

ANALYZING COHESIVE DEVICES IN THE STUDENTS NARRATIVE TEXT WRITTEN BASED ON FRONT OF THE CLASS MOVIE SCRIPT

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ABSTRACT

This research aimed to know the types of cohesive devices in the students narrative text written based on movie script at the third semester in Muhammadiyah University of Makassar. This research used Descriptive Qualitative Research with 17 Subjects and used the theory of Halliday and Hasan to find out the types of cohesive devices used by the students. The result from this research showed that the grammatical cohesion is more common found than lexical cohesion. The percentages of grammatical cohesion parts were reference 54.6%, substitution 2.7%, ellipsis 0.5%, conjunction 30.5%. Meanwhile the percentages of lexical part were Repetition 8.2%, synonym 0.5%, Antonym 1.5% and collocation 1.2%. The researcher concluded that generally the students narrative text written called as a good text because it has good relation among the clauses from the students writing. It was shown from all the types of cohesive devices that was found in this students narrative text written based on front of the class movie script.

Keywords: Cohesive Devices, Narrative Text, Written.

ABSTRACT

Tujuan dari penelitian ini adalah untuk mengetahui jenis-jenis perangkat kohesif dalam teks narasi siswa yang ditulis berdasarkan Front of the Class skrip film di semester 3 Universitas Muhammadiyah Makassar. Metode penelitian ini menggunakan deskriptif kualitatif dengan 17 subjek dan menggunakan teori dari Halliday dan Hasan untuk menentukan jenis-jenis perangkat kohesif yang digunakan oleh mahasiswa. Hasil dari penelitian ini menunjukkan bahwa grammatical cohesion lebih banyak ditemukan daripada lexical cohesion. Persentase dari bagian grammatical cohesion adalah reference 54.6%, substitution 2.7%, ellipsis 0.5%, conjunction 30.5%. Sementara itu persentase dari bagian lexical adalah repetition 8.2%, synonym 0.5%, antonym 1.5%, and collocation 1.2%. Peneliti menyimpulkan bahwa pada umumnya tulisan narasi siswa disebut sebagai teks yang baik. Karena memiliki hubungan yang baik antara klausa dari tulisan siswa. Hal itu ditunjukkan dari semua jenis perangkat kohesif yang ditemukan dalam teks narasi siswa yang ditulis berdasarkan skrip film dari front of the class.

Kata Kunci: Perangkat Kohesif, Teks Narasi, Tulisan.

INTRODUCTION

In educational English is one of the subject that should be mastered by the student; in junior high school, senior high school, and university level. In Indonesia teaching English focuses on four basic skills, namely; listening, reading, speaking and writing. One of the most important is writing skill.

In communication, people should concern on comprehension. There are at least two factors that influence the text, cohesion and coherence. Cohesion refers to the relation of meaning that exist within the text and defines as the text. Cohesion is also referred to cohesive devices. Cohesive devices divided in two parts, grammatical cohesive devices and lexical cohesive devices. Grammatical cohesive devices is the way that a grammatical feature is attached across sentences boundaries. It consist of reference, substitution, ellipsis, and conjunction. Meanwhile, lexical cohesive devices is the way vocabulary links to the parts of the text. It consist of reiteration (repetition, synonym, hyponym, and metonym) and collocation.

However, there are many kind of texts and movie script is also considered as a text. Jahn (2003) asserts that movie script is a text containing a film's action narrative and dialogue. A movie script is either a recipe for making a film or a written record of a finished movie. It holds an important role both to the actor involved in the process of performance of the movie. To the actor involved in the process of performance of the movie it helps them to inspire their role. it helps them to understand the story of the film.

Related to genre, movie is both narrative and performative genre. It is assumed that movie is a performative genre that comes to life in performance. Jahn(2003) states that a film is a multimedia narrative form based on physical record sound and moving pictures. Like watching a play, watching a movie is a collective public experience and social occasion. Since movie is a narrative genre, it is related to a textual form. Therefore movie analysis can build the interesting relationship between text and performance analysis. However, analyzing movie in term of its language use is an interesting study, since movie provides real life setting portrayed through sound and moving pictures. Therefore, the writer will make a research concerns with cohesion devices in the script of "Front of the Class" movie.

"Front of the Class" movie script is chosen as research instrument because of several considerations. First, the story of the movie is interesting to read by the students because the story will make the students are curious. Second, the storyline in the film can inspire how to be a good teacher and then the students read the script automatically it can improve their reading skill, and then the students not only reading the text but they will also rewrite the script based on their opinions. While based on linguistic consideration, this movie chosen since the writer assumes that it is found cohesive devices expressed by the character. By these reasons, script of movie is chosen as the data of this research. In this research the writer focuses on the students rewriting by Front of the Class movie script.

MATERIALS AND METHOD

A. Materials

Cohesive devices divided in two part namely grammatical cohesion and lexical cohesion, analysis cohesive devices in a text gives us some insight on how the writers structure, what they want to say and may be crucial factors in our judgment on whether something is well written or not.

1. Grammatical Cohesive Devices

Grammatical cohesion is deals with grammatical and semantic connections. Halliday and Hassan (1976: 274) state that grammatical cohesion can be divided into reference, substitution, ellipsis and conjunction

a. Reference

Reference is the relation between an element of the text or something else by reference to which it is interpreted in the given instance (Halliday and Hassan, 1976:308).

b. Substitution

Halliday and Hassan (1976: 88) propose that substitution is the replacement of one item by another. Additionally, Hatch (1992:224) explains that substitution refers to a specific entity but to a class of item. Substitution is the replacement of a word (group) or sentence segment by a 'dummy' word (Renkema 1993).

c. Ellipsis

Halliday and Hasan (1976:142) point out that substitution and ellipsis are very similar to each other. Ellipsis is simply "substitution zero". Rahmawati (2011:17) explain that ellipsis can be said that it is something left unsaid but it can be understood. Furthermore, ellipsis is the omission of a word or part of a sentence is closely related to substitution (Renkema" 1993: 38). In the case of ellipsis, the division that is normally used is the same as that applied to substitution: nominal" verbal and clausal ellipsis.

d. Conjunction

Conjunction is somewhat different from the other cohesion relations. It is based on the assumption that there are in the linguistic system forms of systematic relationships between sentences. There are a number of possible ways in which the system allows for the parts of a text to be connected to one another in meaning (Halliday and Hassan 1976:324).

2. Lexical Cohesive Devices

Lexical cohesion does not deal with grammatical and semantic connections but with connections based on the words used (Renkema 1993: 39). Hence, lexical cohesion is the relationship of sentences within the text that does not refer to grammatical components.

a. Repetition

According to Halliday and Hassan (2004:571), the most direct of lexical cohesion is the repetition of lexical item. Repetition is the act of repeating exactly the same word as has been mentioned before. It usually involves reference as the second occurrence which will be matched with definite articles. Consider the following example: A conference will be held on national environmental policy. At this conference the issue of salination will play an important role.

b. Synonym

Synonym is used to mean sameness meaning'. It is possible to define the different word as the intended meaning. Hence, even though the word is changed, the intended meaning may be the same. synonyms are words that have almost the same meaning. Here the example of synonym as follow: A conference will be held on national environmental policy. This *environmentalsymposium* will be primarily a conference dealing with water.

c. Hyponym

A word whose meaning contains the entire meaning of another word is called hyponym which is known as the subordinate. Renkema (1993: 39) gives the example of hyponym as follow: We were in town today shopping for *furniture*. We saw a lovely *table*

d. Metonym

Renkema (1993: 39) proposes that is a relationship of part versus whole. Here is the example of metonym: At six-month checkup, the *brakes* had to be repaired. In general, however the *car* was in a good condition

e. Antonym

Antonyms are words that have opposite meaning Renkema (1993: 39) states that the antonym of word "old" is "new" based on the following example; the old movie just doesn't do it anymore. The new ones are more appealing.

B. Method

This research used descriptive qualitative research. It aim to described the students rewriting by the movie script and to explained the types of cohesive devices and the dominant cohesive devices made by the students in rewriting Front of Class movie script.

The researcher used movie script as an media to rewrite it based on Narrative text form by the third semester students from English Department students at Makassar Muhammadiyah University class of BG3F, to determined the types of cohesive devices used by the stuents in rewriting front of the class movie script and the dominant cohesive devices. The researcher analyzed with used Halliday and Hasan theory.

The researcher used writing test as an instrument to collect the data. Without them data will be impossible to put in hand. The researcher asked the students to rewrite the movie script by looking at the form of narrative text.

To collect the data, the researcher presents some procedure, as follow:

1. Observation

Observation was the process of taked the data. In this study where the researcher has seen the research situation. This technique used to observed closely in an effort to find out the object to be examined.

2. Test

In this research data collected procedure decided to investigate students writing by movie script. The writer got the data from the script of "Front of the Class" movie script as a student's narrative text written and then the researcher was analyzing the types of cohesive devices by the student's rewriting movie script and the percentages of each dominant of the cohesive devices. So, the writer used the script of "Front of the Class" movie as the source of the data. In this part the writer explained about the step of collected the data used by the researcher. The steps were as follows:

- a. The researcher explained to the students what is the cohesive devices.
 - b. The researcher explained the form of Narrative text.
 - c. Distributed the movie script to all of the students in BG3F.
 - d. The students write narrative text written based on the movie script by looking at the form of Narrative text.
 - e. The researcher collected the students writing text.
 - f. The researcher analyzed the students writing text.
3. Documentation

Documentation was data collection method by collecting the data such as document or picture.

Data analysis was the process of systematically the data collected by the researcher. The technique of data analysis can be analyzed by following the steps:

1. The researcher has presented the data obtained from the data source.
2. The researcher identified the student's narrative text written based on front of the class movie script based on Halliday and Hasan's theory.
3. Discussing and interpreting the data from each category, namely grammatical cohesive devices and lexical cohesive devices based on Halliday and Hasan's theory.
4. The researcher has counted the percentages of each type of cohesive devices expressed by the student's narrative text written. It used the formula $(\% = \frac{n}{N} \times 100\%)$ based on Ali (1993:184) which n is for the number of each tie and N is for the number of the entire tie.
5. Drawing conclusion based on the result of data analysis.

FINDINGS

Analyzing cohesive devices in the student's narrative text written found were grammatical and lexical. The common found was grammatical cohesion than lexical cohesion. The grammatical cohesion part found were reference, substitution, ellipsis, and conjunction. The highest percentages if reference. Meanwhile the part of lexical found were repetition, synonym, antonym, and collocation.

DISCUSSION

In this section, researchers would discuss the opinions of experts regarding previous research on cohesive devices and discuss the results of research on the

types of cohesive devices. In this part the researcher explained the discussion of this research after analyzing the data. This discussion answered the research question in this research which is “What are the types of cohesive devices used by the students in rewriting the Front of the Class movie script?” and “ what is the dominant cohesive devices used by the students in rewriting Front of the Class movie script.

The data showed that there were both grammatical and lexical cohesive devices used by the students in rewriting the movie script. In line with Halliday and Hasan’s theory of cohesive devices, the result of the analysis showed that the total number of grammatical cohesive devices found in the students narrative text written based on the movie script are Reference involves 218, the percentages of it It has three part of reference namely of personal reference 164, and demonstrative reference 42, and the last is numerative reference 12. Ellipsis is 0.5%. Substitution involves 6 ties of Verbal Substitution and 5 Nominal substitution and there is no clausal substitution. All of the kind of Conjunctions are found in the students narrative text written based on Front of the Class movie script, they are 53 ties of Additive, 19 ties of Adversative, 24 ties of Causal , and the last is Temporal 15 ties of Temporal Conjunction. Totally conjunction are 122 The percentages of Conjunction is 30.5%.

Moreover, Lexical cohesive devices found in the students Narrative text written based Front of the Class movie script are both Reiteration and Collocation. In term of Reiteration, a tie of repetition found 33, the percentages of it 8.2 %, 2 ties of Synonym. The percentages of it 0.5 %. 6 ties of Antonym, the percentage of it 1.5%. In term of Collocation, there are 5 Collocation found in a students written. The percentages of it 1.2 %.

CONCLUSION

In this research, the researcher concluded that all the types of cohesive devices were found in the students narrative text written based on front of the class movie script both grammatical and lexical cohesion. It showed that the students written have a good relation among clauses in their written. So this written of students have a good cohesion and it can be called as a good text.

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