

**PROBLEMS OF COHESIVE TIES IDENTIFICATION IN  
UNDERSTANDING READING TEXTS AT THE SECOND YEAR OF SMA  
MUHAMMADYAH GISTING**

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# **PROBLEMS OF COHESIVE TIES IDENTIFICATION IN UNDERSTANDING READING TEXTS AT THE SECOND YEAR OF SMA MUHAMMADYAH GISTING**

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## **Abstract**

This research was conducted to find out: (1) some problems that might arise during teaching the recognition of cohesive ties to the second year students, (2) those that might arise while students work on texts in groups to recognize the existing cohesive ties, and (3) the students' opinions and feelings toward teaching the recognition of cohesive ties. The data were taken from one class only of the second year students of SMA Muhammadiyah Gisting.

Since the focus of this research was on the process of students' learning and their problems as well as their opinions and feelings toward the material, the researcher employed the descriptively qualitative research design. She came into class as an observer. As instruments in collecting the data, the writer used questionnaires, observation and tests. Questionnaires, before and after the implementation of teaching the recognition of cohesive ties, and the students' reading texts after the tests were collected in order to make the data more comprehensive. Observation was conducted while the teacher taught cohesive ties to students.

After analyzing the result of the research, some conclusions are drawn based on the first questionnaire, that most students did not know what cohesive ties were. Therefore, they could not understand English texts well. After being taught the cohesive ties, the students began to understand texts though not so comprehension. Concerning with the students' opinions and feelings, the writer found that they were impressed at teaching the recognition of cohesive ties and they stated that, if possible, the cohesive ties could be taught longer at schools so that the cohesive ties might help them to understand the idea, conveyed in reading materials completely.

Based on the result of this research, the writer suggests that cohesive ties would better be taught at schools, if possible, in order to make high schools students able to understand the idea in English reading texts well.

Key word: Reading Cohesive Ties

# **PERMASALAHAN-PERMASALAHAN PADA PENGIDENTIFIKASIAN COHESIVE TIES DALAM PEMAHAMAN MEMBACA TEKS DI TAHUN AJAR KE-2 SMA MUHAMMADYAH GISTING**

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## **Abstrak**

Penelitian ini bertujuan untuk mengetahui: (1) beberapa masalah yang mungkin muncul selama proses belajar mengajar mengenai cohesive ties, (2) masalah yang muncul ketika siswa mengerjakan teks dalam grup mengenai cohesive ties, (3) pendapat siswa berdasarkan pengajaran cohesive ties. data diambil dari satu kelas pada siswa kelas 2 SMA Muhammadiyah Gisting.

Sejak penelitian ini focus pada pembelajaran siswa dan beberapa masalah seperti pendapat siswa, peneliti menggunakan desain penelitian qualitative. Peneliti datang ke kelas untuk mengobservasi. Alat pengumpul data, peneliti menggunakan angket pertanyaan, observasi dan tes. Angket pertanyaan, sebelum dan sesudah proses pembelajaran cohesive ties, dan teks membaca bacaan siswa setelah dites dikumpulkan untuk membuat data yang lebih lengkap. Observasi dilakukan ketika guru mengajarkan cohesive ties kepada siswa.

Setelah menganalisa hasil penelitian beberapa kesimpulan dapat ditarik berdasarkan angket pertanyaan pertama, kebanyakan siswa tidak mengetahui apa yang dimaksud dengan cohesive ties. jadi mereka tidak mengerti teks bahasa Inggris dengan baik. Mengenai pendapat siswa, peneliti menemukan bahwa siswa terkesan pada pembelajaran cohesive ties dan mereka berpendapat bahwa materi cohesive ties dapat diajarkan lebih jauh dan lebih mendalam di sekolah, sehingga materi cohesive ties dapat membantu mereka untuk memahami ide, materi membaca yang disampaikan secara lengkap.

Berdasarkan hasil penelitian, peneliti menyarankan bahwa materi cohesive ties seharusnya diajarkan di sekolah agar siswa di sekolah tersebut dapat memahami ide pada teks bahasa Inggris dengan baik dan benar.

Kata kunci: Bacaan Cohesive Ties

## **INTRODUCTION**

Reading is the process of understanding the printed text. Reading always came along with comprehension. In other words, no reading occurs without comprehension. Particularly in education, the Indonesian government has declared that English was the first foreign language taught at schools.

Most students of junior high school and senior high school have mastered English structure clearly, but they were poor in reading. They did not know about the cohesive materials in reading, and they were not able to understand in reading comprehension. This told what the condition of students' reading comprehension was. And most students of senior high school were not able to identify and classify the words in written material into reference, substitution, ellipsis, lexical cohesion, and conjunction. That was why; perhaps they could not understand the content of a text. This process, which combines sentences to a meaningful unit, was called cohesion and could be subdivided into the categories: reference, substitution, ellipsis, conjunction and lexical cohesion. That was teaching the recognition of cohesive ties.

When the researcher did pre-observation, she faced that every student was able to read, but they were not able to identify and classify of cohesive ties. It might have been caused by the fact the students only had little vocabulary and felt afraid of making mistakes. For example, they could not express their idea when their teacher asked them to come in front of class. Therefore the researcher would try to improve their reading ability of letting the students identify cohesive ties.

Based on the identification of the problems above, the focus of the research was problems of cohesive ties in understanding reading texts and investigating the fact that most second year students at SMA Muhammadiyah Gisting.

In relation to the background, this research focuses on the following problem, namely:

1. What problems that arose during teaching the recognition of cohesive ties?
2. What were the problems that arose while students worked on texts in group of two or three to identify the cohesive ties?
3. How were the students' opinion and feelings on the teaching of identification cohesive ties?

Concerning with the problem above, the objectives of this research are:

1. To identify the problems that arose during the teaching of cohesive ties in reading text.
2. To identify the problems that arose while students worked on texts.
3. To find out students' opinion and feeling toward teaching the recognition of cohesive ties.

Concerning with reading, Murcia (2002) states that reading is a skill that everyone needed whether in elementary, secondary, and university. According to Howart (2006) reading is just as a communicative as any other form of language. It means that in reading, there is an interaction between the researchers tried to encode the

messages to the readers. Then the readers try to decode the messages that sent by the researcher.

Furthermore, Walker (2004) states reading is a result of the interaction between the perceptions of graphic symbols and the written language form. In reading processes, the reader tries to recreate the meaning intended by the researcher. From the descriptive above, it can be stated that reading is a process that requires thought, students' ability in understanding the meaning and the information from the text.

Cohesive ties are a semantic concept and it refers to relations of meanings that exist within the text and that define it as a text. So, a cohesive tie helps to create text by providing texture. As has been mention before, according to Halliday & Hasan (1994:3) by using the concept of cohesive ties, it is possible to count the amount of instances of cohesion within a given text and it is also a semantic one which refers to relations of meaning that exist within the text, and that define it as a text. They state that cohesive occurs where the interpretation of some elements in the discourse is dependent on that of another. The one presupposes the other, in the sense that it could not effectively be decoding except by recourse to it. When this happen, a relation of cohesion is set up, and the two elements, the presupposing and the presupposed, are there by at least potentially integrated into the text. The two elements integrated ear what is called cohesive ties.

## **METHOD**

In this research, the researcher used a descriptively qualitative research design. Suparman (2009) states that qualitative researchers report the result obtained from qualitative analysis through detailed descriptions of the processes which the researchers used in arriving at the categories and patterns of the research. The researcher was carried out the study to find out what the students' problems were and how their feelings and opinions were toward teaching the recognition of cohesive ties.

In collecting the data, the researcher used the following technique:

- **Questionnaire**

It was known, one of the most popular means of collecting data was using questionnaires. The reason for this was that, it is easy for the researcher to construct and it did not either consume time or cost money. Setiyadi (2006) describes that there were two types of questionnaires, close-ended and open-ended questions.

- **Test**

In order to measure the students' understanding of the cohesive ties in text, and to determine their difficulties, the researcher would be tested the participants on their reading ability. Then, the researcher asked them to find out the cohesive ties in every paragraph. This test is aimed at knowing participants' ability in finding out the cohesive ties of the texts.

- **Observation**

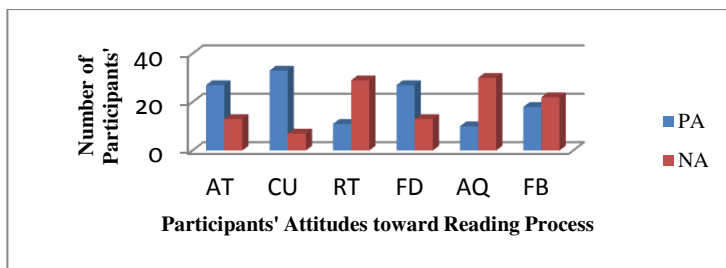
The observation would be conducted by entering the class directly and investigating the teacher and learners during learning process in the class and keeping detail records in observation from both objective observation (description) and the students' activities (reflection) throughout experiences.

## **RESULT AND DISCUSSION**

In this part, the researcher analyzed the result of observation, questionnaires, and reading texts.

- **Result of Observation**

The researcher conducted the observation in the class using observation guide as the main source. She observed the students' comprehension about identify the cohesive ties.



PA: Positive Attitudes

NA: Negative Attitudes

AT: Participants' Attention

CU: Participants' Curiosity

RT: Participants' who Read the Texts

FD: Participants' who Found Difficulties

AQ: Participants' who Answer the Question

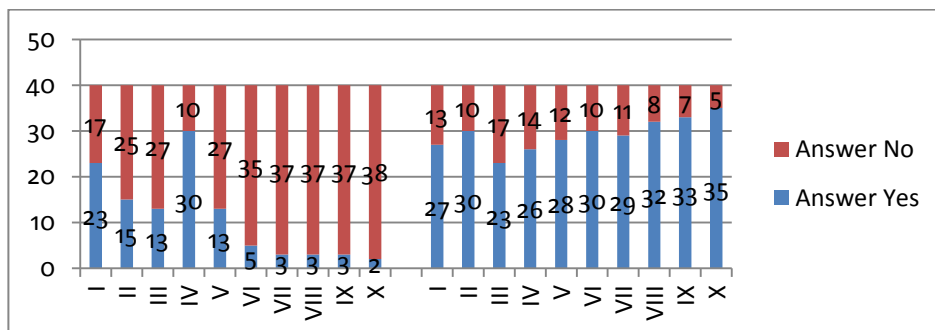
FB: Participants' who Feel Bored



As Figure 1 shows, it can be stated that there were 27 participants who paid attention to the teacher and 13 did not pay attention. While the teacher explains the cohesive ties, they were talking to each other 7 participants were lack of curiosity and 33 participants asked the teacher. Based on the results of observations, there were 29 participants who did not read the texts and 11 read the texts. There were 27 participants who looked up their dictionaries as they found difficulties in vocabulary and 13 did not look up the dictionaries. Regarding the result of observation, there were 30 participants who copied their friends' answer and 10 answered it themselves. Considering the result of observation, there were 22 participants who felt bored with their activity and 18 seriously followed the activity.

• **Results of Questionnaires**

The questionnaire consisted of 10 items. Those items were determined following the researcher's thought based on the suggestion of the English teacher. Each item was intended to gather the participants' opinions and feelings about the factors that caused the participants' difficulties in finding out the categories of cohesive ties.

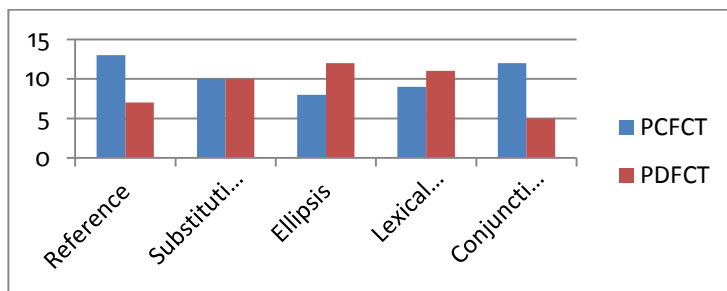


I-X: Item's Test  
0-40: Number of Students

As Figure 2 shows, that the participants' answer of Questionnaires – based data, these are the points that can be explained that the majority of the participants had difficulties in comprehending the text, especially on finding out the cohesive ties on the text. Before implementation of cohesive ties, there were around 30 participants who found out difficulties in English texts. Meanwhile after implementation of cohesive ties, there were less than 15 participants did not understand about cohesive ties. It can be inferred that by implementing of cohesive ties could increase the students' reading ability, especially in cohesive ties.

- **Result of Reading Texts**

To know the participants' reading ability, especially in finding out the main idea of the texts the researcher administered the reading test to the participants.



PCFCT: Pair could find cohesive ties

PDFCT: Pair difficult to find cohesive ties

From the figure above it can be seen that there were 13 pairs could find reference and 7 pairs difficult to find the reference in the texts. In the substitution, the result between the pairs that could find and difficult find the cohesive ties in reading texts showed the same number. There were 8 pairs could find ellipsis, and 12 pairs could not fine the ellipsis in the reading texts. There were 9 pairs could find lexical

cohesion and 11 pairs difficult to find the lexical cohesion in the reading texts. There were 12 pairs could find conjunction and 8 pairs could not find conjunction in the texts.

- **Discussion**

After the implementation of teaching the recognition of cohesive ties was wholly conducted, the teacher administered two passages to the students. The students had to identify the existing ties so that writer would see how far the students had understood the cohesive ties and how far they could perform their mastery of cohesive ties. Here, the students worked in groups on two passages in order to recognize the existing ties and understand what the passages told about. In the final (fourth) meeting, the writer administered the second questionnaire. This was to help completing the data that concern the students' opinions and feelings toward teaching the recognition of cohesive ties. The researcher identified that the participants were interested enough in studying of cohesive ties. They seemed care about cohesive ties that the teacher taught to them. But, the researcher found out the participants got difficulties in studying of ellipsis and lexical cohesion since they were still confuse when they studying about ellipsis and lexical cohesion.

## **CONCLUSIONS AND SUGGESTIONS**

- **Conclusion**

1. The problems that arouse during teaching the recognition of cohesive ties the researcher has found that the factors that make the students have difficulty in

finding out the cohesive ties, were: 1) Lack of Content - this made the participants more difficult when they found some new or unfamiliar vocabularies in the text, 2) Lack of vocabulary – this made the participants more difficult in finding out cohesive ties since the participants always checked the unfamiliar vocabulary on the dictionary; 3) Lack of interest – this made the participants were lack of interest in reading the text as the text was not suitable to fulfill their need and interest; 4) Lack of reading technique – this made The participants’ incapability of using reading techniques affected their effort in finding out the cohesive ties.

2. There were that the results of test using *Narrative text* were only 13 pairs who could find reference and 7 pairs difficult to find the reference in the texts. In the substitution, the result between the pairs that could find and difficult find the cohesive ties in reading texts showed the same number. 8 pairs could find ellipsis, and 12 pairs could not fine the ellipsis in the reading texts. 9 pairs could find lexical cohesion and 11 pairs difficult to find the lexical cohesion in the reading texts. 12 pairs could find conjunction and 8 pairs could not find conjunction in the texts.
3. The students’ opinion and feeling based on the first and second questionnaires can be divided into *before* and *after* the implementation. Before implementing, all of them stated that they did not know at all about cohesive ties and had never heard of it. As they had been taught the material of cohesive ties, they found it easier to understand reading texts than ever before. For they lack of vocabulary and do not deeply master the cohesive ties, they

still got trouble in recognizing and identifying cohesive ties in the texts given. They expected cohesive ties could have been taught longer and be given to them as one aspect in learning English at schools.

- **Suggestion**

Based on the finding, the researcher will state the suggestion as follows:

1. The teacher should to edit, modify or create materials which is suitable for the participants to improve their vocabulary, to develop their reading technique and make them accustomed to any content of text. The teacher must provide participants with feedback as needed.
2. Students should be exposed to various with more English reading materials at schools in order to train them to recognize and identify cohesive ties. This is for the sake of the students so that they can understand reading texts very well.
3. The teachers are suggested to manage the class as well as possible in order to invite the students' motivation in exploring their opinions and the ideas. The teacher also should help the students to improve their vocabulary that can help them to finding the cohesive ties, guessing the meaning of the sentences or paragraph. The teacher should make the students to understand cohesive ties in comprehending the text, and the teacher should prepare all the materials and the lesson plan well inside or outside the classroom.

4. It would be better if cohesive ties could be taught from the first year up to the third year of senior high schools. It would be better if the given cohesive ties be more simplified for high school students' consumption.

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