THE TEXT COMPREHENSIBILITY AS SEEN FROM THE STUDENTS' COMPREHENSION ON THE ENGLISH PHYSICAL SCIENCE TEXTS WITH AND WITHOUT COHESIVE MARKERS

A THESIS

As Partial Fulfillment of the Requirements
For the Sarjana Pendidikan Degree in
English Language Teaching Faculty

INDUK	1620/04
TGL TERIMA	29-07-2009
	Ty
No. DUKU	Fk-Ig Sul t-1
	1 (satu)

By :

ERIC SULINDRA

1213098118

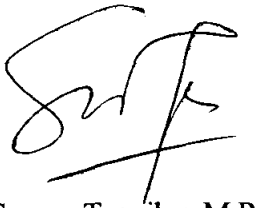
UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN PENDIDIKAN BAHASA DAN SENI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

FEBRUARY 2004

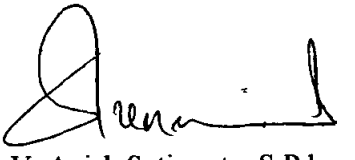
APPROVAL SHEET

(1)

This thesis entitled The Text Comprehensibility as Seen from the Students' Comprehension on the English Physical Science Texts with and without Cohesive Markers prepared and submitted by Eric Sulindra and it has been approved as partial fulfillment of the requirements for Sarjana Pendidikan Degree in English Language Teaching by the following Advisors:



Dra. Susana Teopilus, M.Pd
The First Advisor



V. Aniek Setiawaty, S.Pd
The Second Advisor

APPROVAL SHEET

(2)

This thesis has been examined by the Committee on Oral Examination with a grade of on January 28, 2004.

Dr. Ignatius Harjanto
Chairman

Rosalina Nugraheni W. P., M.pd
Member

Dra. Susana Teopilus, M.Pd
Member

V. Aniek Setiawaty, S.Pd
Member

Approved by

Dr. Agustinus Ngadiman, M.Pd
Dean of the Teachers Training Faculty

Dra. Susana Teopilus, M.Pd
The Head of English Department

ACKNOWLEDGEMENTS

First of all, the writer would like to thank God Almighty for His help, grace, and blessing in finishing this thesis. Beside that, the writer also wants to express his deepest gratitude to the following people who have helped him during the preparation of his thesis.

1. Dra. Susana Teopilus, M.Pd, the first advisor, who has given her valuable time in advising, correcting, and supporting him with many helpful suggestions so that the thesis can be finished.
2. V. Aniek Setiawaty, S.Pd, the second advisor, who has encouraged, corrected and also guided the writer with patience in finishing his thesis.
3. J.V. Djoko Wirjawan, Ph.d, from Physics Department who has helped the writer in finishing the statistical calculation for the Data Analysis.
4. His loving parents, who always support the writer with encouraging words.
5. The writer's fiancée, who supported the writer during the process of finishing the thesis.
6. Indra Yuliana, who has helped the writer in the typing process.
7. The librarian of Widya Mandala Catholic University who helped to provide the books needed by the writer.
8. Finally, the writer wants to thank all of his friends in Self–Acess Center, English Department of Teachers Training and Education Faculty of Widya Mandala Catholic University, for their encouragement in finishing his thesis.

The Writer

TABLE OF CONTENTS

Approval Sheet (1) i

Approval Sheet (2) ii

Acknowledgements iii

Table of Contents iv

Abstract viii

CHAPTER I INTRODUCTION 1

1.1 Background of the Study 1

1.2 Statement of the Problem 3

1.3 The Objectives 4

1.4 The Assumptions 4

1.5 Scope and Limitation of the Study 5

1.6 The Significance of the Study 5

1.7 Definition of Key Terms 6

1.8 Organization of the Thesis 8

CHAPTER II REVIEW OF RELATED LITERATURE 9

2.1 Coherence and Cohesion in a Text 9

2.3 Cohesion 10

2.3.1 Verb Form 11

2.3.2 Parallelism 12

2.3.3 Referring Expressions 12

2.3.4 Repetition and Lexical Chains 13

2.3.5 Substitution 14
2.3.6 Ellipsis 14
2.3.7 Conjunction 15
2.3.8 Subordination 16
2.4 Coherence 17
2.5 A Brief Theory of Reading Comprehension 18
CHAPTER III RESEARCH METHOD 22
3.1 Research Design 22
3.2 The Subjects of the Study 24
3.3 Research Instrument 25
3.3.1 Achievement Test 25
3.3.2 The Set of Opinion Question 31
3.4 Data Collection Procedure 32
3.5 Data Analysis Procedure 32
CHAPTER IV FINDINGS AND INTERPRETATION 35
4.1 Findings 35
4.1.1 Findings of the First Part 35
4.1.2 Findings of the Second Part 40
4.1.2.1 Findings of the Second Part for Beginning Level 40
4.1.2.2 Findings of the Second Part for High Beginning I Level 45
4.2 Interpretation of Findings 49

4.2.1 Interpretation of Findings in Beginning Level 49

4.2.2 Interpretation of Findings in High Beginning I Level 51

4.2.3 Discussion 52

CHAPTER V CONCLUSION AND SUGGESTIONS 57

5.1 Conclusion 57

5.2 Suggestions 58

BIBLIOGRAPHY 59

Appendix A 61

Appendix B 71

Appendix C 71

Appendix D 72

LIST OF TABLES

Table 3.1 A Transformation Process from a Text with Complete Cohesive Markers to a Text with Incomplete Cohesive Markers 28

Table 3.2 The Scoring System of the Achievement Test 30

Table 3.3 The Division of the Instruments of the Study 31

Table 4.1 The Display of Scores and Average Scores for Beginning Level 36

Table 4.2 The Display of Scores and Average Scores for High Beginning I Level 37

Table 4.3 The Distribution of Subjects According to the Scores Obtained 38

Table 4.4 The Summary of Response from the Subjects in Beginning Level 40

Table 4.5 The Summary of Response from the Subjects in High Beginning I Level..... 46

Table 4.6 The Subjects' Opinion in Beginning Level about the Causes of Difficulty of Text A and Text B..... 53

Table 4.7 The Subjects' Opinion in High Beginning I Level about the Causes of difficulty of Text A and Text B..... 53

Table 4.8 An Example of a Comparison between the Subjects' Answers in the text and the Key-Answer..... 55

ABSTRACT

Sulindra, Eric. 1998. *The Text Comprehensibility as Seen from the Students' Comprehension on the English Physical Science Texts with and without Cohesive Markers.* Program Studi Pendidikan Bahasa Inggris, FKIP Universitas Katolik Widya Mandala Surabaya. Advisors: Dra. Susana Teopilus, M.Pd and V. Aniek Setiawaty, S.Pd

Keywords : coherence, cohesive markers, comprehension, text, physical science

The need of English learners is not limited only in general English, but also spreads to other branches of science, for instance, physical science. Physical science is one of the sciences that makes use of English widely in order to deliver the knowledge to its readers across countries. Most physical science texts used by physical science students use many complex sentences containing cohesive markers that relate sentences. Students have to deal with these markers to comprehend the texts. In facts, many physical science students who do not get sufficient training in general English are forced to read those texts in English by their environment, and they seem to succeed, no matter how their way is.

In the study, the writer would like to find out whether the absence of cohesive markers influences the students' comprehension of English physical science texts. The writer uses students from Engineering Faculty of Widya Mandala Catholic University who take English subject administered by Widya Mandala Language Center as his subjects of the study. They are from two different levels of English mastery, namely Beginning and High Beginning I.

To support the purpose of the study, the writer intended to produce statistical information besides the subjects' opinion to create a clear description toward the objectives of the study. Therefore, he applies two instruments: a set of reading tests containing a text with complete cohesive markers (namely Text A) and a text with incomplete cohesive markers (namely Text B, and a set of opinion-questions for collecting subjects' opinion. Those two instruments are applied to both Beginning level and High Beginning I level. The writer applies a descriptive statistics calculation for counting means of scores in the two levels.

The result of the analysis shows that the means of scores for Text A and Text B in both levels are different. The difference of means between scores of Text A and scores of Text B in Beginning level is 5.2174; the difference of means between scores of Text A and scores of Text B in High Beginning I level is 11.0870. For confirmation, the display of percentages from the set of opinion-questions shows that more subjects in both levels prefer a text with complete cohesive markers.

It can be concluded that generally the absence of cohesive markers in English physical science text influences the students' comprehension.