatan penggunaan kohesi mudah untuk dicatat mengenai penggunaannya secara keseluruhan. Tambahan lagi, beberapa kohesi banyak digunakan tapi tidak tepat, dan yang lainnya sedikit digunakan tapi tepat. Penggunaan kohesi oleh siswa sebagian besar nampak pada penggunaan penggunaan *reference* karena mungkin itu dikenal oleh siswa.

Terdapat 26 teks yang ditulis siswa di penelitian ini. Menurut data yang diteliti, *grammatical cohesion* banyak digunakan oleh siswa. Ditemukan 64,4% dari 1530 kohesi yang ditemukan di teks tersebut. Tipe-tipe kohesi yang sering digunakan oleh siswa adalah *reference*

(39%), *repetition* (33,7%), dan *conjunction* (23,5%). Tetapi beberapa *conjunction* digunakan secara tidak tepat. Terdapat 76 conjunction yang tidak tepat yang ditemukan di dalam teks dari 159 kohesi yang tidak tepat. Kohesi yang jarang digunakan oleh siswa adalah hyponymy dan meronymy. Penulis hanya menemukan 3 hyponymy dan 1 meronymy dari 1530

kohesi yang ditemukan. Ketepatan kohesi yang digunakan oleh siswa lebih banyak dari kohesi yang tidak tepat. Presentase dari ketepatan kohesi menunjukkan 89,6% dari 1530 kohesi yang ditemukan. Hasilnya menyatakan bahwa kohesi yang tepat secara *grammatical* and *lexical* lebih banyak dari yang tidak tepat. Kompetensi siswa dalam mengendalikan kohesi pada teks mereka dapat ditunjukkan dari ketepatan kohesi dan klausa pada teks. Hampir semua siswa dapat mengendalikan kohesi di dalam teks dengan baik. Hasilnya menunjukkan bahwa kompetensi siswa dalam mengendalikan kohesi di dalam teks dapat dikategorikan bagus.

Penulis menyarankan saat menulis *genre* atau teks seharusnya menggunakan kohesi untuk membuat teks secara jelas dan dapat dimengerti. Para siswa seharusnya memperkaya pengetahuannya mengenai kohesi karena itu berguna untuk menulis. Mereka tidak perlu khawatir untuk mengekspresikan kohesi di dalam teks. Dari penelitian ini, para guru dapat mengidentifikasi masalah utama yang dilakukan oleh siswa di dalam menulis sebuah teks dan di dalam mengendalikan kohesi kemudian guru tersebut dapat memperbaiki kesalahan tersebut di dalam proses pembelajaran.

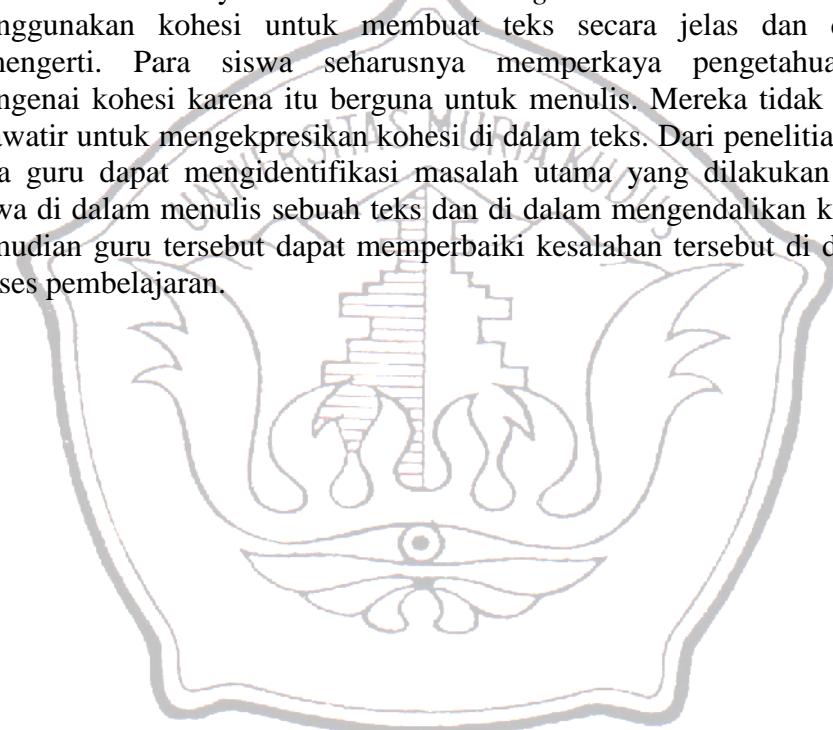


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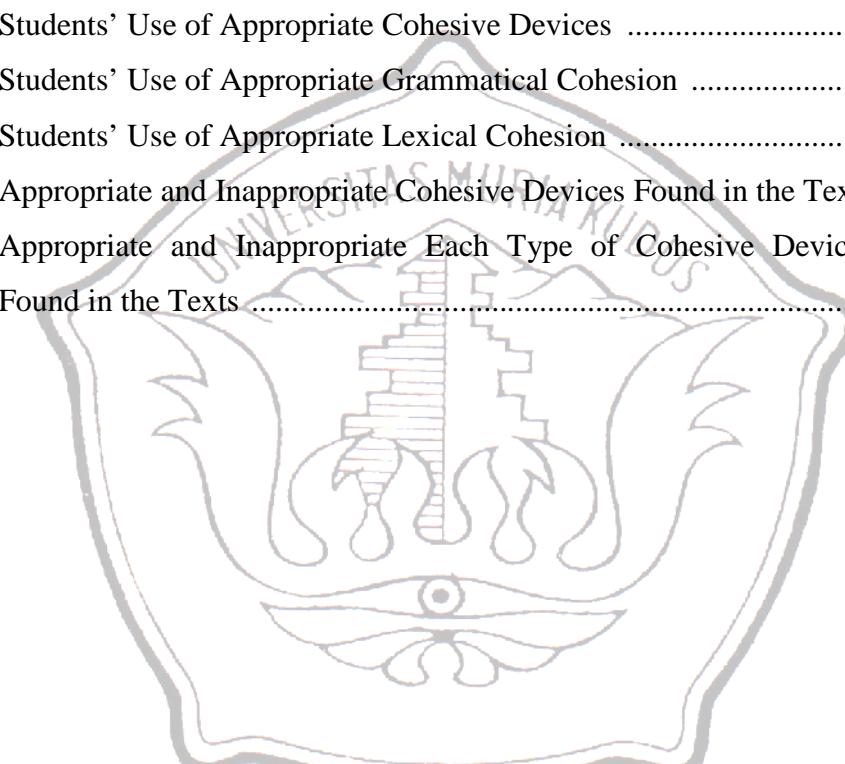
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