



**AN ANALYSIS OF GRAMMATICAL AND LEXICAL
COHESION ON STUDENTS' WRITING AT MAN 1 TANJUNG
JABUNG BARAT**

THESIS



**BY:
NUR ADINDA SALSABILA
205172837**

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY SULTHAN THAHA SAIFUDDIN
JAMBI**

2022

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sultha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sultha Jambi



- Hak Cipta Dilindungi Undang-Undang:
1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
 2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

**AN ANALYSIS OF GRAMMATICAL AND LEXICAL
COHESION ON STUDENTS' WRITING AT MAN 1 TANJUNG
JABUNG BARAT**

THESIS

**Submitted as a Partial Fulfillment of Requirements to Obtain an
Undergraduate (S1) Degree in English Education**



**BY:
NUR ADINDA SALSABILA
205172837**

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBİYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY SULTHAN THAHA SAIFUDDIN
JAMBI**

2022



KEMENTERIAN AGAMA RI
UIN SULTHAN THAHA SAIFUDDIN JAMBI
FAKULTAS TARBIYAH DAN KEGURUAN

THESIS AGREEMENT / FINAL TASK

Document code	Form code	Date Valid	Revision Number	Revision date	Page
In.08-PP-05-01	In.08-FM-PP-05-03		R-0		1-1

Case : Official Notes

Dean of Faculty of Education and Teacher Training
The State Islamic University of
Sulthan Thaha Saifuddin Jambi

Assalamu'alaikum wr.wb

After reading, giving guidance and making some necessary correction, we agree that the thesis by:

Name : Nur Adinda Salsabila
NIM : 205172837
Department : English Education Study Program
Judul Skripsi : "An Analysis of Grammatical and Lexical Cohesion on Students' Writing at MAN 1 Tanjung Jabung Barat."

Could be submitted to munaqasah exam (munaqasah) as one of the requirements for the undergraduate degree (S1) in English Education Program Faculty of Education and Teacher Training, The State Islamic University of Sulthan Thaha Saifuddin Jambi. So, we submit it to the faculty for an immediate process of final examination.

Jambi, November 2022

Advisor 1

Amalia Nurhasanah, S.Pd, M.Hum

NIP. 198401122011012007



KEMENTRIAN AGAMA RI
UIN SULTHAN THAHA SAIFUDDIN JAMBI
FAKULTAS TARBIYAH DAN KEGURUAN

THESIS AGREEMENT / FINAL TASK

Document code	Form code	Date Valid	Revision Number	Revision date	Page
In.08-PP-05-01	In.08-FM-PP-05-03		R-0		1-1

Case : Official Notes

Dean of Faculty of Education and Teacher Training
The State Islamic University of
Sulthan Thaha Saifuddin Jambi

Assalamu'alaikum wr.wb

After reading, giving guidance and making some necessary correction, we agree that the thesis by:

Name : Nur Adinda Salsabila
NIM : 205172837
Department : English Education Study Program
Judul Skripsi : "An Analysis of Grammatical and Lexical Cohesion on Students' Writing at MAN 1 Tanjung Jabung Barat."

Could be submitted to munaqasah exam (munaqasah) as one of the requirements for the undergraduate degree (S1) in English Education Program Faculty of Education and Teacher Training, The State Islamic University of Sulthan Thaha Saifuddin Jambi. So, we submit it to the faculty for an immediate process of final examination.

Jambi, November 2022

Advisor 2

Uyun Nafiah MS, M.Pd

NIP. 198806272015032006



KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM
NEGERI SULTHAN THAHA SAIFUDDIN JAMBI FAKULTAS TARBIYAH DAN
KEGURUAN

Jalan Lintas Jambi-Muaro Bulian KM. 16 Simpang Sungai Duren Kab. Muaro
Jambi 36363 Telp/Fax : (0741) 583183 - 584118 website : www.iainjambi.ac.id

PENGESAHAN PERBAIKAN SKRIPSI
THESIS APPROVAL/ FINAL TASK

Nomor : B- /D.I/KP.01.2/03/2023 TGL : 2023

The Thesis entitled "An Analysis of Grammatical and Lexical Cohesion on Students' Writing at MAN 1 Tanjung Jabung Barat" has been thesis defense by Education and Teacher Training Faculty (FTK) UIN STS Jambi on:

Day : Tuesday
Date : December, 27th 2022
Time : 13.00 – 14.30
Name : Nur Adinda Salsabila
Place : Ruang Sidang
Student's Number : 205172837
Title : "An Analysis of Grammatical and Lexical Cohesion on Students' Writing at MAN 1 Tanjung Jabung Barat"

Has been improved as the result of thesis defense above and has been accepted as part of the thesis endorsement requirements.

No	Name	Signature	Date
1	Wahyuni Fitria, M.Pd NIP. 198606052015032004 (Chair)		March, 9 th 2023
2	Mayang Sastra Sumardi, M.Pd NIDN. 2023129003 (Secretary)		March, 9 th 2023
3	Edi Rozal, M.Pd NIP. 198808032015031003 (Examiner 1)		March, 10 th 2023
4	Arya Wira Pratama, M.Pd NIDN. 2005119401 (Examiner 2)		March, 10 th 2023
5	Amalia Nurhasanah, S.Pd., M.Hum NIP. 198401122011012007 (Advisor 1)		March 8, 2023
6	Uyun Nafiah MS, M.Pd NIP. 198806272015032006 (Advisor 2)		March, 7 th 2023

Dean Education and Teacher Training Faculty The State of Islamic University
Sulthan Thaha Saifuddin Jambi



Dr. Hi. Fadlillah
NIP. 196707111992032004

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sultha Jambi

2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sultha Jambi

ORIGINALITY THESIS STATEMENT

I who signed below stated that my thesis entitled “An Analysis of Grammatical and Lexical Cohesion on Students’ Writing at MAN 1 Tanjung Jabung Barat” is originally and truly my own work as the requirements to obtain the undergraduate degree (S1) in the English Education Program of Faculty of Education and Teacher Training of State Islamic University Sulthan Thaha Saifuddin Jambi.

As for certain parts of the thesis which I quoted from the work of other people I have written the source is accordance with the norms, rules and ethics of scientific writing.

If later found that some parts of the thesis are not my own work or indicated any element of plagiarism, I am willing to accept the consequences in accordance with rules and regulation prevail. Therefore, in writing this statement, I am in good health and mind.

Jambi, December 27th 2022



Nuri Adinda Salsabila

NIM. 205172837

- Hak Cipta Dilindungi Undang-Undang:
1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sultha Jambi
 2. Dilarang memperbanyak sebagai dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sultha Jambi

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

DEDICATION

Alhamdulillah, in the name of Allah SWT who has given grace and guidance to the writer can finished this thesis. And then do not forget to always remember sholawat and salam were always given to our beloved Prophet Muhammad SAW. Special thanks to:

My beloved parents, **H. Abdul Kadir** and **Hj. Hidayati** who have been giving me endless love and encouraging me and never stop praying for my success now and in the future, always being with me and guiding me to pass every challenge that I face, your prayers are really powerful.

All of my family especially my brother, **Ade Rahman Siddik**. Thank you very much for your edgeless support, unconditional love, and helps that I need to finish this thesis. It makes me strong and I wish your hope will come true.

My greatest advisors, **Amalia Nurhasanah, S.Pd., M.Hum.** and **Uyun Nafiah MS, M.Pd.** who have given me all the advices, suggestions, and motivations to finish this thesis.

All of my classmates from English Department batch 2017 especially **Class D**, thank you for have been being my best friends, thanks for your help, support, suggestions and motivation for me in arranging this thesis. May Allah SWT always bless us. Aamiin.

Last but not least, my another support system, **Red Velvet**. Thank you for always giving me good energy so that I am always excited to continue pursuing my dreams.

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ إِنَّ مَعَ الْعُسْرِ يُسْرًا ۚ

“So verily with the hardship, there is relief.
Verily, with the hardship, there is relief.”

(QS. Al-Insyirah: 5-6)



Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

ACKNOWLEDGMENT

Alhamdulillahirabbil'alamin, all thanks to ALLAH SWT, God of universe, for His blessings throughout my research and the chance to complete my thesis. Sholawat and salam were always given to our beloved Prophet Muhammad SAW.

This thesis is being presented as part of the requirements for the Undergraduate Degree (S.1) at English State Islamic University Sulthan Thaha Saifuddin Jambi. The writer would like to extend heartfelt gratitude to:

1. Prof. Dr. H. Su'aidi Asy'ari, MA, Ph.D. as the Rector of the State Islamic University Sulthan Thaha Saifuddin Jambi.
2. Dr. Hj. Fadlilah, M.Pd. as the Dean of the Faculty of Education and Teacher Training.
3. Prof. Dr. Risnita, M.Pd, as the Vice Dean of Academic Affairs, Dr. Najmul Hayat, M.Pd.I as the Vice Dean of General Administration, and Dr. Yusria, S.Ag., M.Ag as the Vice Dean of Students Affairs Faculty of Education and Teacher Training.
4. Wahyuni Fitria, M.Pd., as the Head of English Education Study Program and Edi Rozal, M.Pd., as the Secretary of the English Education Study Program.
5. Amalia Nurhasanah, S.Pd., M.Pd., as my first advisor and Uyun Nafiah MS, M.Pd., as my second advisor who has guided and perfected my thesis.
6. All lecturers faculty of Tarbiyah and Teacher Training at State Islamic University of Sulthan Thaha Saifuddin Jambi who give knowledge to the researcher.
7. All of my family especially my parents and my friends who always give me support and suggestion to finish my thesis.

ABSTRACT

Name : Nur Adinda Salsabila
Major : English Education Study Program
Title : An Analysis of Grammatical and Lexical Cohesion on Students' Writing at MAN 1 Tanjung Jabung Barat

The aim of this research was to describe the grammatical and lexical cohesion on students' writing at MAN 1 Tanjung Jabung Barat. This research was conducted by using descriptive qualitative design. The technique of data collection used in this research was documentation. The data was collected through students' descriptive writing. In analyzing the data, this research used content analysis. The subject of this research was 10th grade students at MAN 1 Tanjung Jabung Barat. The result of this research showed that the 10th grade students were able to use all the grammatical cohesion items in their writing such as reference and conjunction except substitution and ellipsis. Besides, all of the students were able to use all kinds of grammatical and lexical cohesion in their writing.

Keywords: *cohesion, descriptive text, writing skill*

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sulthan Thaha Saifuddin
2. Dilarang memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sulthan Thaha Saifuddin

ABSTRAK

Nama : Nur Adinda Salsabila
Jurusan : Tadris Bahasa Inggris
Judul : Analisis Kohesi Gramatikal dan Leksikal pada Tulisan Siswa di MAN 1 Tanjung Jabung Barat.

Penelitian ini bertujuan untuk mendeskripsikan kohesi gramatikal dan leksikal pada tulisan siswa MAN 1 Tanjung Jabung Barat. Penelitian ini menggunakan desain kualitatif deskriptif. Teknik pengumpulan data yang digunakan di penelitian ini adalah dokumentasi. Data dikumpulkan berdasarkan tulisan deskriptif siswa. Dalam menganalisa data, penelitian ini menggunakan analisis konten. Subjek dalam penelitian ini adalah siswa kelas 10 di MAN 1 Tanjung Jabung Barat. Hasil penelitian ini menunjukkan bahwa siswa kelas 10 mampu menggunakan semua jenis kohesi gramatikal seperti referensi dan konjungsi kecuali substitusi dan elipsis. Selain itu, semua siswa dapat menggunakan semua jenis kohesi gramatikal dan leksikal dalam tulisan mereka.

Kata kunci: *kemampuan menulis, kohesi, teks deskriptif*

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sulthan Jambi
2. Dilarang memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sulthan Jambi

PAGE TITLE	
OFFICIAL NOTE	iii
ORIGINALITY THESIS STATEMENT	v
DEDICATION	vi
MOTTO	vii
ACKNOWLEDGMENT	viii
ABSTRACT	ix
ABSTRAK	x
LIST OF CONTENTS	xi
CHAPTER I INTRODUCTION	1
A. Background.....	1
B. Focus of The Study.....	5
C. Research Questions.....	5
D. Objectives of The Study.....	5
E. Significances of The Study.....	6
CHAPTER II REVIEWED OF RELATED LITERATURE	7
A. Nature of Writing.....	7
B. The Importance of Writing.....	7
C. Analysis.....	8
D. Descriptive Text	9
E. Cohesion.....	11

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sultthan Thaha Saifuddin Jember
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sultthan Thaha Saifuddin Jember

F. Previous Studies.....	25
CHAPTER III RESEARCH METHOD.....	28
A. Research Design.....	28
B. Setting and Subject of The Research	29
C. Data Source	29
D. Instrumentation and Method of Data Collection	29
E. Data Analysis	30
F. Trustworthiness	33
CHAPTER IV FINDING AND DISCUSSION	34
A. Findings	34
B. Discussion	40
CHAPTER V CONCLUSION	46
A. Conclusion.	46
B. Suggestion	47
REFERENCES	48
APPENDICES	51
CURRICULUM VITAE	76

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

LIST OF TABLES

3.1	Researcher's Documentation.....	30
4.1	The Percentages of Occurrences of Grammatical Cohesion.....	34
4.3	The Percentages of Occurrences of References.....	36
4.3	The Percentages of Occurrences of Conjunction.....	37
4.4	The Percentages of Occurrences of Lexical Cohesion.....	38
4.5	The Percentages of Occurrences of Reiteration.....	39

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

LIST OF APPENDICES

1. Appendix 152	
2. Appendix 2	74

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suntho Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suntho Jambi



CHAPTER I

INTRODUCTION

A. Background

In learning a foreign language, content analysis is an important thing and must be considered to analyze something especially in a research purpose. It happens because Content analysis is a method of research that looks for specific words, topics, or ideas in qualitative data. Using content analysis, researchers can quantify and examine the meanings, relationships, and presence of particular words, themes, or concepts.

According to Elo, et.al (2014), content investigation can be partitioned into two classes: relational analysis and conceptual analysis. Conceptual analysis is used to ascertain Whether a text contains concepts and how frequently they occur. Relational analysis extends conceptual analysis by examining the connections between concepts in a text. Each kind of investigation can create different outcomes, ends, understandings, and suggestions.

In learning foreign language such as English, there are several skills that must be developed such as talking, tuning, recorded as a hard copy and perusing. Those might be one of your primary objectives when learning English. Writing is the most challenging skill for students at almost every educational level to master. It occurs because the author must pay attention to the structure and grammar of their writing. In this case, it is important to pay attention to cohesive and coherent when we write texts. But, for most students, it is not easy to do that. They still have difficulty in connecting their writing logically even though they can find the correct words in their writing. Almaden asserted that, "any writing will look like ordinary writing

and does not have much meaning to the reader about the points made by the writer without such continuity. When writers are able to successfully establish a relationship between the underlying semantic features of a text and its concepts, they have achieved coherence in writing." (as cited in Nilasari, 2017).

Every part of the text is logically and linguistically related, which is referred to as cohesion. Cohesion may be used to create a relation within a text by connecting words, clauses, and even paragraphs. The writer tried to use these aspects to create a relationship both the author and the reader, as well as between the text and the author. According to Halliday and Hasan (1976), coherence is the connection between a text's meanings and how they are shown as a text, and it occurs when an element's declension is dependent on another element (p.4).

Furthermore, Cohesion was broken down into two categories by Halliday and Hasan: linguistic union and lexical attachment. The elements of reference, conjunction, ellipsis, and that are included in grammatical cohesion are substitutions. Collocation and reiteration are examples of lexical cohesion. The relationship between lexical and linguistic things is the main thing that forms union in a text on the grounds that in the book "Union in English" Halliday and Hasan (1976), it is made sense of that syntactic and lexical union things are deciphered through the connection between things so attachment can be fabricated, attachment can't be laid out without a connection between the things (pp. 31-33). Thus, cohesion is important and required in writing because the text may include context-relevant aspects. A text is more than just a string of sentences strung together; it is a string of units, or parts of sentences, linked in contextually appropriate ways.



Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

As previously mentioned, writing is an important language skill over the course of our life (Saragih, 2014, p.57). Writing well is necessary for effective communication. Writing enables us to communicate our feelings and thoughts to others (Atmana et al., 2015, p.1). The more we deepen our writing skills, the readers will certainly more easily digest and understand the meaning of our writing. Writing usually begins with an idea that comes from thinking and then the idea is expressed in writing with good language and grammar. It will be difficult or even incomprehensible if the relationship between the parts is not close.

The conclusion that can be drawn from the preceding explanation is that writing well is a difficult task. A good idea and also the use of suitable words needs to be built by the writer in making a powerful sentence. Following that, the text must also be coherent. That's what to accomplish, a text should contain a few things. Cohesion is the term for these things. To create a good text, writers must apply their understanding of cohesion to their writing.

After understanding that the utilization of composing is a decent correspondence expertise in English, the scientist would in general notice the understudies' capacity to compose great texts at MAN 1 Tanjung Jabung Barat. The researcher conducted the study because MAN 1 Tanjung Jabung Barat had a lot of success in English classes, like English debate. In this competition, they won second place at the district level in Tanjung Jabung Barat in 2018.

In the English subject at MAN 1 Tanjung Jabung Barat, composing is instructed as a bundle by perusing, talking and tuning in. English is likewise instructed basically and not just in theory. To make students want to practice their ability to make sentences and then develop text into paragraphs, they are taught this in writing skill which is a sub-subject of English. Some



Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

students at MAN 1 Tanjung Jabung Barat have difficulty making coherence due to a lack of understanding of conjunctions, references, particularly personal references, in their writing, and substitutions.

.According to the preliminary findings of the researcher's observations of the students' writing, some students were still unable to produce a coherent text. The grammatical elements are connected to some of the challenges they face in creating a cohesive text. The students continue to struggle with the use of consistent pronouns and the text's order of ideas, and they occasionally make mistakes in pronoun usage or even word choice.

Among the many types of texts, researcher chose descriptive text as research subject because based on the curriculum used in the 10th grade school, they wrote a lot of descriptive text. The text can be in the form of writing description. The writer can describe about something to inform the readers when they write it down in the descriptive text.

Several previous studies were related to the current study. To begin, Fadila (2018) conducted a study on the coherence of descriptive text writing by tenth-grade students at SMKN 1 Kuala Tungkal. The study's findings revealed that the various forms of lexical and grammatical cohesion—reference 50 percent, substitution and ellipsis 0 percent, conjunction 26,78%, reiteration 23,21%, and collocation 0 percent—exist. Wachidah (2016) conducted the second study, which examined the cohesion and coherence of the students' writing texts. This study found that out of the total number of occurrences, 30 of the students' explanation texts contained 1316 instances of coherence and 940 instances of coherence. It tends to be reasoned that the understudies to be skillful well in delivering union and lucidness at their composing texts. They applied all forms of coherence to their writing texts, with the exception of ellipsis, and they used all forms of



Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sultha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sultha Jambi

coherence. Hartono conducted the most recent study (2019). He conducted research on cohesion and coherence in the writing of English Department second-year students. The study found that, with the exception of ellipsis, fourth-year students were able to use all grammatical cohesion features in their writing, as well as all lexical cohesion features, with the exception of synonyms and general words. In addition, the understudies were all ready to involve a wide range of lucidness gadgets in their composition.

The writer is interested in based on the above phenomena analyzing grammatical and lexical cohesion in students' writing. This study will analyze texts written by 11th grade students where the text to be analyzed is descriptive text. As a result, in light of the clarification over, the scientist is keen on leading an examination entitled "**An Analysis of Grammatical and Lexical Cohesion on Students' Writing at MAN 1 Tanjung Jabung Barat.**"

B. Focus of the Study

The researcher misunderstanding the issue, the researcher wanted to limit the scope of the study. The grammatical and Lexical cohesion of students' writing was the focus of this study. The study's sole focus was on identifying various types of lexical and grammatical cohesion in descriptive text.

Research Questions

The purpose of research is to answer the following questions problems:
What kind of grammatical cohesion can be found in the descriptive writing that students at MAN 1 Tanjung Jabung Barat have produced?



Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Surtha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Surtha Jambi

What kind of lexical cohesion can be found in the descriptive writing that students at MAN 1 Tanjung Jabung Barat have produced?



Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sunha Jambi
2. Dilarang memperbanyak atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sunha Jambi

D. Objectives of the Study

Based on the background of the research and the issues outlined in the research issues above, there are two objectives:

1. To describe the different kinds of grammatical cohesion that students at describe in their writing MAN 1 Tanjung Jabung Barat.
2. To describe the kinds of lexical cohesion that are present in student-written descriptive text at MAN 1 Tanjung Jabung Barat.

E. Significances of the Study

The result of this study is expected to provide the following benefits:

1. The specialist trusts this examination can be the reference to different scientists who read this last undertaking.
2. This study will show the issues understudies looked in educating composing. As a result, this research can be applied to improve writing instruction.
3. For English teachers, the researcher hopes that this study will be useful in determining students' writing abilities and providing them with a significant role in the English teaching process—a component of English competence.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Nature of Writing

One of the main goals in learning English is developing communication skills in language such as speaking, listening, writing and reading. According to Mawardi (2014), nowadays, writing, one of the four skills in English language learning is more and more important (as cited in Hartono, 2019). Writing is the most difficult skill to be learned almost by students in every level of education.

Definition of writing appears in various perspectives. First, according to White (1986), writing is the method through which ideas, information, knowledge or experience are expressed and written to acquire knowledge or to communicate and learn some information (p.10). Beside that, the second perspective comes to Tarigan (1994). He asserted that, "writing is the task of developing or creating graphic symbols that convey a language that is understood by people so that the graphic symbols displayed can be interpreted by others. If they understand the vocabulary and the graph itself, people are able to understand the graphic symbols shown" (p.3). The last perspective comes to Ramelan (1992), it is almost same with Tarigan, he asserted that writing is a representation or a language symbol (p.14).

B. The Importance of Writing

According to Harmer (2004), there are some importances of writing (pp. 31-33). First, writing helps learners to reflect on correct use of language and they think while they write. As they solve problems that writing puts in their mind, it can provoke good growth. Second, writing is also used as a way of

reinforcing reflective vocabulary. They use writing skills to make a list of what they have learned as the process of learning takes place. Third, writing is frequently useful as preparation for some other activities. Fourth, writing may be seen as an integral part of a bigger activity in which something else, such as language practice, acting out, or speaking, is the emphasis. The last importance is in questionnaire-type tasks, writing is often used. To face questionnaire research, writing is necessary. Students are asked to respond in writing during the review. To sum up, writing is an important skill that must be mastered in learning English.

C. Analysis

1. Definition of Analysis

Integration, differentiation, measure, limits, analytic functions, and infinite series are all part of analysis, which is a branch of mathematics that studies continuous changes. It is the systematic analysis of continuous functions with real and complex values. It refers to both the discipline of calculus as well as a form of abstract logic theory.

The practice of examining small parts in detail to see how they affect the whole is known as analysis. According to Salim (2002), the following is a definition of analysis:

- a. Analysis is the investigation of issues (deeds, essay, etc) in order to get facts (sources, cause, real cause, and so on)
- b. Analysis of the divide of the subject into some parts and relationship between the parts to get a understanding of something.
- c. Analysis is the elaboration of things after a careful review.

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suntha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suntha Jambi

2. Description of Analysis

Real analysis and complex analysis are two broad subdivisions of analysis that deal with real-valued and complex-valued functions, respectively. Real analysis is a branch of analysis that studies sequences and their limits, as well as continuity, differentiation, integration, and feature sequences. To form the extended real line, it focuses on the real numbers, including positive and negative infinity. It is most widely used to differentiate the part of calculus, which deals with functions of real variables. Differentiable, smooth, or harmonic functions are naturally considered in real analysis, which is more commonly available but may lack some of the more powerful properties of holomorphic functions. The study of complex numbers, as well as their manipulation, derivatives, and other properties, is known as complex analysis. It is a very powerful tool that aids in the computation of difficult integrals by examining the singularities of the function near and between the integration limits.

D. Descriptive Text

1. Definition of Descriptive Text

Descriptive text is a type of text with purpose to give the data information. The context of this type of text is the description of particular thing, place, and person.

A descriptive paragraph colorfully describes a person, place, or thing. It allows you to imagine the way the person felt, heard, or saw the object or location at a particular time regardless if the writer explains a real or imagined circumstance. Additionally, a descriptive paragraph gives reader's vivid image of a person, place, or thing.

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suntho Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suntho Jambi



In the other hand, similar to Thiel (1996) said that descriptive writing is to create a clear picture or impressions of person, place, or object. Descriptive text is also a text which describe something that appeal directly to the sense like Warriner (1982) said descriptive paragraph is giving a picturing words that appeal directly to the sense (sight, sound, smell, touch, and taste). he said a descriptive paragraph is normally full vivid verbs and precise adjectives. It depends on details, not action, to hold the readers interest.

2. The Purpose of Descriptive Text

According to Widiati et.al (2016, p.55), “a descriptive text describes a particular object like a place, thing, or person. The author wants to describe the particular object by describing its or his/her specific features to help readers visualize what a person, an animal, a park, or a thing is like.

3. Generic Structure of Descriptive Text

Descriptive text has two main parts, those are identification and description that is called generic structure. Dominant generic structure of descriptive text:

a. Identification

In this part introduces to the subject of the description.

b. Description

In this part give the details of the characteristic features of the subject. It may describe parts of qualities, characteristics, size, appearance, ability, habit, daily live, and many more.

4. Language Features of Descriptive Text

Descriptive text has several language features such as focus on specific participants, use a simple present tense, verbs of being and having 'relational processes', use of descriptive adjectives, use of thinking verb and filling verb, use of simple past tense if extent, use of detailed Noun Phrase to give information about the subject, use of the action verb, use of adverbial to give additional information about behaviour, and use of figurative language.

E. Cohesion

In connected discourse, the relation between sentences may play a role. A writer requires cohesion to link the phrases together. "Cohesion in a text is all about the relationship of meaning. Since a text is a unit of significance, not a type, it describes something as a text. It is the source of the text that has a variety of meanings linked to the semantic environment of what is being spoken and written." (Jabeen, et al. (2013) as cited in Kuncahya (2015, p.16). Cohesion is intended to be explained by links in which each text relates to a single instance of cohesion and is conveyed partly by grammar and vocabulary. That is why grammatical cohesion and lexical cohesion are present. According to Halliday & Hasan (1976) as already defined, "cohesion is a collection of linguistic devices that link ideas that make the semantic relationships underlying them explicit." (p.5). It implies that the method to connect the ideas in the text directly by implies of coherent elements. In addition, "cohesion refers to the range of grammatical and lexical possibilities that exist to connect a language feature to what has happened before or what follows in a text. This connection is accomplished by relationships in terms that occur inside and throughout the sentences" (Halliday & Hasan, 1976,



Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagai dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

p.10). Therefore, cohesion uses coherent relations to sequence and link sentences together, resulting in a single piece of text, not a group of unrelated sentences.

In the book of Cohesion in English, Halliday & Hasan (1976) divided cohesion into grammatical and lexical cohesion. Reference, substitute, ellipsis, conjunction form the grammatical cohesion. Lexical cohesion, meanwhile, entails reiteration and collocation. This is because two separate factors decide both of them. They are vocabulary and grammar. The distinction can be clearly drawn at the lexico-grammatical level. The definition of each cohesion form and its sub-types is as follows:

1. Grammatical Cohesion

Grammatical cohesion is built by the use of the text's grammatical elements, which convey the semantic connections within and between sentences. It includes reference, substitution, ellipsis, and conjunction.

A. Reference

Based on Halliday & Hasan (1976) explanation that "reference is the use of a word to refer to an item in the real world or in a text" (p.31). This can be meant that reference is used to indicate the signaling items which represent in the text. Furthermore, Halliday & Hasan (1976) state that, "when a reference is pointing to an item outside the text, it is define as exophoric reference. But when it is pointing to an item within the text, it is define as endophoric reference" (p.33). It can be conclude that there are two reference items which are exophoric and endophoric reference. Nevertheless, according to Halliday & Hasan (1976)'s definition, cohesion is the connection of sentences in a text. Therefore, exophoric



Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sulthha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sulthha Jambi

reference is out of the cohesion framework, because exophoric reference points to items outside the text, to the items in the real world. Only endophoric reference shows cohesive property. Endophoric reference consists of two subtypes which are anaphoric and cataphoric reference. Anaphoric reference is the referring to an item in the preceding sentence and cataphoric reference is the referring to an item in the following sentence. "English reference cohesion is categorized into three sub-types which are personals, demonstratives, and comparatives" (Halliday & Hasan, 1976, p.37). Items of reference in English include pronouns (e.g. *he, she, it, him, they, etc.*), demonstratives (*that, this, these, those*), the article *the*, and items like *such a* (McCarthy, 1991, p.35). Their concepts are as follow:

1) Personal reference

"Personal reference is reference by means of function in the speech situation, through the category of person" (Halliday & Hasan, 1976, p.37). This is meant that personal reference represents person by specifying its role in the speech situation. A lexical item can be referred by a pronoun, a possessive determiner, or a possessive pronoun. Such references are define as personal reference, they can be either exophoric or endophoric. For example, item "I" in example (1) is exophoric, because it refers to the speaker which resides in the real world, while item "He" in example (2) is endophoric, because it refers to John in the text and also person could notice that "He" is also anaphoric, because "John" is in the preceding sentence. However, only endophoric personal reference such as "He" in example (2) corresponds to the definition of cohesion defined by

Halliday & Hasan (1976). The analysis of cohesion in the present study will not determine exophoric reference such as "I" in example (1) as it refers to the item in the real world, and it does not contain cohesive property which connects the sentences together.

(1) *I had a cat*

(2) *John has just bought a car. **He** loves it very much.* (Halliday & Hasan, 1976:45)

2) **Demonstrative reference**

"Demonstrative reference is used to identify an item relates to location through the scale of proximity" (Halliday & Hasan, 1976, p.37). It can be informed that demonstrative reference is essentially a form of verbal pointing, which identifies the referent by locating it on a scale of proximity. Furthermore, the usage proximity of demonstrative reference such as this, these, that, those, here, there, and the. Similarly to personal reference, demonstrative reference can be exophoric and endophoric. For example:

(1) *Leave that **there** and come **here**!*

(2) *John has gone to **Thailand**. This time he will be **there** for a year.* (Halliday & Hasan, 1976, p.58)

In example (1) the speaker and the listener both implicitly know that "there" is a place around the listener and "here" is a place around the speaker. These two demonstrative references are exophoric and they are not considered to have cohesive property. In example (2) "there" refers to "Thailand" and is endophoric, because it refers to an item in the text. Also "there" in example (2) is anaphoric reference, because it refers to "Thailand" which is in the preceding sentence.

3) Comparative reference

“Comparative reference is used to refer to an item via identity and similarity” (Halliday & Hasan, 1976, p.37). It means that comparative reference is based on the thing in terms of likeness and unlikeness. The usage adopts adjectives such as same, equal, similar, different, else, better, more, etc., and adverbs such as so, such, similarly, otherwise, so, more, etc. to signal the reference. For example:

(1) *It is the **same** cat as we saw yesterday.*

(2) *The distance of the earth from the sun makes it suitable to sustain life. Searching for the other planets with the **same** distance from their mother stars is to search for an extraterrestrial life.*

(3) *The blue t-shirt has the **same** size as the green one.* (Halliday & Hasan, 1976, p.70)

From example (1) and (2), the item “same” is used as comparative references. In example (1) the item “same” help referring to a cat, which both persons have seen the other day in their real world situation. Therefore, item “same” in (1) is exophoric and does not have cohesive property. In example (2) the item “same” refers to the specific distance between the earth and the sun. The reference endophoric because it points to an item within a text, therefore, it has cohesive property and it is anaphoric, because it points to the preceding sentence. In sentence (3), the word “same” is used to show both t-shirt share a character, the size in this case. The item “same” in example (3) does not refer to any items in the text; therefore it is a reference and does not have cohesive property.

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suntho Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suntho Jambi





Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

B. Substitution

“Substitution is a replacement of an item by a general word to avoid repetition.” (Halliday & Hasan, 1976, p.88). This is meant that substitution is the replacement of one item by another. “Substitution has three types, those are nominal substitution, verbal substitution, and clausal substitution.” (Halliday & Hasan, 1976, p.90).

1) Nominal substitution

According to Halliday and Hasan (1976), “nominal substitution is a replacement of *one* or *ones* instead of repeating the same word in nominal group” (p.90). It means that the item that substituted with one or ones always functions as head of a nominal group.

- (1) *These biscuits are stale. Get some fresh ones.* (Halliday & Hasan, 1976, p.92)

In the example above, item "ones" is used to replace item "biscuits" in the preceding sentence and it is head of the nominal group "fresh ones". The replacement avoid the repetition of item "biscuits", however if item "biscuits" is repeated in the example, the sentences could still be meaningful.

2) Verbal substitution

“Verbal substitution is a replacement of an element in verbal group and its position is always final in the group. In English, the device used as verbal substitution is *do*” (Halliday & Hasan, 1976, p.112). It can be informed that verbal substitution operates as head of

a verbal group, and “do” is the item used to substitute either a verb or other element which represents an action, event, or relation. This is mostly used in spoke language. It can expressed by “do”, “do so”, “can do”, “does”, “did”, and “done”.

(1)*the words did not come the same as they use to do.*

(2) *Do you like to go to Bangkok? – Yes, I do.* (Halliday & Hasan, 1976, p.112)

"do" in example (1) is used to substitute "come" and item "do" in example (2) is used to substitute "like to go to Bangkok".

3) Clausal Substitution

Based on Halliday & Hasan (1976), “clausal substitution is a replacement of an entire clause. It's the substitution of elements in both nominal and verbal group. The items to be used to substitute are *so* and *not*” (p.130). It can be conclude that clausal substitution substitutes an entire clause instead of within the clause, and it may take either positive or negative form which expressed by “so” and “not”.

(1) *Everyone seems to think he's guilty. If so, no doubt he'll offer to resign.*

(2) *We should recognize him when we see him.*

Yes, but supposing not. What do we do? (Halliday & Hasan, 1976, p.134)

Item "so" in example (1) substitute the clause "he's guilty" in the preceding sentence. In example (2) "not" replace the clause "recognize him". It is worth nothing that *and* and *but* are used here to merge the preceding and the following sentence in the example (1)

and (2). They are conjunction, another type of cohesion which will be discussed later in this chapter.

C. Ellipsis

Ellipsis determining semantic relation by using grammatical elements. “The function of ellipsis is the same as substitution but the item is replaced by nothing, in other words, it is omitted. Although it is the same with substitution, it has a different structure and pattern. In ellipsis, something is understood without saying” (Halliday & Hasan, 1976, p.142). This is meant that ellipsis is simply “substitution by zero”, the omission of an item is to avoid the item repetition. The omission would not ruin the quality of the text if the context is obvious for the readers to comprehend. “As ellipsis and substitute are similar, so the sub-types of ellipsis are classified identically to substitution, they are nominal, verbal, and clausal” (Halliday & Hasan, 1976, p.146).

1) Nominal ellipsis

Halliday & Hasan (1976) state that “nominal ellipsis is the ellipsis of an item in a nominal group, which generally is the subject of the sentence” (p.147). It means that a nominal group is used to replace the element in the nominal group. In example (1), “student” is omitted in the second sentence, but a reader could assume that it is “Indonesian student...” from the preceding sentence.

(1) *There are two English students and one Indonesian student in the class. The Indonesian has been here for one year.*

2) Verbal ellipsis

Verbal ellipsis according to Halliday & Hasan (1976) is “the omission of an item in verbal group, which is a group of verbs in a sentence. An elliptical verbal group presuppose one or more words from a previous verbal group, which is not fully express in its systemic features” (p.167). This can be meant that verbal ellipsis refers to ellipsis within the verbal group. In example (1), the sentence “Yes, I have” is the shortened form of “Yes, I have been swimming”. Most readers can guess the full form of the sentence from the question sentence of example (1).

(1) *Have you been swimming?*

Yes, ***I have***. (Halliday & Hasan, 1976, p.167)

In example (2), the item “might”, “was to”, “may not”, and “should” indicate that there is an omission of items in verbal groups. A reader could predict that verb “do” is omitted.

(2) *Is Jane going to do this?*

She might,

She was to,

She may not,

She should if she wants her homework done. (Halliday & Hasan, 1976, p.170)

3) Clausal ellipsis

The clause in English have two parts structure which contain of modal and propositional element. The modal element consists of subject and finite element in the verbal group. While the propositional element consists of the reminder of the verbal group and any complements or adjunct that may be appear. “Clausal



Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suntho Jambi
2. Dilarang memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suntho Jambi

ellipsis is the omission of items both in nominal and verbal group” (Halliday & Hasan, 1976, p.197). It can be informed that clausal ellipsis includes the omission in the modal and prepositional elements. Generally, would be looked like the whole clause is omitted but leave some elements for the reader to recognize the omitted items. In example (1), the modal element is omitted in the answer, whereas in the example (2), the prepositional element is omitted.

(1) *What was Duke going to do? Plant a row of poplars in the park.*

(2) *Who was going to plant a row of poplars in the park? The Duke was.* (Halliday & Hasan, 1976, pp. 197-198)

D. Conjunction

A conjunction can be used as cohesive tie. Conjunctive elements are primarily devices to create cohesion by the virtue of their specific meanings. It means that they by themselves express certain meanings and their meanings enable them to presuppose the presence of the other elements. They can relate to the preceding or following text. By specifying the way that is the next is semantically connected to what has gone before, conjunction can establish the semantic relation. “A conjunction is not used to refer any particular items in the text, but it is used to connect sentences in terms of meanings” (Halliday & Hasan, 1976, p.226). Therefore, the conjunction is not only a matter of connecting two sentences, but also relating two events semantically. “Conjunction ties are categorized into additive, adversative, causal, and temporal” (Halliday & Hasan, 1976, p.238).



Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi



Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suntho Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suntho Jambi

1) Additive

Halliday & Hasan (1976) explain that “additive refers to a type of cohesion that structurally appears and coordinates each other” (p.224). The function of additive conjunction is to add information to a sentence using the ties such as *and, also, too, additionally, furthermore*, etc. the tie can negate the sentence using the ties such as *nor, and...not, and...not...either, neither, and...neither*, etc. it means that additive depends on the structure of the sentence, and it functions to add the existing information by the virtue of coordination. For example:

- 1) *For the whole day he climbed up the steep mountainside, almost without stopping. **And** in all this time he met no one.* (Halliday & Hasan, 1976, p.238)
- 2) *Camp meals are not great problem. **Neither** are beds, thanks to air mattresses and sleeping bags.*

Item “And” in example (1), adds information about the loneliness of the climber climbing up the hill. In example (2), the item “Neither” is a negated additive conjunction. It signals that the *beds* are also not a problem like the *camps meals*.

2) Adversative

“Adversative refers to the contrary of expectation. The function of adversative conjunction is to indicate a contrary to a reader’s and listener’s expectation, which derived from what is mentioned before” (Halliday & Hasan, 1976, p.250). It can be meant that adversative is gained by contrasting expectation which come from the content of what is being said or from the speaker-hearer situation.

The advertise ties such as *yet, though, only, but, in fact, rather, etc.* for example:

- 1) (1) *For the whole day he climbed up the steep mountainside, almost without stopping. **Yet** he was hardly aware of being tired.* (Halliday & Hasan, 1976, p.239)

Item “Yet” in the second sentence of example (1) is used to give information which is contents contradicts to the expectation of the reader reading the first sentence in example (1).

3) Causal

Based on Halliday & Hasan (1976 “the function of causal conjunction is to express the sentences” relationship between the cause and the result. The causal relation includes result, reason, and purpose to form a cohesive chain” (p.256). It means that causal conjunction represents one of clause becomes the cause and the rest is becomes the result. The ties such as *so, the, for, because, for this reason, as a result, in this respect, etc.,* are used to perform this function. For example:

- 1) *For the whole day he climbed up the steep mountainside, almost without stopping. **So** by night time the valley was far below him.* (Halliday & Hasan, 1976, p.239)

The second sentence in example (1) is the result of the first sentence and the device “So” is used to signal this cause and result relationship.

4) Temporal

The last type of conjunction is temporal conjunction. As Halliday & Hasan (1976) declare that “the function of temporal conjunction is to signal the sequence of events and time. It exist when the events in the text are related in terms of timing of their occurrence” (p.261). This is meant that temporal conjunction represents the sequence of time. The ties such then, next, after that, next day, until then, at the same time, at this point, etc., are used for temporal conjunction. For example:

- 1) *For the whole day he climbed up the steep mountainside, almost without stopping. **Then**, as duck fell, he sat down to rest.* (Halliday & Hasan, 1976, p.239)

Item “Then” in example (1) is a temporal tie used to signal the sequence of events related to the climber in example (1).

2. Lexical Cohesion

Lexical cohesion is different from the previous types of cohesion because lexical cohesion is non-grammatical. "It is constructed from the selection of vocabulary. This type of cohesion is achieved by the selection of vocabulary" (Halliday & Hasan, 1976, p.276). It means that lexical cohesion refers to the cohesive effect by non-grammatical elements or the selections of vocabulary. There are two types of lexical cohesion which are reiteration and collocation.

A. Reiteration

Reiteration according to Halliday & Hasan (1976) is the repetition of a presupposed item. It is a form of lexical cohesion which involves the repetition of lexical item, the use of general word to refer back to lexical item, and a number of things in between the use of synonym, near-synonym, or superordinate (p.278). In



conclusion, the words used to establishes the semantic links by means of using repetition, synonym, superordinate, and general word. In most case, reiteration is accompanied by demonstrative reference "the". For example:

(1) *I saw **a small dog** in the kitchen again.*

***The dog** (repetition) was very dirty.*

*I was thinking to keep that **animal** (superordinate) out.*

***The puppy** (synonym) was obviously not up to it.*

*The kitchen is for us not for **the four legs** (general word).*

From the examples above, the word “the dog” is the repetition of “a small dog” in the previous sentence. Then, the word “animal” is the superordinate of the word “a small dog” in the previous sentence. Next, “the puppy” is name of the small dog. It is exemplifies synonym. And the last is the word “the four legs”, which expresses the general word of “a small dog”.

B. Collocation

“Collocation is achieved through the association of lexical items that regularly co-occur. It is not depend on any semantic relationships. Collocation is the use of words that are commonly found together. This group of words work as a network conveying meanings from a text”. The words could be words with opposite meaning (e.g. love/hate, man/woman, tall/short), pairs of words from the same other series (e.g. days of the week, months, etc.), pairs of words from unordered lexical sets e.g. metonym (e.g. body/arm, car/wheel, hand/fingers, mouth/chin), co-hyponyms (e.g. black/white,



Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

chair/table) or association based on history of co-occurrence (e.g. rain, pouring, torrential) (Halliday & Hasan, 1976, pp.294-285). The above explanation clearly stated that collocation refers to tendencies of common occurrence. The tendency is derived from the same lexical environment. When lexical cohesion occurs in a text, it occurs in a series. Example (1) shows a use of lexical cohesion.

(1) *My neighbor* has just let one of his trees fall into my garden. And *the scoundrel* refuses to pay for the damage he has caused. (Nunan, 1993, p.29)

In example (1), the words *my neighbor* and *the scoundrel* refer to the same context which is the person who treats others badly. Out of this context, it is widely known that *neighbor* and *scoundrel* are not related at all. Analyzing lexical cohesion is obviously more difficult than other cohesive type because there is no exact keyword to look for. Halliday and Hasan (1976) suggested that “when analyzing lexical cohesion in a text, it is important thing to use common sense on the nature and the structure of the language vocabulary” (p.290). It means that the use of common sense, the nature, and the structure of vocabulary will help the writers in analyzing the lexical cohesion. Halliday and Hasan (1976)’s cohesion has potential to connect sentence together to generate the continuity of text. However, solely cohesion is inadequate to make a text make sense. It is because cohesion is just the surface connection of a text. In order to make a text make sense, the text needs coherence, which does not equate to cohesion.



Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suntho Jambi
2. Dilarang memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suntho Jambi

Some studies have conducted research on the analysis of solidarity in recent years. There is a lot of study on cohesion analysis. The types of texts that have been studied include descriptive, narrative, recount, and even the abstract of a university final project.

The first related research was done by Fadila (2018). She did a study about cohesion in students' descriptive text writing at tenth grade of SMKN 1 Kuala Tungkal. This study attempted to describe and explain the (a) cohesion of English descriptive text produced by the students under study. This research was qualitative. This study was conducted 30 of tenth grade students of SMK N 1 Kuala Tungkal. The data were collected through students' descriptive text. The analysis was concedered with: grammatical cohesion (references, substitution, ellipsis, conjunction), lexical cohesion (reiteration and collocation). The result of the study showed that the types of grammatical cohesion and lexical cohesion, reference 50%, substitution and ellipsis 0%, conjunction 26,78%, reiteration 23,21%, and collocation 0%.

The second related research was done by Wachidah (2016) who did a study about cohesion and coherence in the students' writing text. The objective of the study was to identify the types of cohesion and coherence made by the students at their writing texts. The result of this study was showed that there are 1316 instances of cohesion from the total of occurrences and 940 instances of coherence from the total of occurrences in 30 of the students' explanation texts. It can be concluded that the students to be competent well in producing cohesion and coherence at their writing texts. They utilized all the types of cohesion at their writing texts except ellipsis, and they applied all the types of coherence at their writing texts.

The last research was done by Hartono (2019). He did a study about cohesion and coherence on second year students' writing of English



Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

Department. The objective of the study was to describe cohesion items and coherence devices used by the fourth semester students in English Department. The result of this study showed that the fourth semester students were able to use all the grammatical cohesion items in their writing, except ellipsis, and they were also able to use all types of lexical cohesion, except the synonym and general word. Besides, all of the students were able to use all types of coherence devices in their writing.

Thus, the differences among the researches above are not only on the sample of the research but also purpose of the research. The difference between the first previous study and writer's research is the sample of the research. The samples of the first previous study were students' descriptive text writing at tenth grade of SMKN 1 Kuala Tungkal and the researcher used eleventh grade students in MAN 1 Tanjung Jabung Barat as the sample. While the difference between the second previous study is the second previous researcher identified the types of cohesion and coherence in the students' writing text but this researcher identified the types of cohesion only. Last, the difference between the third previous study is the sample of the research. The third previous study's samples were second year students of English Department while this researcher's samples were high school students.



Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suntho Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suntho Jambi

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used descriptive qualitative study because it needs data, analysis, and interpretation of the meaning. According to Denzin & Lincoln (1994), "qualitative research is multi method in focus, involving as interpretive, naturalistic approach to its subject matter." (as cited in Benz & Newman, 1998, p.2). It is meant that qualitative research studies thing in natural setting, attempts to make sense, or interprets the phenomena in term of the meaning. Meanwhile, this study deals with a research procedure that generates descriptive data in words and linguistic form. As Moleong (2009) states that "qualitative research is a study to assimilate the phenomena in relation to what the subjects are experienced. This method interprets the research by using words in a certain natural context, and uses several scientific methods" (p.6). This is meant that qualitative research uses words to show the result of the research, and this method has various methods to analyze the research.

In addition, Creswell (1994) explains that, "qualitative research is descriptive in which the researcher is interested in process, meaning and understanding gained through words or picture. The data of the study are collected in the form of the words rather than the numbers" (p.145). This can

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suntho Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suntho Jambi

be concluded that qualitative research uses words to present the result instead of numbers.

B. Setting and Subject of the Research

The research was conducted at MAN 1 Tanjung Jabung Barat. It was located on Jl. Syarif Hidayatullah, Kuala Tungkal, Jambi. The subject of this research was the 10th grade students in MAN 1 Tanjung Jabung Barat. The 10th grade student in MAN 1 Tanjung Jabung Barat consists of 5 classes. The researcher used a purposive sampling technique and choose the X MIPA class to be the subject of the research. The total numbers of student as the subject of the research was 20 students. The topic of this study was selected deliberately in which X MIPA class is chosen as it is considered to be the class that learn to write descriptive text and they have good score in writing.

C. Data Source

The subject where the data is derived is referred to as the data source. Mason (2002) defined a data source as a document containing students' writing (as cited in Hartono, 2019). The data were gathered by the researcher from writing assignments completed by 10th grade students at MAN 1 Tanjung Jabung Barat. The grammatical and lexical cohesion found in the students' writing was used as data in this study. The data were gathered by the researcher from the students' writing.

D. Instrumentation and Method of Data Collection

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagai dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi



Data collection is considered as the most prominent step in a research due to the fact that main purpose of conducting a research is to obtain needed data. To achieve the research purposes, the writer needed to collect the data using written test. Written test was conducted to get the data of grammatical and lexical cohesion on students' writing. Thus, the technique that was utilized in the process of gathering the research is documentation.

The researcher used documentation (the students' paper assignment) for collecting the data. Arikunto (2013) stated that, "documentation is a number of data that presents the verbal data such as correspondence, journal, memory, report, and others' written text that can be mutually responsible" (p.231). This is meant that documentation is in the form of written data.

In this study, to collect the data, the researcher did several steps. The first step is the researcher went to the school to consult with the teacher. Next, the researcher asked for permission from the teacher to borrow the students' assignment texts, and then made the copies of the texts later on as the sources to analyze the grammatical and lexical cohesion. The last one, the researcher analyzed students' assignments.

Data Analysis

In this study, to analyze the data, the writer used qualitative content analysis method. The qualitative content analysis is a methodology for determining the content of written, or published communications via a systematic, objective, and quantitative procedure. Cole (1988) as quoted in Elo & Kyngas (2008) argue that, "content analysis is a method of analyzing written, verbal, or visual communication messages" (p.53). It can be meant that content analysis is the study which emphasizes an integrated view of



Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suntho Jambi
2. Dilarang memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suntho Jambi

speech/texts and their specific contexts. In addition, "content analysis is a procedure for the categorization of verbal or behavioral data, for purposes of classification, summarization, and tabulation. It can be analyzed in two levels. The basic level of analysis is descriptive account of the data and the higher level of analysis is interpretative" (Hancock, 1998, p.17). It can be concluded that content analysis is a quantitative method for analyzing qualitative data.

According to Mayring (2014) the steps of content analysis are listed below:

1. Categorization

Categorization is the process of selecting each unit which have the similarities to determine the relevant material from the texts, it has to be an explicit definition, and theoretical references can be useful. Hence, the data is categorized into: grammatical and lexical cohesion.

2. Abstraction

Abstraction means formulating a general description of the research topic through generating the categories. It shows how specific or general the categories have to be formulated.

Table 3.1 Researcher's Documentation

Main Category	Generic Category	Sub-category
Cohesion	Grammatical Cohesion	
	References	Personal
		Demonstrative
		Comparative



Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suntho Jambi
2. Dilarang memperbanyak sebagai dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suntho Jambi



Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

Substitution	Nominal
	Verbal
	Clausal
	Ellipsis
	Nominal
	Verbal
	Clausal
	Conjunction
	Additive
	Adversative
	Clausal
	Temporal
Lexical Cohesion	
Reiteration	Repetition
	Synonym
	Superordinate
	General Word
Collocation	

3. Coding the text

To begin the coding, the researcher read the texts from the beginning, line by line, and check if material occurs that is related to the category definition. All other materials are ignored within this procedure.

The researcher had to code the passage which fits with the categorization. It is aimed to facilitate the researcher in looking for the needed data.

4. Results

This step involves making sense of the themes or categories identified, and their properties. In this stage, the researcher made the inferences and presented the reconstructions of meanings derived from the data. The researcher describe the results of the properties and dimension of categories and abstraction. Then, identify the results based on the research questions.

F. Trustworthiness

Triangulation is a way to validate data in qualitative research. Triangulation can also be interpreted as a combination of data collection methods. Cohen (2005) states that triangulation is the use of two or more ways of collecting data in a study for aspects of human behavior. This means that triangulation is a way of checking the validity or comparing data by utilizing other aspects outside the data itself. According to Denzin (1970) as stated in Cohen (2005) there are four main types of data triangulation, namely time triangulation, space triangulation, theoretical triangulation, and investigator triangulation. In this study, researcher will use theories from several other researchers in conducting data triangulation. Therefore the researcher chose to use theoretical triangulation, where the researcher would seek involvement from other researchers' theories in checking the validity of this research.

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Surtha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Surtha Jambi

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

The students' descriptive text makes use of grammatical and lexical cohesion, as shown by the findings below. The codes were then used to calculate and display the data that was in the descriptive text that the students wrote. Additionally, the table displays the variety and number of grammatical and lexical cohesion found in students' descriptive text.

A. Grammatical Cohesion

Table 4.1: The Percentages of Occurrences of Grammatical Cohesion

NO	Name	Class	Grammatical Cohesion			
			Reference	Substitution	Ellipsis	Conjunction
1	Student 1	X MIPA	10	0	0	3
2	Student 2	X MIPA	18	0	0	4
3	Student 3	X MIPA	11	0	0	5
4	Student 4	X MIPA	8	0	0	4
5	Student 5	X MIPA	5	0	0	2
6	Student 6	X MIPA	7	0	0	1

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sufududin Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sufududin Jambi

7	Student 7	X MIPA	9	0	0	6
8	Student 8	X MIPA	8	0	0	3
9	Student 9	X MIPA	13	0	0	3
10	Student 10	X MIPA	14	0	0	5
11	Student 11	X MIPA	9	0	0	2
12	Student 12	X MIPA	7	0	0	8
13	Student 13	X MIPA	6	0	0	6
14	Student 14	X MIPA	5	0	0	5
15	Student 15	X MIPA	10	0	0	4
16	Student 16	X MIPA	3	0	0	4
17	Student 17	X MIPA	12	0	0	5
18	Student 18	X MIPA	6	0	0	4
19	Student 19	X MIPA	12	0	0	6
20	Student 20	X MIPA	15	0	0	8
Total			188	0	0	88
%			68,11%	0%	0%	31,88%

$$P = N \times 100\% : T$$

P = Percentage

N = Types or sub-types of grammatical and lexical cohesion

T = Total grammatical and lexical cohesion produced by students

In table 4.2 the researcher describes about The Percentages of Occurrences of Grammatical Cohesion. That table indicates there are 276 grammatical cohesion ties in the worksheet that 20 students made about descriptive text. They include the conjunction, ellipsis, reference, and substitution,

which are all components of grammatical cohesion. Among all types, reference occurs the most frequently. Understudies use reference in their passage for multiple times or 68,11%, the second is combination seems multiple times or 31,88%, however specialist not tracked down replacement and ellipsis in understudies' section.

a. Reference

Table introduced beneath shows the consequence of the references tracked down in the understudies' expressive text. As referenced before that reference is the higher incessant. As is well known, the specific instances of percentages pertaining to various types of references will be discussed in this table. Personal references make up 167, or 88,82 percent, followed by comparative references (18, or 9,57 percent), followed by demonstrative references (3, or 1,59 percent).

Tabel 4.2: The Percentages of Occurrences of References

No	Types of Reference	Items
1	Personal References	She, her, he, his, they, their, them
2	Demonstrative References	-
3	Comparative References	Same, different

Examples of the reference found in students' descriptive text:

1. *Her name is Syifa Aulia.*
2. *She is now in the same class with me.*

In the first example, the word "her" serves as a personal reference. "Her" alludes to Syifa Aulia in a similar sentence. Because it refers to another item in the text that appears after "her," the word "her" creates a cohesive metaphor. In contrast, the comparative reference is exemplified by the word "same" in the

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

2. Dilarang memperbanyak sebagai dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sulthar Jambi

second example. The meaning is derived from the word that Syifa is a classmate of the writer.

b. Conjunction

The most prevalent kind of conjunction is the additive. It seems multiple times or 78,40%. The second scenario, which is causal, occurs ten times, or 11,36 percent. In contrast, adversarial appears six times, or 6,81 percent, and it ranks third. The last worldly combination seems multiple times of 3,40%.

Tabel 4.3: The Percentages of Occurrences of Conjunction

No	Types of Conjunction	Item
1	Additive	And, so, or
2	Adversative	But
3	Causal	Because, cause
4	Temporal	After that, then, next, first, last

The use of conjunction in students' paragraph exemplified as follow:

1. *I like her because she likes to make people laugh. (student 12)*
2. *But she also like to be rude to her classmates.*
3. *He is smart and kind. (student 8)*
4. *Then we go back to class and eat together. (student no 5)*

As can be seen from the examples above, the students' paragraph contains all kinds of conjunctions. In the first example, the word "because" indicates a causal relationship between dislike and her tendency to be rude. In the second example, the word "but" reveals a negative fact about the writer's friend: she enjoys making people laugh, but she also enjoys being mean to her classmates. Next, the word

"and" in the third example adds more information about the writer's friend, demonstrating that he is not only smart but also kind. "Then" in the last model shows the connection of time between occasions inside the sentence, it tends to be figured out that the writer and her friend went back to class and eat together.

B. Lexical Cohesion

Table 4.4: The Percentages of Occurrences of Lexical Cohesion

NO	Name	Class	Lexical Cohesion	
			Reiteration	Collocation
1	Student 1	X MIPA	1	0
2	Student 2	X MIPA	0	0
3	Student 3	X MIPA	0	0
4	Student 4	X MIPA	0	0
5	Student 5	X MIPA	1	0
6	Student 6	X MIPA	2	0
7	Student 7	X MIPA	0	0
8	Student 8	X MIPA	2	0
9	Student 9	X MIPA	1	0
10	Student 10	X MIPA	0	1
11	Student 11	X MIPA	1	0

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suntha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suntha Jambi

12	Student 12	X MIPA	0	0
13	Student 13	X MIPA	1	0
14	Student 14	X MIPA	1	0
15	Student 15	X MIPA	0	0
16	Student 16	X MIPA	1	0
17	Student 17	X MIPA	0	0
18	Student 18	X MIPA	2	0
19	Student 19	X MIPA	0	0
20	Student 20	X MIPA	2	0
Total			15	1
%			93,75%	6,25%

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suntho Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suntho Jambi

a. Reiteration

The most common form of lexical cohesion is repetition. It happens multiple times or 93,75% in understudies' section about engaging text. The discoveries show that redundancy is the most regular kind of emphasis. 13 times, or 86,66 percent, it appears. The second rank is "general word," which appears just once, or 6,66 percent. Sadly, the researcher did not discover any synonyms or superordinates in the descriptive writing of the students.

Tabel 4.5: The Percentages of Occurrences of Reiteration

No	Types of Reiteration	Items
1	Repetition	Syifa Aulia, Riska, Nadia, Habibi
2	Synonym	-
3	General Word	Hobby

4	Superordinate	-
---	---------------	---

As can be seen from the table above, only the superordinate appears nowhere in the students' paragraphs. The other examples will be shown as follows:

1. *I have a new friend, her name is Syifa Aulia. She is now in the same class with me and she is sitting in the front of me. Syifa Aulia graduated from SMPN 6 Tanjung Jabung Barat.*

In the students' paragraph, the use of repetition is demonstrated in example 1.

The following sentence makes use of the same word, "Syifa Aulia."

B. Discussion

To discuss the findings for grammatical and lexical cohesion, the following discussion is based on the findings shown in the table above. Among all sub-types of grammatical cohesion, reference is the most frequently used in students' descriptive texts, as shown in the table. Reference is on the primary position, trailed by combination, ellipsis and replacement. In the mean time emphasis comes as the most involved things in understudies' distinct text among all sub-kinds of lexical attachment. Collocation comes in second place, followed by repetition.

However, when all of the subtypes of cohesion were combined into two main types, lexical and grammatical cohesion, grammatical cohesion dominated with 276 more words than lexical cohesion (16). Based on the preceding information, it is possible to draw the conclusion that the majority of students utilized grammatical items when constructing the descriptive text's lexical and grammatical cohesion.

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suha Jambi

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sultha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sultha Jambi

a. Grammatical Cohesion

A type of cohesion that uses grammar to build cohesion is called grammatical cohesion. The four types of cohesion identified by Hasan and Halliday (1976) are reference, substitution, ellipsis, and conjunction. Reference comes out on top among these subtypes of cohesion, followed by conjunction, substitution, and ellipsis.

1). Reference

According to the definition provided by Halliday and Hasan (1976), "reference is the use of a word to refer to an item in the real world or in a text," This could indicate that the text's signaling elements are referred to in this way. When one part of a text or sentence semantically refers to another part of a text or sentence that comes before or after it, this is called reference. Anaphoric or cataphoric presuppositions can be used to deduce the reference item's intended meaning from its sentence structure. There are both anaphoric and cataphoric references in the descriptive text written by the students. Reference turns out as the most utilized firm things inside the understudies' unmistakable text, as same as what found by the past scientists like Abdurrahman (2013) who found 1047 events of reference in the consequence of his exploration. Anaphoric references are typically explicit, while cataphoric references are typically implicit, according to Wachidah (2016, p. 70). However, the majority of students in this study use anaphoric references, which typically are explicit. For instance:

1. *Syifa Aulia graduated from SMPN 6 Tanjung Jabung Barat. Her body is neither fat nor thin.*
2. *Nadra is short, she is shorter than me.*

All of the reference items in examples 1 and 2 above address another item in the preceding clause. This means that the reference items address another item in a metaphorical way. In the first example, the word “her” is Syifa Aulia; in the second example, the word “her” is Nadra, which is also used in the same sentence but in a different clause.

a) Personal Reference

As one kind of reference, in statements or sentences, individual references are applied to allude to things that go about as subjects or items. Personal references make use of pronouns to link things together. Pronouns can refer to an object, a subject, a possessive pronoun, or even a possessive determiner in a sentence. Take, for instance, the items that are referred to by pronouns in student descriptive texts, such as names of countries, objects, nationalities, professions, film genres, and so on.

The appearance of personal references is found in the student's descriptive text. This fact goes hand in hand with Mawardi (2014) who says that the most widely used references are personal references. There were 1047 occurrences of reference items that he managed to find in his research. 'Her' is a pronoun mostly used to refer to the same thing. For instance:

1. *Syifa is taller than me, she is a beautiful person.*
2. *I have a friend named Anfal. He lives here with his brother.*

Example 1 demonstrates that the item she refers to is the p. person's name and role as the subject of the new sentence. Meanwhile, example 2 explains that the item *his* acts as a possessive pronoun. Then the word *his* which refers to *Anfal* explains that the *his* meant is *Anfal*.

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sultho Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sultho Jambi

Based on the aforementioned examples and explanations, it is possible to conclude that pronouns such as "*she, her, he, his*" are used by most of the students in forming cohesion through personal pronouns. They can also be used as possessive pronouns or possessive determiners. It also stands as an object and not as a subject.

b) Demonstrative Reference

The use of items in sentences to refer to other items found in the text is the meaning of demonstrative reference. Hasan and Halliday in Nilopa (2017) clarified that basically demonstrative references are types of references that introduce references and position the proximity scale made by speakers. In the student descriptive text, demonstrative references such as *that, those, these, and these* are discovered. *That* and *those* are used to describe things that are far away, whereas *this* and *these* are used to describe things that are near the author. According to Wachidah (2016), the terms "*this*" and "*these*" can also be used to describe the number of items; "*these*" refers to items that only amount to one, while "*this*" refers to items that are made up of multiple items. For instance:

1. *Arindi is one of my bestfriends in this class.*

The word used to refer to class in example 1 is stated in the same sentence.

c) Comparative Reference

The text makes use of comparative reference to illustrate the differences and similarities between the things being compared. Hasan and Halliday (1976, p. 76) state that there are two primary types of comparison: general comparison and particular comparison. A type of comparison known as general comparison is one in which the things being compared do not know what they are, but they are unmistakably alike or distinct. While specific comparison is used to compare

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sultthan Jambi

things that are related to quality and quantity. The terms “same,” “different,” “equal,” “identical,” “same,” “contrast,” and so forth are typical general comparison terms. When making a specific comparison, terms like “more” and “less” are used to indicate quantity, while “better,” “as,” and so on indicate quality. For instance:

1. *She's shorter than me.*
2. *She has a slightly taller body than me.*
3. *She is the same age with me.*

Examples 1 and 2 are examples of particular comparison. The utilization of similar things applied to analyze two things related to quality is shown in both examples. In the first example, the *short* word shows the comparison of the qualities of the writer and her friend who is more short than her. In example 2, *taller* also explains the comparison of the quality of the writer who is shorter than her friend. While in example 3 using a general comparison. It describes use of items that are comparative to compare two things that are either the same or different. Thirdly, in example, the word *same* explains that because they are in the same class, the writer and her friend are classmates.

2) Substitution

In text, substitution is a method of creating cohesion in which the author substitutes one thing for another. In order to avoid repetition, the authors use substitution in their writing. Nominal, verbal, and clausal substitution are the three types of substitution. In any case, tragically, the analyst couldn't track down any replacements in the understudy illustrative text in this study. The findings made by Fadila (2018) are also the same as the finding in this study.

3) Ellipsis

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

2. Dilarang memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sunha Jambi

Ellipsis is an approach to shaping union by supplanting highlights in sentences with nothing. That implies the elements that ought to be changed should be taken out. There are three types of ellipsis, according to Hasan and Halliday (1976), which are nominal, clause, and verbal. The researcher's findings indicate that the student's descriptive text lacks the appearance of the ellipsis. This finding is consistent with those of Rahmawati (2015), Rahman (2016), and Nilopa (2016) studies. It is normal to not find an ellipsis in a paragraph because, according to Badrul (2015) and Hasan and Halliday (1976), ellipses are used more frequently in verbal communication.

4) Conjunction

In text, conjunction is the features that form links between sentences. Conjunction in cohesion form relationships between texts with the presence of conjunctive features. Hasan and Halliday (1976) showed that conjunctive items construct special meanings that mark the existence of other items in the text, not just tools to reach previous or subsequent texts. There are 88 total occurrences of conjunction found in this study. There are 69 instances of additive conjunctions, 10 instances of causal conjunctions, 6 instances of adverse conjunctions, and the remaining 3 instances of temporal conjunctions. This result also supports the findings of prior studies like Mawardi's (2014), which provided 353 examples of conjunctions were found in his research and encompassed all kinds of conjunctions.

In students' descriptive text, the additive conjunction is the conjunction most frequently applied. This finding is supported by the findings of other researchers, such as Rahmawati (2015), Abdurrahman, and Wachidah (2016), who found 306 examples of the additive conjunction as the most frequently used conjunction. And, or, and so are examples of additive conjunctions. Contrary examples like but,

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sultham Jember

but, in contrast, and so on Since, since, thus, and so on are examples of causal conjunctions. The last kind has fleeting attributes which are set apart by models like first, second, third, then, from that point forward, next, at long last, the last, and some more. For instance:

1. *She is a good friend and smart.*
2. *I like her because she likes to make people laugh, but she also likes to be rude to her classmates.*
3. *I like to be friends with Aldi because he is a nice person, polite, likes to help friend.*
4. *During break time we often go to the canteen together to buy food and drinks, after that we go back to class and eat together.*

An example of an additive conjunction can be seen in the first example, the word *and* explains that the writer's friend is not only a good friend, but also smart. While in the second example, *but* shows an adversative conjunction that describes the contrast between the writer's friends. Furthermore, in the third example, *because* explains a causal relationship where the author likes to be friends with Aldi because he is a kind, polite person, and likes to help friends. And the last example describes an example of conjunctions of time, the word *after that* describes the next step the writer and her friend took.

b. Lexical Cohesion

The connection of a sentence's meaning to the elements of a selected lexicon is known as lexical cohesion. According to Hasan and Halliday (1976), lexical cohesion is the cohesive effect produced by selecting a lexicon. In addition, Hasan and Halliday divided the aspects of lexical cohesion into emphasis and collocation.

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Surtha Jambi

Utilizing lexical terms with the same meaning can be used in reiteration to establish a connection between the content. According to Kuncahya (2015), emphasis employs words to establish semantic connections and link sentences. Similar to Hasan and Halliday's (1976) classification of emphasis, redundancy, equivalent word, superordinate, and common word are the four types. There are 15 reiteration events in this inquiry. Overt repetitiveness is the as frequently as conceivable used things with 13 occasions, well known word with 1 occasion. In separate, there's no events for comparable word and superordinate. According to Wachidah (2016), Mawardi (2014), and Rahman's research, redundancy is the most frequently used feature in students' writing. For instance:

1. *I have a new friend, her name is Syifa Aulia. She is now in the same class with me and she is sitting in the front of me. Syifa Aulia graduated from SMPN 6 Tanjung Jabung Barat.*

In the example 1, it can be deduced that the author employments the word Syifa Aulia within the following sentence. This kind of thing happens repeatedly. In order to make it easier for readers to comprehend the idea that the author is attempting to convey, the author rehashes the catchphrases.

In this examination, collocation appears so to speak 1 model inside understudies' text, though inside the explore directed by Wachidah (2016), it appears in more noteworthy number that 236 events of collocation. Collocation is the improvement of union through the occasion of lexical things that come as a match, yet in a couple of cases the words fabricate the coordinate has no significance straightforwardly related with the subject. Collocation can only occur if the lexical things show up within the same setting. For instance:

1. *His characteristics are he is low-key and he is naughty.*

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sunha Jambi



The example above shows the utilize of word sets that construct cohesion. Within the case, the words *low-key and naughty* show up within the same setting related to the *characteristics*.

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sunthha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sunthha Jambi

CHAPTER V

CONCLUSION

A Conclusion

Based on the findings and discussions from the previous chapter, the researcher draws conclusions:

The grammatical and lexical cohesion used by the students in their descriptive text are including all type. In their writing, the students used all of the grammatical and lexical cohesion to build the cohesion.

1. For grammatical cohesion items, they used reference 188 times or 68,11% and conjunction 88 times or 31,88% but there are some items which have no appearance within their descriptive text, those are substitution and ellipsis. None of the students uses those items in their writing.

2. For lexical cohesion items, they use all the items. They used reiteration 15 times or 93,75% and collocation 1 time or 6,25%. Those items have appearances within students' descriptive text without exception.

Finally, it can be concluded that the students acquire a good competence in writing a cohesive text since they can use all the grammatical and lexical cohesion within their descriptive text except substitution and ellipsis.

B: Suggestion

The researcher would like to give some suggestions which described as follow:

1. The students have to select effective strategies or how to make the students aware of important English subject especially for writing. The

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

2. Dilarang memperbanyak sebagai dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

students have to know how to write correctly in English. Cohesion is one of important part for good writing.

2. For the other writers, based on the findings above, the researcher would like to suggest that using cohesion in the writing text is important. It makes the text can be understood by the readers. Further, the writers should apply the cohesion at their writing texts.
3. The teachers have to give feedback for their students after finish teaching English. Explain to the students that cohesion is one of important part in writing. The researcher suggests the teachers to be able to teach and make use knowledge about cohesion.

REFERENCES

- Abdurrahman, N. (2013). *Grammatical Cohesion Analysis of Students' Thesis Writing*. Tanjungpura University.
- Andayani, P. O., Seken, K., & Marjohan, A. (2013). *An Analysis of the Cohesion and Coherence of the Students' Narrative Writings in SMPN 2 Banjar*.

Denpasar: Ganesha University.

Arikunto, S. (2013). *Prosedur penelitian, suatu pendekatan praktik*. Rineka Cipta.

Badrul. (2015). *An Analysis of Cohesive Devices in Students Narrative Writing at Islamic Junior High School An-Nur Muaro Jambi*. IAIN Sulthan Thaha Saifuddin Jambi.

Bae, J. (2001). *Cohesion and Coherence in Children's Written English: Immersion and English-only Classes. Issues in Applied Linguistics*. Los Angeles: University of California.

Crane, P. A. (2010). *Texture in Text: A Discourse Analysis of a News Article Using Halliday and Hasan's Model of Cohesion*.

Creswell, J. W. (1994). *Research Design: Qualitative and Quantitative Approaches*. California: Sage Publicatios Inc.

Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluati Qantitative and Qualitative Research*. Boston: Pearson Education Inc.

Crystal, D. (2003). *English as a Global Language*. Cambridge University Press.

Elo, S., & Kyngas, H. (2008). The Qualitative Content Analysis Process. *Journal of Advance Nursing*, 107-115.

Halliday, M., & Hasan, R. (1976). *Cohesion in English*. London: Longman.

Harmer, J (2004). *How to teach English*. Essex: Pearson Education Limited.

Hartono. (2019). *An Analysis of Cohesion and Coherence on Second Year Students' Writing of English Education Department at State Islamic University Sulthan Thaha Saifuddin Jambi*.

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

2. Dilarang memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sulthan Jambi

- Hasan, M. H. (1976). *Cohesion in English*. London: Longman.
- Kuncahya, A. O. (2015). *Cohesion in Narrative Text Presented in the Electronic Textbook of Senior High School Grade X Entitled "Developing English Competence."*
- Lepionka, E. M. (2008). *Writing and Developing Your College Textbook*. USA: Atlantic Path Publishing.
- M.A.K Halliday, R. H. (1976). *Cohesion in English*. London: Longman.
- Maghfiroh, S. (2013). *Coherence Breaks in Essay Made by the 6th Semester Students of English Department of STAIN Salatiga in the Academic Year of 2012/2013*.
- Mahlberg, M. (2006). *Lexical cohesion: Corpus linguistic theory and its application in English language teaching*. London: University of Liverpool.
- Mawardi. (2014). *An Analysis of The Cohesion and Coherence of The Students' Narrative Writings in The English Language Education Department of Nahdlatul Wathan Mataram University*. Ganec Swara, Vol. 8, No. 1.
- Mayring, P. (2014). *Qualitative Content Analysis*. Klagenfurt, Austria.
- Moleong, L. J. (2009). *Metodologi Penelitian Kualitatif*. PT Remaja Rosdakarya.
- Newman, I., & Benz, R. C. (1998). *Qualitative-Quantitative Research Methodology. Exploring the Interactive Continuum*. United States of America: Southern Illinois University Press.
- Nunan, D. (1993). *Introducing Discourse Analysis*. London: Penguin English.
- Ramelan. (1992). *Introduction to Linguistic Analysis*. IKIP Semarang Press.

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suntho Jambi

Salim, Y. (2002). *Definition of Analysis*.

Saragih, N., Silalahi, R., & Pardede, H. (2014). The Effectiveness of Using Recount Text to Improve Writing Skill For Grade III Students of Kalam Kudus Elementary School 2 Pematangsiantar. *IOSR Journal of Humanities and Social Science*, 147-158.

Tanawong, P. (2014). *The Relationship between Cohesion and Coherence in Writing: the Case of Thai EFL Students*. Srinakharinwirot University.

Tarigan, H. G. (1994). *Writing as a Language Skill*.

Thiel, D. (1996). *Creative Writing in Four Genres*.

Wachidah, W. D. (2016). *An Analysis of Cohesion and Coherence in The Students' Writing Text (A Descriptive Qualitative Study of The 4th Semester)*.

Warriner, John E. *English Grammar and Composition*.

White, D. F. (1986). *The Writer's Art*. Wadsworth Publishing Company.

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sultha Jamb

2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sultha Jamb

APPENDICES

@ Hak cipta milik UIN Sutha Jambi

State Islamic University of Suthan Thaha Saifuddin Jambi

Appendix 1: Students' Writing Task

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi



- Hak Cipta Dilindungi Undang-Undang:
- Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - Pengutipan tidak merugikan kepentingan yang wajar UIN Surtha Jambi
 - Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Surtha Jambi

Homework (PR)
 We Are Millennials

Rebecca
 Date: 03 Agustus 2022.

No.:

Write a descriptive text about your friend in the class.

My new classmate

I have a new friend at school.

Her name is nasywa arindi humairo, I call her arindi

I like her because she is very kind and smart

she is pretty and have a tall body

Her favorite food is chocolate and candy.

I have a new friend at school

Her name is nasywa arindi humairo, she has a slightly taller body than me.

Arindi is one of my best friends in this class. ^{She is} Her a very funny person and when she is speaking she has a loud voice. She's a few months older than me.

Her favorite food is seafood and chocolate. If she is angry I will tell her to buy chocolate. She likes reading comics and watching romantic dramas.

21/8/2022

KIKY One thousand problems, million solutions

No. _____
 Date: _____

Home work (PR)

Write a descriptive text about your friend ~~in~~ ⁱⁿ the class
 (buatlah deskripsi teks tentang teman mu di kelas)

① I have a new friend at school his name ~~is~~ ^{is} Muhammad Rasya al Fiari I call him Fiari

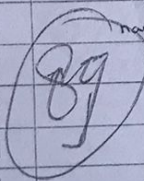
② I like him because he is a good person and comedian he is great at playing ball

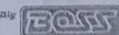
① Saya memiliki teman bernama habiburrahman ia bertetangga dengan saya dan dia ~~mendekati~~ kelas X.3 yang ~~bersebelahan~~ bersebelahan dengan kelas saya.

② Aku mengaguminya karena dia baik dan bertubuh tinggi dan beris dia hebat bermain bola dan ~~tidak pernah~~ ~~tidak pernah~~ voli di berata-cita menjadi dokter kadang dia ~~suka~~ ~~malu~~ tapi segera meminta maaf

① I have a friend named Habiburrahman, he is my neighbor and he ^{is} occupies class X.3 ~~which~~ which is next to my class

② I admire him because he is good and he is tall and bully, he is great at playing ball and volleyball ^{his dream is} ~~he~~ ^{aspires} to be a doctor sometimes he likes to be naughty but he immediately apologizes

By  28/12/8



- Hak Cipta Dilindungi Undang-Undang:
1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Surtha Jambi
 2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Surtha Jambi

No. _____
Date: _____

1. Homework (PR) 1 orang di kelas 2 dan 2 orang di kelas 2 dan 2 orang di kelas 2

2. Write a descriptive text about your friend in the class. 1 orang di kelas 2 dan 2 orang di kelas 2

3. Jawab

4. My new classmate 1 orang di kelas 2 dan 2 orang di kelas 2

5. I have a new friend 1 orang di kelas 2 dan 2 orang di kelas 2

6. local her name 1 orang di kelas 2 dan 2 orang di kelas 2

7. I like him because 1 orang di kelas 2 dan 2 orang di kelas 2

8. ~~He~~ ~~is~~ is the same height as me. ~~He~~ is not fat or slim. ~~He~~ is older than me. and what can't be forgotten about 1 orang di kelas 2 dan 2 orang di kelas 2 is that she is very beautiful and has very beautiful eyes.

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

- Hak Cipta Dilindungi Undang-Undang:
- Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - Dilarang memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sulha Jambi

MY IDOL

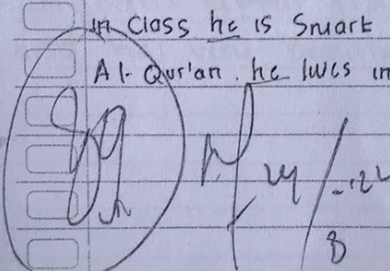
No.: _____ Date: _____


Saya mempunyai teman baru di kelas dia bernama M. Habibi Arrakim / biasa dipanggil bibi, dia dulu teman sekolah saya pada saat di kelas gmts

Dia Sangat baik, memiliki tubuh yang berisi, rambut pendek berwarna hitam, berkulit : Sawo matang, Di kelas dia Pintar. Menjawab pertanyaan, tubuhnya : Peridok dan sedikit berotot, dia Pintar dan baik. ~~hab~~ Habibi Suza bersholat dan membaca Al-Quran dia tinggal Bangkinang ujung Pengabuan Permai.

I have a new friend in grade 10. His name M. Habibi Arrakim. I call bibi. He used to be my school friend in the : ninth grade ^{of} : gmts

He is very good, has a ~~fat~~ ^{fat} Body. Short black hair, brown : skin, in class he is smart and kind. Habibi likes to ~~play~~ ^{play} and read the Al-Quran. he lives in bangkinang at the Pengabuan ~~Bersholawat~~ Permai.





(KKY) Follow your own path

- Hak Cipta Dilindungi Undang-Undang:
- Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - Pengutipan tidak merugikan kepentingan yang wajar UIN Surtha Jambi
 - Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Surtha Jambi

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Surtha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Surtha Jambi

HOTCARS

No: 20123 Date: 11/11/2023

I have a friend at school. ^{His} he ~~is~~ Named Ahmad Walyuddin.

he lives in Sialang, He ~~is~~ the first child of 2 Brothers and

He ~~is~~ is a little shorter than me, has straight black hair, and


he's smart too. we often play and do home work together.

I like to be friend with him because he is a good person

95

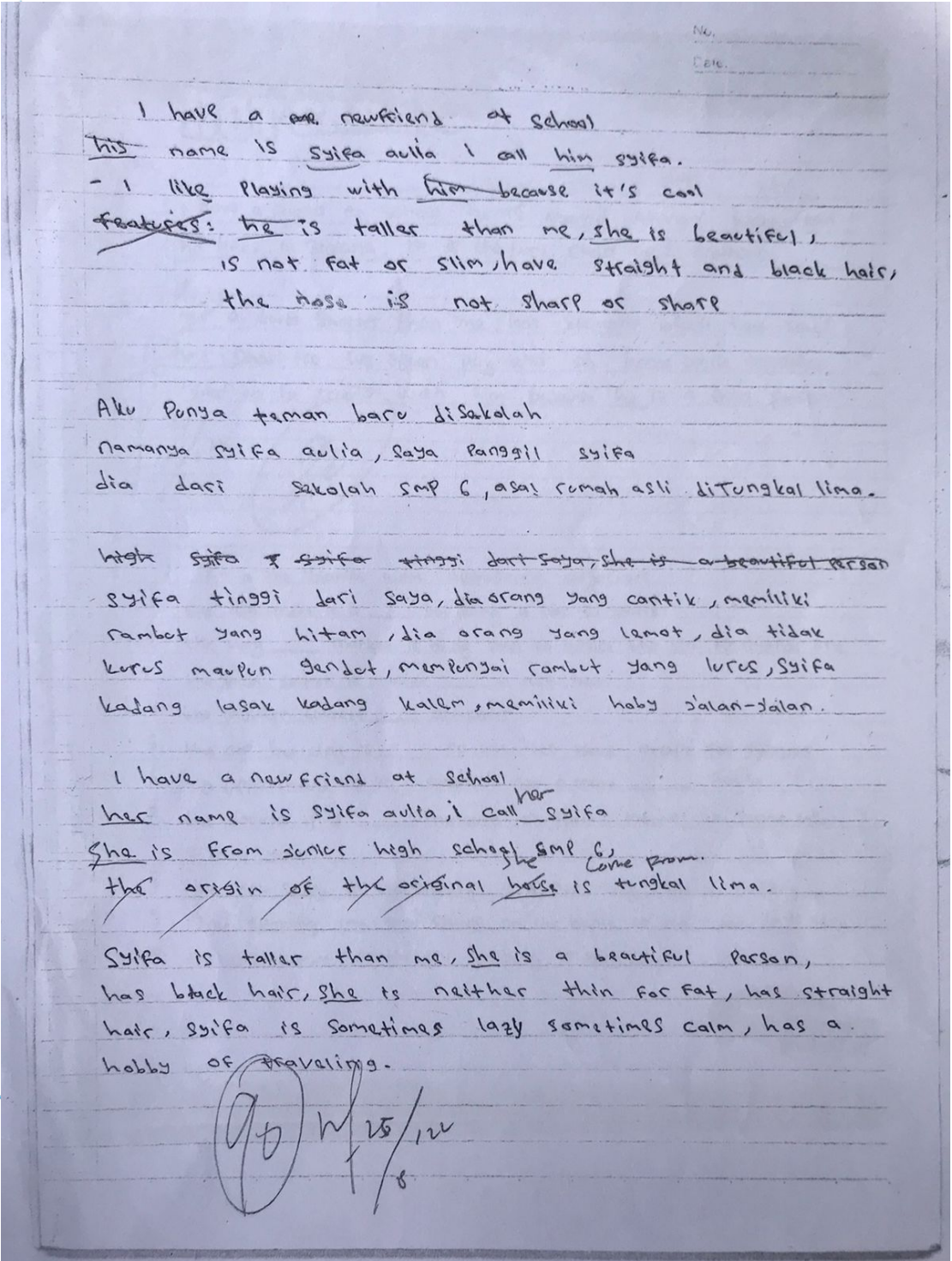
Fill in the blanks with appropriate adjectives

1. The apartment is a _____ building. It has 30 stories
2. the very _____ market is being built to replace the old traditional one
3. the train station is always _____ in rush hour.
4. the museum collects _____ artifacts
5. the old building is _____ no one lives there, except for beggars
6. my apartment is very small. I need a more _____ house.
7. the Louvre is a _____ museum in Paris. Millions of people visit it each year
8. I like you study in the library. It is not noisy, but it is very _____.
9. I like spending my time sitting on the bank of the river. It is very _____.
10. the architecture of the old building is very _____.



Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Surtha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Surtha Jambi



Hok Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Surtha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Surtha Jambi

No. _____
Date: _____

write a ~~descrip~~ descriptive text about your friend in the class

1. I have a new friend at school ^{to her boy} his name is ~~he~~ syifa aulia i call ~~him~~ syifa

2. syifa has a body that is not tall and also not short she is also not too thin she is very beautiful she is from high school 6 banjung sabung barat.

88 24/12/22
8

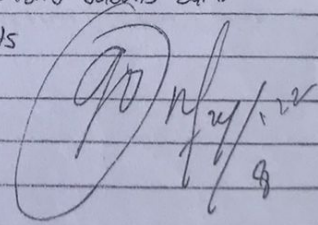
saya dulu mempunyai ~~teman~~ kawan yang bernama ~~nama~~ dia adalah ~~nama~~ SD saya yang ~~sangat~~ dekat

saya mempunyai teman baru yang bernama syifa aulia dia sekarang sekelas sama saya dan dia dulu ~~berada~~ di ~~didepan~~ sekolah ~~terakhir~~ saya.

syifa aulia ~~berasal~~ ^{lulusan} dari sekolah SMP 6 banjung sabung barat. dia memiliki ciri-ciri ~~badan~~ ^{nya} badan gemuk dan juga badan kurus dan syifa memiliki wajah yang cantik ~~dan~~ kulit yang putih. setelah masuk sekolah man 1 banjung sabung barat saya mengenalinya dan sekarang menjadi kawan dekat.

1. I have a new friend, ^{her} name is syifa aulia. She is now in the same class ^{with} me and she is sitting in the front. ^{she} syifa aulia graduated from SMP 6 banjung sabung barat.

2. her body is neither fat nor thin and syifa has a beautiful face. white skin. after entering ~~school~~ man 1 banjung sabung barat I recognized her and now become close friends



Hok Cipta Dilindungi Undang-Undang:

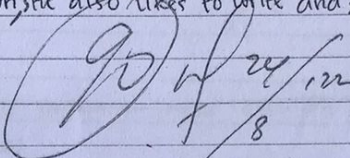
1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Surtha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Surtha Jambi

No. _____
Date _____

Write a descriptive text about your friend in the class.
"My new classmate".

At my ~~new~~ new school I have a friend named Riska she is a smart.
~~skita~~ she lives in PH land, she is the 2nd child of 3 siblings, at
school ~~she~~ she is very active and diligent, ~~set~~ she is in the same
class with me and she sits beside me.

she ^{has} a body that is not ~~to~~ tall. ^{she} has fair skin, and beautiful eyes.
 ~~Let~~ she likes to lie down, she also likes to write and she is also a cool
person in making friends.



7 September 2022

Fill in the blanks with appropriate adjectives.

5. The apartment is a tall building. It has 30 stories.

2. The very ancient market is being built to replace the old traditional
one.

3. The train station is always crowded in rush hour.

4. The museum collects well-known artifacts

5. The old building is abandoned No one lives there, except for beggars.

6. My apartment is very small. I need a more spacious house.

7. The Louvre is a modern museum in Paris. Millions of people visit it each
year.

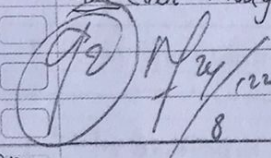
8. I like to study in the library. It is not noisy but it is very relaxing

9. I like spending my time sitting on the bank of the river. It is very
quite.

10. The architecture of the old building is very artistic

Hok Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Surtha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Surtha Jambi

No.:	Date:
<input type="checkbox"/>	HOMEWORK
<input type="checkbox"/>	write a descriptive text about your friend in the class.
<input type="checkbox"/>	I have a new friend at school. ^{Her} name is nadratussyukriah, I call ^{her} syukri. I like ^{her} because she likes to make people laugh, but she also like to be <u>funny</u> to ^{her} classmates, with which is wa what pissed us off.
<input type="checkbox"/>	When studying she also often makes the teacher angry because she never Pays attention to the lesson but instead laugh.
<input type="checkbox"/>	Nadra has a shorter body than me, she talked to met me that she has a hobby of scrolling tiktok, I know ^{her} her at the beginning of school in this man i, I enjoyed getting to know her even though sometimes it was a bit annoying.
<input type="checkbox"/>	 8
PR	
<input type="checkbox"/>	1. The apartment is a "tall" building. it has 30 stories.
<input type="checkbox"/>	2. The very "ancient" Markee is being built to replace the old traditional one.
<input type="checkbox"/>	3. The train station is always "Crowded" in rush hour.
<input type="checkbox"/>	4. The museum collects "well-known" artifacts.
<input type="checkbox"/>	5. The old building is "abandoned" No one lives there, except for beggars.
<input type="checkbox"/>	6. My apartment is very small I need a more "Spacious" house
<input type="checkbox"/>	7. The Louvre is a "Modern" Museum in Paris. Millions of people visit it each year.
<input type="checkbox"/>	(KIKY) One thousand problems, million solutions

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Surtha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Surtha Jambi

I have a friend at my new school graduated from
She sits in the back row, she is an alumni of
 MTSN 1 Tjb., she is the same age ^{with} ~~as~~ me, which
 is 15 years old, she has a good name, namely
 Saskia Aulia Putri or more often called Poput

she has a body that is taller than me, she has a
 beautiful face, she also has a hobby of playing
 badminton. During break time we often go to the
 canteen together to buy food and drinks, after that
 we go back to class and eat together

gs
 n/10/18

quiet

relaxing

ancient

abandoned

well-known

spacious

artistic

tall

crowded

modern

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Surtha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Surtha Jambi

No. _____
Date. _____

I have a new friend at school ^{she} ~~he~~ name is Alya Azzura
I call ~~him~~ ~~her~~ Alya.
Like ~~him~~ because ~~his~~ very kind. ~~his~~ height is equal to me
~~his~~ hair is short straight.

Saya mempunyai teman baru disekolah namanya Alya Azzura
Saya biasanya memanggilnya Alya, dia teman ~~alumni~~ ^{alumni} Mts ku
dulu dikelas 9 dia duduk di samping ku.
Saya sangat senang bermain dengannya karna dia baik dan lucu
dia mudah bertawa. dia sama tingginya denganku dan memiliki
rambut pendek. dia ~~dia~~ dia cantik. dia hobi ~~masak~~ memasak dan
dia?nya ingin menjadi ~~Plts~~.

I have a new friend at school. she name is Alya Azzura I call
her alya, ~~she is~~ ^{she is} friend of my mts alumni in 9th grade she sits
sit to me
I really enjoy playing with ~~her~~ ^{her} because he is kind and funny she is
~~and~~ laughs easily. she is the same height as me and has short hair.
she is beautiful. she has a hobby of cooking and her dream is to
become a civil servant.

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Surtha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Surtha Jambi

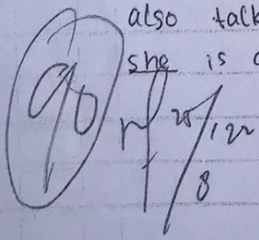
write a descriptive text about your
Friend in the class

indo saya mempunyai teman perempuan yang
bernama Riska Aulia Najwa. saya memanggilnya
Riska. Dia satu sekolah dan satu kelas denganku

inggris I have a female friend who is Riska Aulia Najwa
I call ^{her} ~~him~~ Riska. She is one school and loeat class
with me.

indo Riska duduk di sebelahku. Dia suka memakai
masker. Rajin dalam mengerjakan tugas sekolah dan dia
juga sangat baik. Kami berdua sering pergi ke kantin
bersama juga berbicara bersama. Dia orang yang
menyenangkan, tidak lupa, dia juga wanita yang cantik

Riska sits next to me. she likes to wear masks.
Diligent in doing schoolwork and also very good. ~~the~~
~~two of us~~ ^{we} often go to the canteen together and
also talk together. She's a fun person. don't forget,
she is also a beautiful woman.


17/12/8

Date: _____

I have a new friend at school
his name

Tugas: ① I have a new friend at school.
his name is M. Hafi Al Ahyar I call
him hafi

② I like him because he is a good
person. he has a fat body
and likes soccer.


Saya memiliki teman yang baik sekali dia bernama
hafi al ahgar, saya sering bermain bola dengannya
pada saat pelajaran olahraga dan saya sangat menyukainya

Hafi memiliki badan yang gemuk dan sering bermain game,
dia orang yang lucu dan menyenangkan

I have a very good friend. ^{Plus} He is named
hafi al ahgar, and I often play ball with him
every sports lesson and I like it

hafi has a fat body and often plays games
he is a funny and fun person

ASW 25/12/18



Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Surtha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Surtha Jambi

- Hak Cipta Dilindungi Undang-Undang:
1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Surtha Jambi
 2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Surtha Jambi

No. _____
Date: _____

Home work (PR)

1. Write a descriptive text about your friend in the class

Jawab

1. I have a new friend at school

His name is Aldi Kusuma Riyadi

I call him Aldi

I like him because he is very kind and smart. he's a little taller than me he have straight black hair. He is not fat or slim

2. Saya memiliki teman lama sejak kelas 7 MTS sampai sekarang, lalu kami bertemu lagi di kelas 10 man 1, namanya Aldi Kusuma Riyadi, biasanya saya memanggilnya Aldi

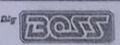
saya suka berteman dengan Aldi karena dia orangnya baik, sopan, suka membantu teman, ^{cerdas} ^{siapa yang} ~~di Pangom~~ ~~ciri-cirinya~~:

Dia sedikit lebih tinggi dari saya, rambutnya sedikit keriting dan berwarna hitam.

Kami sering bermain game bersama dan kami sering pulang bersama.

I have an old friend since the seventh grade of MTS until now, then we ^{meet} ~~met~~ again in tenth grade man 1, his name is Aldi Kusuma Riyadi, I usually call him Aldi.

93/11/2018

Dip: 

UNIVERSITY OF CALIFORNIA LOS ANGELES

No.: _____ Date: _____

I have a classmate named

selgia mey nanda, you can call

~~her~~ ^{her} nanda, she was my friend when

I went to school at the cottage and

is now a classmate, and sits behind ~~of~~ me

~~she~~ ^{her}.

I like ~~her~~ ^{her} because she is kind

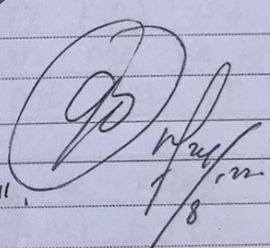
and friendly, she also has a hobby


of reading, she also has started eyes

and a ~~full~~ ^{good} body and is not too tall.

~~and~~ We always go for walks and

play together.


12/1/20



Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:


a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Surtha Jambi

2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Surtha Jambi

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Surtha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Surtha Jambi



No.: _____ Date: 24-09-2022 - Rabu

my name is ridwan I have a friend named ahmad waliyuddin

he sits in front of me a quiet, smart and kind person often ask

for his hotspot and he always give a Wiki Password

I like to be friend

I have a friend named Cutfi Saskia Saifitri. She is my ~~best~~ friend.

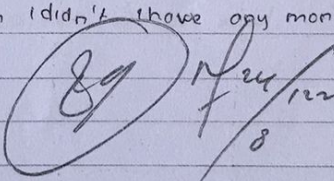
she lives at home. today, she is not in school because she is sick. I want


to visit ~~her~~ ^{her} ~~him~~ but there is no chance, she is a very good at me

and my smart are amazed to have a friend like him

Cutfi Saskia Saifitri really cares about the people around ~~me~~ her

~~when I was~~ help when I didn't have any money

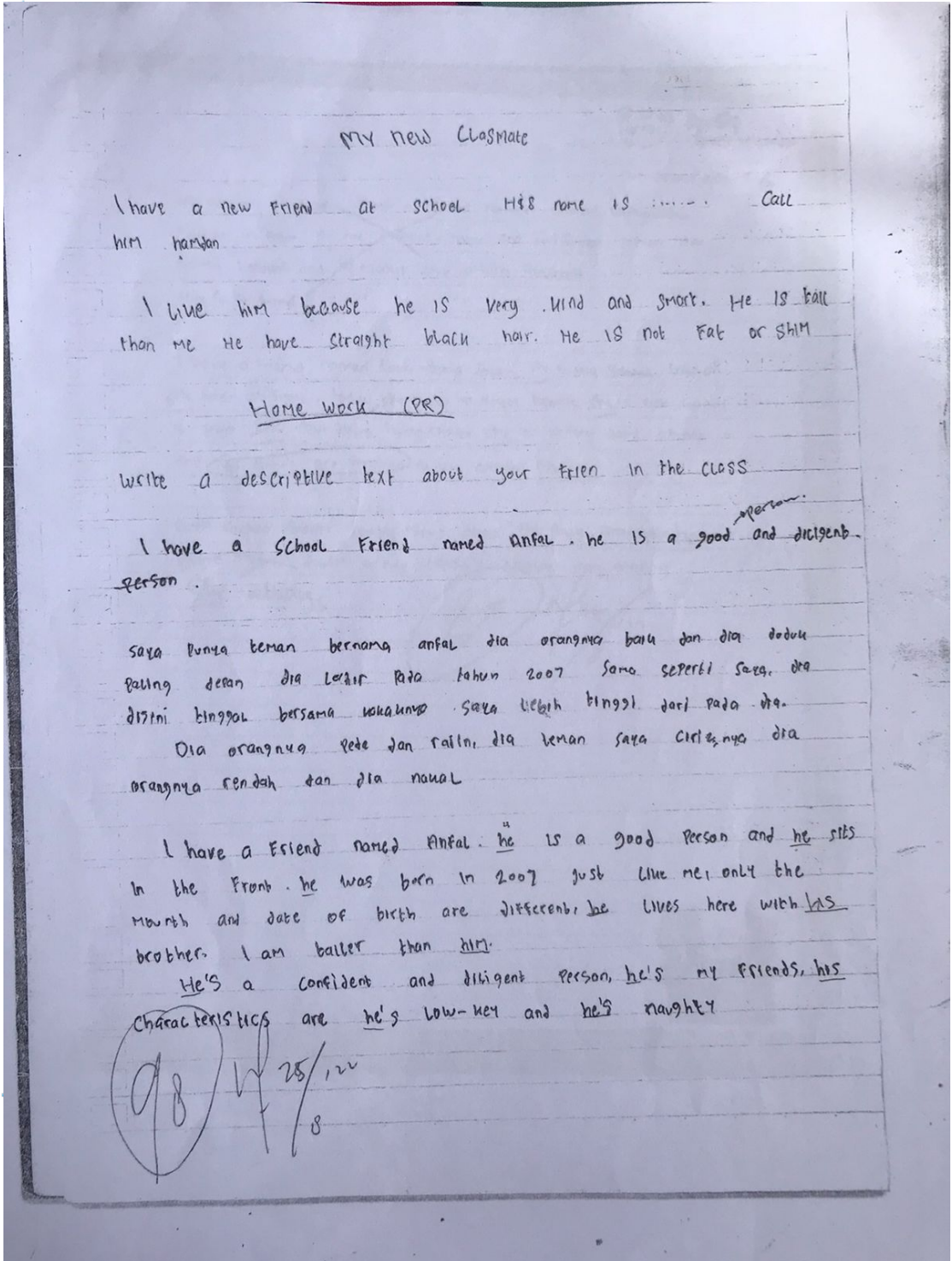
She always 



(KIKY) Everyday is a fresh start

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Surtha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Surtha Jambi



love of my life

No.: _____ Date: _____

Homework (Pr)


Write a descriptive text about
 Your Friend in the class.

My New Classmate

I have a new friend at school
 her name is Nur Afiyah, I call
 her Tia. He is from school
 Mrs Sabail Muhtadin Tembilahan
 Riau
 I like him because he is very kind
 and cute. He is tall than me. He
 is not fat or slim. He is old than me.
 He is very beautiful.

My New Classmate

I have a new friend at school, her name is
 Nur Afiyah, I call her Tia. She is from school. Mrs
 Sabail Muhtadin Tembilahan Riau.
 At first, I don't know her. I know her during
 yesterday's test. I'm in class with her. She sits on
 my right. Since then, I like her. She is nice and
 easy to talk to. She is older than me. She
 is not too fat and not too thin. Her eyes
 are round, her eyebrows are thin, her mouth



(KIKY) Make everyday count

- Hak Cipta Dilindungi Undang-Undang:
1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Surba Jambi
 2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Surba Jambi

No. _____
Date _____

Homework (PR)

Write a descripti text about

Your friend in the class

My new ~~classmet~~ classmate

I have a new friend at school

her name is Nadraatusyukriyah, I call Nadra.

she is from school MTS 1 Tanjung Jabung barat.

Nadra is short, she's shorter than me, she can't stay still, she's

beautiful, and ~~is~~ not fat or slim, nadra has ~~round~~ round black

eyes, shoulder ~~leight~~ and straight hair, she is someone who is

not calm, and ~~his~~ ^{her} hobby is ~~walking~~ traveling.

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Surtha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Surtha Jambi

Appendix 2: Documentation with the Headmaster of MAN 1 Tanjung Jabung Barat



@Hakciptamil

Thaha Saifuddin Jambi

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Surtha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Surtha Jambi

RESEARCH SCHEDULE

The writer arranges the schedule of research in order to make the writer be effective and finish with the specified time. It divided into nine times, those are:

Research Schedule

No	Activity	Marc h	April	May	Jun e	July	August	Septe mber	Oct obe r	Nov emb er	Dece mber
1	Proposal Seminar	√									
2	Proposal Revision		√	√	√	√	√				
3	Data Collection							√			
4	Data Analysis								√	√	
5	Thesis Exam										√

CURRICULUM VITAE



Name : Nur Adinda Salsabila
Gender : Female
Birthday : Kuala Tungkal, March 11th 2000
Address : Jend. A. Yani, no. 23, Tungkal Ilir, Kec. Tanjung Jabung Barat
Email : nuradindasalsabila@gmail.com
Contact Person : 089625110852

Educational Background:

No	Education	Place	Graduated Year
1	SDN 73/V Kuala Tungkal	Kuala Tungkal	2011
2	SMPN 1 Kuala Tungkal	Kuala Tungkal	2014
3	SMAN 1 Kuala Tungkal	Kuala Tungkal	2017
4	Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi	Jambi	2022

Jambi, Desember 2022
 Mahasiswa

Nur Adinda Salsabila

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sultha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sultha Jambi