AN ANALYSIS OF COHESIVE DEVICES ON THE PERSUASIVE COMPOSITIONS OF FIFTH SEMESTER STUDENTS OF THE ENGLISH DEPARTMENT OF WIDYA MANDALA UNIVERSITY

A THESIS

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By

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ABSTRACT

Tedja, Lita, 1998, An Analysis of Cohesive Devices on the Persuasive Compositions of Fifth Semester Students of the English Department of Widya Mandala University, S1 Thesis, The Faculty of Teacher Training. The English Department of Widya Mandala Catholic University Surabaya. Advisor: Dr. Abdul Wahab, MA.

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One of the ways to make a good composition is by paying attention to the cohesiveness of the writing. To achieve the cohesiveness, cohesive devices which consist of reference, substitution, ellipsis, conjunction, and lexical cohesion are needed. They are used to connect ideas between sentences and paragraphs so that a composition will be clear and ideas will run smoothly.

Cohesive devices are also needed in persuasive writing since the purpose of persuasion is to convince the readers to agree with the writer's opinion. Therefore, there are many particular terms of persuasive writing which can be clarified by cohesive devices. Considering the importance of cohesive devices, the students are supposed to use those devices correctly. For this reason, the writer decided to carry out this study of which the primary aims are to know which cohesive markers are mostly and wrongly used in the students' persuasive composition.

To do this, the writer carried out the study at the English Department of Widya Mandala University. The object material of this study was 19 persuasive composition papers written by the fifth semester students of group C in their final writing examination in the academic year 1997/1998.

After obtaining the compositions and putting them in a form of tables of general theory and rhetorical logic, the writer calculated the cohesive markers to find out which ones are used frequently and wrongly. Then, the compositions were divided into high, average and low levels to know which cohesive markers were mostly used in each criteria.

The findings of the study showed that cohesive devices which were mostly used by the students in each criteria were personal reference and conjunction based on general theory and cause-effect, enumeration (based
on rhetorical logic). It was necessary to analyze cohesive devices both in general theory and rhetorical logic because they were clearly related. The thought on rhetorical logic were justified by the general theory. In another case, the use of cohesive devices were mostly correct, inspite of some errors in personal reference and conjunction.

At last, it is hoped that this study can give contribution to the teaching of writing where teachers should teach their students to use cohesive devices correctly.
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