

**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**



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GRADUATE SCHOOLWIDYA  
MANDALA CATHOLIC UNIVERSITY  
SURABAYA**

**YEAR 2015**

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ESSAY WRITTEN BY THE STUDENTS OF STKIP  
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**A THESIS**

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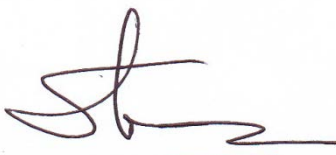
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## Advisor's Approval

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.

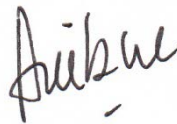


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## **Thesis Examiner Board's Approval**

**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**



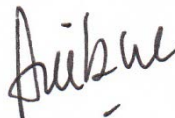
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**Director**

## 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



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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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