

**COHESIVE DEVICES USED IN THE  
CAUSE EFFECT ESSAY**

**WRITTEN BY THE STUDENTS OF  
STKIP ST.PAULUS RUTENG**

**IN THE ACADEMIC YEAR 2014/2015**

**A THESIS**



**By**

**Stanislaus Guna, S.Pd**

**NPM 8212713014**

**ENGLISH EDUCATION DEPARTMENT  
GRADUATE SCHOOLWIDYA  
MANDALA CATHOLIC UNIVERSITY  
SURABAYA**

**YEAR 2015**

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ESSAY WRITTEN BY THE STUDENTS OF STKIP  
ST.PAULUS RUTENG**

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**A THESIS**

**Presented to Widya Mandala Catholic University Surabaya  
in partial fulfillment of the requirement for**

**the Degree of**

**Master in Teaching English as a Foreign Language**



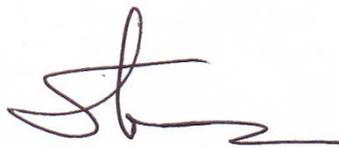
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NPM 8212713014**

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GRADUATE SCHOOL  
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SURABAYA**

**YEAR 2015**

## Advisor's Approval

This thesis entitled: (Cohesive Devices Used in the Cause Effect Essay Written by the Students of STKIP St. Paulus Ruteng in the Academic Year 2014/2015) prepared and submitte by Stanislaus Guna, S.Pd, Registration Number 8212713014 has been approved to be examined by the Thesis Board of Examiners.

A handwritten signature in black ink, consisting of stylized, cursive letters that appear to be 'A. Ngadiman'.

(Prof. Dr. A. Ngadiman)

Thesis Advisor

## Thesis Examiner Board's Approval

This Thesis entitled **Cohesive Devices Used in the Cause Effect Essay** Written by the Students of **STKIP St. Paulus Ruteng** in the Academic Year **2014-2015** prepared and submitted by **Stanislaus Guna, S.Pd.** Registration Number **8212713014** has been approval to be examined by the Thesis Board of Examiners.



**(Prof. Anita Lie, MA, Ed.D.)**

**Chair**



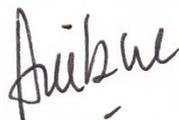
**(Prof. A. Ngadiman)**

**Secretary**



**( Dr. H.J. Hendra Tedjasuksmana)**

**Member**



**(Prof. Anita Lie, MA, Ed.D.)**

**Director**

## Statement of Authenticity

I declare that this study is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. That all the cited works were quoted in accordance with the ethical code of academic writing

Surabaya, 2015



Stanislaus Guna, S.Pd.

NPM 8212713014

# Acknowledgement

Time has come to the completion of my academic studies where consistence perseverance, hard work and prayers have enable me to reach such a culminating academic endeavor. Pains and gains have subsequently decorated my life as one step upward in my academic ladder. The sincere help, support and encouragement of many people have inspired my endeavors and made this study possible. Hence, to those people I offer my deepest debt of gratitude:

1. First of all, I offer my deepest gratitude to Almighty God, from whom the grace I have ceaselessly received throughout my education journey, without which I cannot succeed.
2. I realize that many valuable contributions, inputs, and helps have been given to me in accomplishing this thesis. Therefore, I would like to address my deepest and sincere gratitude to: Prof. Anita Lie, MA. Ed. D. as the Director of Pasca Sarjana at Widya Mandala Catholic University Surabaya. Dr. Ig. Harjanto, as the Head of MPBI at Widya Mandala Catolic University Surabaya. Prof. Dr. A. Ngadiman, for his patience, understanding, and for being ever ready to give me

scholarly advice, and with his profound knowledge and ideas, has mentored me throughout the writing process and helped me in composing my thesis.

3. All Lecturers of MPBI who had taught me and enlarged my knowledge on English during my study at Widya Mandala Catholic University Surabaya. To those lecturers I offer my deepest debt of gratitude: Prof. E. Sadtono, Ph.D; Prof. Veronica L. Diptoadi, M.Sc; Prof. Dr.. Wuri Soedjatmiko; Siti Mina, Ph.D; Dr. V. Luluk Prijambodo, M.Pd; Dr. Hendra Tedjasuksmana; Dr. Ruruh Mindari, M.Pd; Dr. Budiyo; Y.G. Harto Pramono, Ph.D. All the staff officers in MPBI office at Widya Mandala Catholic University, who in one way or the other helped me in this study.
4. I also extend my grateful thanks to Dr. Yohanes Servatius Boylon, M.A, the head of STKIP St. Paulus Ruteng for his recommendation for me to conduct the research and the head of English Study Program, Raimundus Beda, S.Fil., M.Hum.
5. The third grade students of English Language Study Program at STKIP. St. Paulus Ruteng to be the subjects of my research study and their cooperation throughout the collected data process.

6. Fr. Masan Toron Josef, SVD, Provincial Superior of Indonesia Ruteng Province (IDR) for his constant spiritual and financial support throughout my study; Fr. Dawan Jaga Josef, SVD, Indonesia Java Province (IDJ) as Provincial Superior and Fr. Thoby M. Kraeng, SVD as the *Praeses* of Soverdi St. Arnoldus Convent in Surabaya for accomodating and providing room during my study and Fr. Isaak Servulus, SVD, the former of IDR Provincial Superior in Ruteng and all confreres of the *Societas Verbi Divini* (SVD), who in one way and the other help me during my study at Widya Mandala Catholic University in Surabaya. Indeed, no words can be fully expressed by me for those who have contributed to the success of my educational efforts. To all of them, I humbly say ‘Thank you’.
7. Last but not least, all my classmates of Batch 19, for their support, motivation, help and advice.

The Writer

# **Cohesive Devices Used in the Cause Effect Essay Written by the Students of STKIP St. Paulus Ruteng in the Academic Year 2014/2015**

**Stanislaus Guna, S.Pd**

## **Abstract**

Students at STKIP St. Paulus Ruteng had been learning English how to write English using linguistic markers that link a text cohesive. To write linguistic markers cohesively writers must use cohesion to join ideas between sentences to create texture. However, unrelated sentences will be difficult for the readers to understand. Therefore, the purpose of this research study is intended to analyze cohesive device used and to identify cohesive errors that the students had in their essays. This study was descriptive –qualitative research method. The sources of the data are the linguistic markers that link a text cohesive, including cohesive errors. There are 29 students' essays collected to be analyzed. The results of the research study revealed that there were four types of cohesive devices used: Reference (45,38%); Lexical Cohesion 39,33%, Conjunction 14,90%, and Substitution 0,37%. Dealing with the cohesive errors, the most frequency of errors was reference with the percentage 55, 85%, conjunction 16, 48%, lexical cohesion 2, 76%. The research study also revealed that most of the students committed errors on interlanguage/ interference errors and intralingual errors. Most of the students committed errors on pronoun shift refers to grammatical errors, misuse of plural and singular form of demonstrative pronoun, run-on sentence, overuse of cohesive devices, misuse of cohesive devices and overgeneralization.

Insights obtained of this study revealed that the students at STKIP St. Paulus Ruteng had knowledge of cohesive devices and were capable of using a variety of them in their essay. However, most of the cohesive devices were still classified as errors. Therefore, the results of the study can contribute some pedagogical implications for writing teachers and students, especially, it is necessary for English teacher to teach cohesion and cohesive devices explicitly and provide them with ample examples in English classes through using simple sentence, compound sentence, complex sentence and compound complex sentence.

**Key words:** *cohesion, coherence and cohesive devices, cause effect essay.*

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