



**AN ANALYSIS OF COHESIVE DEVICES IN READING TEXT OF  
"ENGLISH IN FOCUS"**

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**ENGLISH EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
MURIA KUDUS UNIVERSITY  
2013**



**AN ANALYSIS OF COHESIVE DEVICES IN READING TEXT OF  
”ENGLISH IN FOCUS”**

**SKRIPSI**

**Presented to the University of Muria Kudus  
In Partial Fulfillment of the Requirements for Completing the Sarjana Program  
In the Department of English Education**

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## **MOTTO AND DEDICATION**

### **MOTTO**

- Don't give up before you get what you want
- Today must be better than yesterday
- The successful begins from a willing, do it and see what the next happen.

### **DEDICATION**

This skripsi is dedicated to:

- The writer's father and mother (H.Musa Abdillah and Hj.Churiyah) thank you for the way you have been caring him with your love and affection.
- The writer's sisters (Hj. Dra Urva Handayani, Silviana Ukruma Suda SH, Hartatik Agustiana, Maliana Rahmawati, and Mazia Muna Firdhayani SE) who gives him motivation.
- The writer's brothers (Zayid Mu'azzam, and Zumala Fidun'Nafik your spirit gives her much inspiration.
- The writer's someone who writers a nice story everyday in my life, thank for your spirit to always struggle this life. (Anom Bagaskoro, S.Pd)
- The writer's best friends like Yanti, Yessy, Putri, Welly, Nita, Erni, Aulia, who always support and help her to finish this skripsi

## ADVISORS' APPROVAL

This is to certify that the Skripsi of Alayya Zidna Hana (2009-32-015) has been approved by the Examining Committee as a requirement for the Sarjana Degree in the Teaching of English as a Foreign Language.

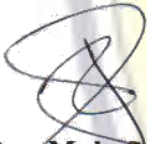
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Advisor I



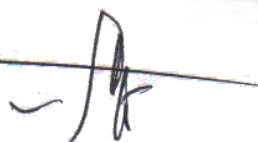
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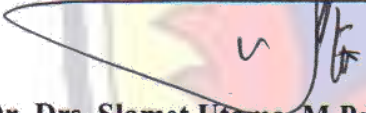
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On this occasion, the writer would like to express the sincerity gratitude and appreciation for the available assistance given by many people in finishing this research. They are:

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2. Diah Kurniati, S.Pd, M.Pd as the Head of English Education Department of teacher training and Education Faculty of Muria Kudus University
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The last, there is nothing perfect in the world and this skripsi is not an exception. The writer realizes there are many weaknesses. Therefore, suggestions and criticisms are always needed for betterment. The writer hopes this Skripsi will be useful for all the readers both of English teacher or English students.

Kudus, September 2013

Alayya Zidna Hana



## ABSTRACT

Hana, Zidna Alayya. 2013. "An Analysis of Cohesive Devices in reading text of "English in Focus". Skripsi, English Education Department Teacher Training and Education Faculty Muria Kudus University. Advisor: (1) Titis Sulistyowati, SS, M.Pd, (2) Drs. Muh. Syafei, M.Pd.

Keyword: Cohesive Devices, in reading text of English in Focus.

Reading texts are in students textbook. There are various genres of reading text in their textbook. So it is necessary for the writers of reading texts in to make good cohesive devices in their reading text in order to the students understand the reading text. Furthermore, the writer decides to analyze about cohesive devices in "reading text of English in Focus". After knowing the cohesive devices in the reading text English in Focus". They can know how to use it in speaking.

This research is aimed at knowing what type of cohesive devices are used of in the reading text of English In Focus and to know the percentage of each type of cohesive devices are used in the Reading text of English In Focus. The writer takes the data from Reading text of English in Focus.

This research is descriptive qualitative. In this study, the writer concerned on cohesive devices divided into two parts grammatical cohesion there are reference, substitution, ellipsis, conjunction and lexical cohesion there are collocation and reiteration into four part repetition, synonym, hyponym, and metonym. In order to get the objective of this study, the writer used some theories related to the literature; cohesive devices used theories by Halliday and Hassan on book Cohesion in English. This research is focused on cohesive devices since the function of cohesive devices to link once sentence in the text, and they make a text easier to understand ad more communicative.

The findings of the study reveal that, on the grammatical cohesive devices, the writer finds that the most common used is reference. The percentage of it is 48,06%. Then followed by conjunction, the percentage is 29,19%. Then followed by substitution, the percentage is 7,91%, after that followed by ellipsis, the percentage is 6,87% . Nevertheless, on the lexical cohesive devices, it is found that the most common used in reiteration namely repetition, the percentage is 5,99%. Then followed by hyponym, the percentage is 1,73%. Then followed by antonym the percentage is 0,96%. Then followed synonym the percentage is 0,30%. After that followed by metonym and collocation is 0,19%. So, the writer can conclude that this reading text has good cohesion as well as it can be called a good text because it has good relation among clauses.

From this research, it is expected that this study will be useful for English learners. And it can be concluded that cohesive devices has very important role to make a good coherence in a text. By knowing the information of cohesive devices in spoken text, the English students should pay attention to the use of them in practicing speaking to develop their speaking.

## ABSTRAKSI

Hana, Zidna Alayya. 2013. *“An Analysis of Cohesive Devices in reading text of English in Focus”*. Skripsi, Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (1) Titis Sulistyowati, SS, M.Pd, (2) Drs. Muh. Syafei, M.Pd.

Kata kunci : analisis teks, alat kohesi di teks bacaan.

Teks-teks bacaan ada di buku pedoman para siswa. Ada berbagai jenis teks didalam buku pedoman mereka. Sehingga penting untuk para penulis teks bacaan untuk membuat perkembangan cohesive devices yang bagus didalam teks bacaan agar para siswa memahami teks bacaan tersebut. Kemudian, penulis memutuskan untuk meneliti cohesive devices di text bacaan dalam English in Focus. Setelah mengetahui penggunaan cohesive devices dalam teks siswa di harapkan dapat mengetahui penggunaannya dalam berbicara.

Penelitian ini bertujuan untuk mengetahui macam-macam cohesive devices yang digunakan di text bacaan dalam English in Focus dan juga untuk mengetahui presentasi dari setiap macam cohesive devices dari teks bacaan dalam English in Focus. Penulis mengambil data dari teks bacaan dalam English in Focus.

Penelitian ini merupakan penelitian descriptive kualitatif penelitian ini hanya terfokus dalam cohesive devices, cohesive devices dibagi menjadi menjadi dua tipe grammatical cohesion yaitu ada reference, substitution, ellipsis, and conjunction. Lexical cohesive yaitu ada collocation and reiteration, reiteration terdiri ada lima, repetition, synonym, hyponym, antonym, and metonym. Dalam menemukan obyek penelitian ini penulis menggunakan beberapa teori salah satunya menggunakan teori Halliday and Hasan. Dalam studi ini hanya terfokus di dalam fungsi cohesive devices antar kalimat satu ke kalimat yang lain didalam teks, yang membuat teks itu lebih mudah dipahami dan lebih komunikatif.

Dalam penelitian ini menunjukkan bahwa pada grammatical cohesive devices, penulis menemukan yang banyak di gunakan adalah reference. Presentasinya 48,06%, conjunction, presentasinya 29,19%, substitution presentasinya 7,91%, dan ellipsis, presentasinya 5,40%. Pada lexical cohesive devices, di temukan bahwa yang sering di gunakan adalah repetition, presentasinya 5,99%. hyponym, presentasinya 1,73%. antonym, presentasinya 0,96%, synonym, presentasinya 0,38%. Kemudian untuk metonym dan collocation ditemukan dengan presentasi 0,19%. Jadi penulis bisa menyimpulkan bahwa teks bacaan ini memiliki cohesion yang baik sehingga dikatakan sebagai bacaan teks yang baik karena memiliki hubungan yang baik antara klausnya.

Dari hasil penelitian ini di harapkan bisa bermanfaat bagi para siswa khususnya para pelajar English. Dapat disimpulkan bahwa cohesive devices memiliki peranan penting untuk membuat coherence yang baik dalam sebuah text. Dengan mengetahui informasi tentang cohesive devices dalam spoken text, para siswa seharusnya memperhatikan penggunaannya dalam melakukan percakapan untuk meningkatkan kemampuan berbicara mereka

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