ENGLISH COHESION IN ENGLISH DEPARTMENT STUDENTS' THESIS OF UIN WALISONGO SEMARANG

THESIS

Submitted in Partial Fulfillment of Requirements for Gaining the Degree of Education Bachelor in English Language Education

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SEMARANG

2020

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III

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To

The Dean of Education and Teacher Training Faculty

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Assalamu'alaikum wr. wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis:

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Wassalamu'alaikum wr. wb.

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IV

MOTTO and DEDICATION

"*Because without our language, we have lost ourselves. Who are we without our words*"

By
Melina Marchetta

<div dir="rtl">

وَمَا أَرْسَلْنَا مِن رَّسُولٍ إِلَّا بِلِسَانِ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ مَن يَشَاءُ وَيَهْدِي مَن يَشَاءُ وَهُوَ الْعَزِيزُ الْحَكِيمُ

</div>

[QS. Ibrahim: 4)

To:

My Husband
My father
My mother
My brother
My family
My best friend

Abstract

This study aims to investigate types of grammatical cohesion employed in English Education Department students' thesis background and the mostly grammatical cohesion employed in English Education Department students' thesis background. This report qualitatively conducted as the main analysis to identify the grammatical cohesion such grammatical reference, grammatical conjunction, grammatical ellipsis, and grammatical substitution in 10 students' manuscript.. The findings showed that the most realization of grammatical cohesion was the grammatical conjunction with 274 occurrences, the grammatical reference was 235 times while grammatical ellipsis was 13 times and the lowest one was 6 times; and this could be generally summarized that the paragraphs were structurally unified. In addition to the issue of the further study, the researchers could serve the base of the grammatical cohesion and could conduct the other writings by the use of grammatical cohesion in any level of both written and spoken text.

Keywords: *Language metafunction, grammatical cohesion, clause complex, and writing competence*

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Semarang, 11th of December 2020

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CHAPTER I
INTRODUCTION

This chapter, the researcher presents: the background of the study, the reasons for choosing the topic, the research question, the aim of the research, the significances of the research, and the limitations of the research which this research highlights grammatical cohesion of the students' text.

1.1 Background of the study

A few problems are, in case of structuring the texts, now occurring among the students since they are missing of the agreement's concept. This case by continuous observation which displayed many students are not prominently paid attention to the modification of the ideas. On the one side, the researchers perceive that the accuracy of unity bears the comprehensive meaning of the texts. On the other sides, it will make the readers easier to follow the fundamental ideas in the essay or the report. They occasionally ask the students whereas to enlarge the writing's form to be easily untestable. Nevertheless, the number of students is few times concerning the choices of vocabulary or grammatical rules.

Actually, the ability of organizing the texts or the academic assignment is in fact one of the obligatory for every single student, i.e., it academically has become one of pedagogical tradition to be able to compose as well as create the legal manuscript. The ignorance consequently allows the pupils to difficulties of the writing concepts, e.g., to write the major topics in a single paragraph and to continue them cohesively is one of numerous instances in maintaining the texts' comprehension.

Therefore, the study of cohesion as it has been reviewed by the researcher has confirmed as the strategy of wide-ranging texts in surrounding clauses. Also, employing cohesive concepts, the authors can hold the texts together, and it gives the conscious meaning. Halliday and Hasan argue "The system of cohesion is a part of the system of language and relations of meaning that exist within the text."[1] The utilization of cohesion can interface the content itself and it identifies with the importance of the texts' meaning.[2] Moreover, the paradigm of cohesive rule acknowledges the concept of the text where it helps to create the texts.[3]

Furthermore, the notion of cohesion semantically is claimed as the form to unify the entire messages referred to as the texts.[4] It further functions to provide, by utilizing all elements of cohesion, the meaningful information or expression.[5] Specifically, a grammatical cohesion is the part of the conception of cohesion where this part allows to display four types: Reference, ellipsis, conjunction, and substitution.[6] To definitely analyze, Thornbury in Lestari and Sutopo states to analyze the texts must consider one of two-element in cohesion's procedure: it is grammatical cohesion.[7]

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[1] Halliday & Hasan, (1976). *Cohesion in English*. Longman. p. 4.
[2] Lestari & Sutopo, (2020). The Use of Cohesive Devices in the Narrative Texts of the 11th Graders", *English education Journal.* EEJ 10 (3), 301-306. http://journal.unnes.ac.id/sju/index.php.eej. p. 302.
[3] Simanjutak & Paramitha, (2018). An Analysis of Cohesive Devices in Ernest Hemingway's Short Story a Clean, Well-Lighted Place: Discourse Analysis. [Proceeding]. *1st International Seminar on Foreign Language Teaching, Linguistics, and Literature*, p. 152
[4] Bahaziq, (2016). Cohesive Devices in Written Discourse: A Discourse Analysis of a Students' Essay Writing", *English Language Teaching,* 9 (7). http://dx.doi.org/10.5539/elt.v9n7p112. p. 112.
[5] Khairunisa & Savitri, (2018). Analysis on Cohesive Devices Errors in EFL University Students' Argumentative Composition". *Retain*, 06 (1).p. 71
[6] Halliday and Hasan, *Cohesion in English*, ...p.55
[7] Thornbury. (2005) as cited in Lestari and Sutopo, The Use of Cohesive ....p. 302.

إِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) إِقْرَأْ وَرَبُّكَ الْأَكْرَمُ (3) الَّذِي عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَالَمْ يَعْلَمْ (5)

Recite in the name of your Lord who created (1) Created man from a clinging substance (2) Recite, and your Lord is the most Generous (3) who taught by the pen (4) Taught man that which he knew not (5)[8]

The precious lesson that can be taken from this surah is all people consciously learn what they exactly are eager to possess, and everything derives from the consistency of reading. The reading leads humans to know what entirely is. This ability then affects individuals' thoughts.

The frame will continuously assist the students' problem', especially in engaging the academic papers. A few studies also displayed many advantages mastering and acknowledging this scope of the study, e.g., grammatical features of cohesion let the students connect point of ideas through several clauses, and another benefit will be felt among the readers when their scripts are referred many times; the copies of documents are fortunately meaningful. These previous examples are typically conducted to express successful testimonies toward what cohesion works as.

In addition, this cohesive study in further discussion will engage the coherence of discourse where it's conception is going to bear the term of meaningfulness, i.e., the 'ext is longer compulsory to possess the unit of

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[8] Kemenag RI, (2006). *Al-Quran dan Terjemahannya*, Diponegoro.

comprehensive. Through the units of grammatical cohesion, we do not tie the manuscripts any longer unless they apply these grammatical choices.[9]

We realize the connection of multiple ideas within a paragraph when the series of cohesive continuity is broadly occurred; it is an important feature in semantic relation to serve contingent of the discourse. Thus, the texts should be meaningful as several points of grammatical choices are chosen. The readers or listeners, fortunately, comprehend the core topics of the information. Likewise, the realization of grammatical features of its units helps the students and teachers to change the paragraph to be coherence, and also it serves the unity of meaning of the texts.[10]

A couple of preceding cases which had been reviewed showed that the use of cohesion in the students' text was systematic to link a word into surrounding lines of the pa'agraphs. The study of lexical cohesion that conducted by Malah et al. in the newspaper genres tested the learners to organize the text; it consequently assisted them to construct the idea within the texts. In addition to its effect to the students' writing, the paper that attempted by Al-Ghazalli & Majli reported advance results of the occurrence of lexical cohesion in women's articles. That article informed the realization of lexical cohesion that it further claimed the functional of lexical cohesion in a single sentence as well as it provided the characterization of women's written article. The researchers to reviewed both these papers compare what actually the research's topic discussed; however, this study concerned with the analysis o' grammatical cohesion in the students' thesis as it is functionally significant to relate the sentences of the text

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[9] Alzankawi, (2017). Kuwaiti Undergraduate Problems with Cohesion in EFL Writing, *International Journal of Education, Learning, and Development*. 5 (4). p 57.
[10] Yasuda, (2019). Children's Meaning-Making Choices in EFL Writing: The Use of Cohesive Devices and Interpersonal Resources, *System*. (85). p. 3.

Besides, several previous researches are reviewed to gain the proper information as well as its result of the study to know each of grammatical cohesion applied in certain texts. However, those analysis don't exactly serve any issue of pedagogical implication for writing competence. This study, the researcher, therefore, concerns with the use of grammatical cohesion to analyse numerous students' papers especially their background of the study.

Likely, based on the phenomenon above, the cohesive ties are functionally used in several analyses to examine the semantic relationship as well as the togetherness of the texts organized. Based on the mentioned argumentation, the writer through this final English project is eager to explain as well as to report how the grammatical cohesion is employed within the students' thesis in the English education department in the academic year 2020/2021.

1.2. The Reason for Choosing the Topic

The study of cohesion bears the conception of texts' comprehension which further helps the readers to spot meaningful messages. In addition, to tie the text and context, the author then determines to focus on conduction through this academic study to explore some relevance significances. They are as follows:

1. The cohesive elements work to tie the messages within the clauses in a single paragraph.
2. The features of grammatical cohesion function in issues of developing the ideas to link one idea to another idea in order to bear the meaning.
3. And the types of grammatical cohesion are functional to engage the public readers' attention in order to get reliable information.
4. Students' must correct as well as meaningfully written as this one of the academic requirements to finish the project of study.

1.3.The Problem of the Research

This study is procedurally guided through the following major questions:

1. What types of grammatical cohesion are employed in English Education Department students' thesis background?
2. What types of grammatical cohesion are mostly employed in English Education Department students' thesis background?

1.4. Objectives of the Research

To gain the valid data of the study, the researcher uses the following research objectives:

1. To explain the types of grammatical cohesion that are employed in English Education Department students' thesis background.
2. To explain the types of grammatical cohesion that are mostly employed in English Education Department student's thesis background.

1.5. Significances of the Research

The significances of the study to give new insight either theoretical of practical study, which can be stated as follows:

1. Theoretical benefit: It hoped that the result of the study used as a reference to fellow researchers that study of the grammatical cohesion into some influences to the concept of good writing.

2. Practical benefits:

  1) **For the teachers**.

  The result of this study can be used as the material for the teachers to improve students' English writing especially in structuring as well as developing the information within the paragraph.

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2) For the students.

The students may take benefits from this study to gain or achieve how to actually write a formal or scientific writing as cohesive as possible.

3) For the readers.

The target readers will get many advantages through reading this result of the study as this research serves the building knowledge and new insight into how procedurally elaborate the ideas within the texts.

4) For other researchers.

To build the cohesiveness of the texts, the researchers may develop further essential study with functional lexical cohesion to create coherent text since this study only concerns with achieving the unity of the texts through grammatical cohesion.

1.6. Limitations of the research

This study provides the scope to limit the information what the researcher conducted, and the limitation of this study are as follows:

A. This study only focuses on analyzing the students' thesis text in majoring English Education Department in Academic Year 2020/2021 which highlights the background of the study.

B. The issue of the study concerns with the realization of grammatical of a cohesive device such grammatical reference, grammatical conjunction, grammatical ellipsis, and grammatical substitution.

CHAPTER II
REVIEW OF THE RELATED LITERATURE

This chapter highlights two major points (i) the previous studies of the grammatical cohesion as the main analysis of the texts which these studies are conducted by the experts, the linguists, and the practical researchers and (ii) the review of related literature which scientifically discuss the classification of grammatical cohesion: grammatical conjunction, grammatical substitution, grammatical ellipsis, and grammatical reference.

2.1 Previous Study

The literature review is used to provide a comparison against existing research, both on the excess or shortage that existed before. In this study, there are some previous studies either from international or local research where it is appropriate with this study, they are as follows:

A study by Malah et al resulted in the beneficial information by conducting the research entitled "Evaluating Lexical Cohesion in Nigerian Newspaper Genres: Focus on Editorials" where the authors concerned with examining the theory of cohesion proposed by Eggins (2004). The data demonstrated that the major types of lexical cohesion in the editorials include: *repetition (49.5%)*, *expectancy relations (15. 8%)*, *class/subclass (11%)*, and *synonymy (10.8%)*. It was further revealed that lexical cohesion devices, which formed into chains (586) and isolated ties (837), were utilized in building coherence in the editorial texts. It was finally shown how findings of the study could be beneficial in ESP, EAP, and EGP learning, especially in persuasive writings.[11]

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[11] Malah et al, (2017). Evaluating Lexical Cohesion in Nigerian Newspaper Genres: Focus on the Editorials, *International Journal of Applied Linguistics & English Literature,* 6 (1), http://doi: 10.7575/aiac.ijalel.n6n.lp.240. p. 241-256

Simanjutak and Paramitha showed in the study of discourse in title *An Analysis of Cohesive Devices in Ernest Hemingway's Short Story a Clean, Well-Lighted Place: Discourse Analysis* had been done with several findings: the dominant cohesion was conjunction 43.20%, reference was 36.99%, and ellipsis was 13%. The result of the study claimed that most texts were needed to be enhanced in order to be clearly meaningful. Besides, the aim of the study which was to find the density of cohesion had been achieved.[12]

Muttaqin perceived the use of cohesive devices enabled to investigate the accuracy of texts' unity. Therefore, his study revealed grammatical cohesion in monologue texts of recount text in the primary book for eighth-graders. He then qualitatively concluded all number of cohesive devices were not served; the substitution was absent in the analysis. Otherwise, three of grammatical cohesion were fully applied: reference, ellipsis, and conjunction. However, the most applicative device was conjunction as it is easily employed.[13] Ghazalli & Majli[14] reported the study entitled "A Study of Lexical Cohesion in Women's Articles Written by Native and Non-Native Speakers of English" where it scoped the realization of cohesion: Lexical cohesion. The data of analysis was taken from four articles of Guardian and the website. The result showed qualitatively that from the investigation some lexical elements are functionally applied.

Priangan et al investigated the use of cohesion and coherence in undergraduate essays. They perceived by using this schema of analysis; it enabled to assess the quality of writings especially academic manuscripts. The setting of the research was ini Syekh Nurjati State Islamic Institute of Cirebon. The author selected 5 argumentative essays to

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[12] Simanjutak & Paramitha, An Analysis Cohesive ..." p. 151-155.

[13] Muttaqin, (2018). Analyzing Cohesion Device of Monologue Texts in Students' Text-Book for Eight Grade in Academic Year 2017/2018", *Vision: Journal for Language and Foreign Language Learning. 7* (2).p. 180-200. http://dx.doi.org/.

[14] Ghazalli & Majli, (2019). A Study of Lexical Cohesion in Women's Articles Written by Native and Non-Native Speakers of English. *International Journal of English Language and Linguistics Research. 7* (1). p. 1-18, January.

be further analyzed with cohesive devices. This study was discourse study as this used documentation' approach as the main data of analysis. The result of the study showed that it expressed the frequency of reference as the most applicable device, then it continued with other types of grammatical cohesion.[15]

2.2 Literature Review

The review of related literature is essentially needed to inspire as well as to support the author's idea in conducting this research. In this theoretical review, they are four major points of conception where those terminologies in addition to their contribution toward the education fields are really significant: Language metafunction, the clause complex, the grammatical cohesion, and the notion of writing.

2.2.1 Language metafunction

2.2.1.1 The Concept of Language Metafunction

The idea of a language system might be theorized as the major attention to acknowledge how the language systemically works. This study was developed by Lock where he declares how the form and meaning are systemically related to each other; it is called Systemic Functional Grammar (SFG). Then he states "study that sees language first and foremost as a system of communication and analyzes grammar to discover how it is organized to allow speakers and writers to make and exchange meanings.[16] In addition, according to Thompson in a study by Alae et al affirm that a close connection between the conception

[15] Priangan et al., Cohesion and Coherence in Undergraduate Students' Argumentative Essays. *English Educational Journal. 10* (1).p. 28-36. http://Journal.unnes.ac.id.sju/index.php.eej
[16] Lock, G, (1996). *Functional English Grammar*, Cambridge University Press. p. 1

of language and the paradigm of how semiotic occurs enables to make a social activity.[17]

This paradigm is then seen as the system to create the organization of form (called as grammar) in meaning's perception with other related forms.[18] On contrary to what had been studies by Fatmawari et al, they attempt to functionally perceive that how people apply different language styles in terms of context, and how the language itself is categorized as the semiotic system.[19] Similarly, Halliday classifies related to how the language is functioned in certain text and context into 3 major systems: they are ideational function, interpersonal function, and textual function.[20]

Those three systems occur in a single clause to represent the meaning but they are functioned separately. This framework symbolizes the concept of Systemic Functional linguistics where they are discussed for a single purpose.

2.2.2.2 The Taxonomies of Language Metafunction

How the language is systemically perceived can be seen when they in a single play give meaningful perception, this automatically serves the comprehensive understanding about the language itself. Hence, this origination is consistently in the

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[17] Alaei et al, (2016). A Study of Ideational Metafunction in Joseph Conrad's "Heart of Darkness": A Critical Discourse Analysis. *English Language Teaching; 9* (4). p. 203

[18] Kuswoyo & Susardi, (2017). Problems of SFG Thematic Progression in ESL Academic Writing", *Leksema: Jurnal Bahasa dan S*eni, *2* (1) January-July. p. 1

[19] Fatmawati et al, (2019). Thematic Progression Pattern of Short Story "*The Black Cat*", *Language Literacy*: *Journal of Linguistics, Literature, and Language Teaching. 3* (1) p. 1, DOI:10.30743//II.v3i1.1082.

[20] Halliday. (1994) as cited in Fatmawati et al (2019). *An Introduction to Functional Grammar* (2nd ed).Edward Arnold. p. 65

importance of the proviso to be seen as the feature contribution.[21]

The notion of the metafunction of the language itself enables people to understand how it regularly serves as the medium of language manifestation. Then Halliday, to simplify the systemic contribution of a single meaning, divides into three types:[22]

1. Ideational meaning

This first meaning, within the text, enable to guide the readers what probably the actors are done as their experience through the use of language. This system according to Martin & Painter (1997) belongs to overall functional grammar as the recourse to interpret what is exactly going on.[23]

Pertama et al, in detail, conclude that ideational metafunction is viewed in the issue of who participants are involved, what circumstances are existed, and what experiences are occurred.[24] In addition, to systemically explore how actually ideational works in the texts, Eggins explain that an ideational function may consist of two elements: an experiential meaning and logical meaning where

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[21] Martin & Rose. (2003) as cited in Alaei et al. (2016). A Study of Ideational Metafunction in Joseph Conrad's "Heart of Darkness": A Critical Discourse Analysis. *English Language Teaching,* 9 (4). p. 204

[22] Halliday, (2014). *An Introduction to Functional Grammar (3rd ed)*, Oxford University Press. p. 58-59

[23] Martin et al, (1997). *Working with Functional Grammar*, London, p.100.

[24] Pertama et al, (2018). Implementation of Three Metafunction in Verbal Language and Visual Image of Students' textbook, *English Education Journal*. *8* (4). p. 420. http://journal.unnes.ac.id/sju/index.php/eej.

in terms of experiential meaning is symbolized through the transitivity system.[25]

Moreover, Halliday states "The transitivity system construes the world of experience into a manageable set of process types" (p.170). Additionally, Alae specifies the transitivity framework to express the representational language; it is clause as representation.[26] To construe the meaning of the personal texts, Martin et al differentiates a small number of processes in ideational metafunction to give realization to the readers, they are material process, mental process, behavioral process, verbal process, relational process, and existential process.[27]

2. Interpersonal meaning

To gain the social meaning within either text or context, the speakers sometimes engage in long interpersonal communication to share or express the message of thought. To respond to this issue, Halliday and Matthiessen argue that the objective of relational use is to focus on the social part of language. It very well may be said in different explanations that individuals used to impart not exclusively to accomplish individual answers yet in addition to acquire the informative purposes.[28] Furthermore, Anwar identifies that interpersonal

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[25] Eggins. (2004). *An Introduction to Systemic Functional Linguistic (2nd ed)*. Continuem International Publishing Group. p. 206

[26] Alaei et al. (2016)...p. 205

[27] Martin et al, *Working with Functional Grammar, ...*p. 102.

[28] Halliday, *An Introduction to Functional Grammar (3rd ed)...* p. 106.

relationship is not just having good friendship but also transferring the clue of texts to the audience.[29]

In this regard, Eggins acknowledges the term of interpersonal meaning in systemic functional Linguistic which employs the relationship between the semantic organization of speakers' interaction and grammatical features of mood's choices.[30] Similarly, Pertama et al construe that interpersonal interaction plays around who speaks and who will say from hearers in the context of social relation.[31] Functionally, Gerot and Wignell systematize the rule as well as the function of the interpersonal engagement within the context and the text where it is realized in the lexical grammar through the system of mood. And it then functionalizes this system in clause as the exchange.[32]

3. **Textual meaning**

A message, in case of distribution, must be comprehensively understood as this message functions to give a detail of social or contextual clues to the readers. To provide the message simultaneously to enact the communicants, Eggins theorized that textual metafunction plays around how the message is

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[29] Rosyid Anwar, (2018). The Use of Halliday's Interpersonal Metafunction in Creating Informative and Persuasive Advertisement: A Multimodal Analysis of AirAsia 2015 Commercial. *Advances in Social Science, Education and Humanities Research*, (228).p. 131

[30] Eggins, (2004). *An Introduction to Systemic Functional Linguistics (2nd ed)*, (SAGE Publication, p. 141.

[31] Pertama et al, "Implementation of Three ... p. 425

[32] Gerot & Wignell, (1994). *Making Sense of Functional Grammar*, Australia, p. 22

structurally organized and how the message is functionally comprehended.[33]

Conceptually, Gerot and Wignell perceive that textual message talks about where the topic of the information comes from and where it is going to.[34] Shortly, textual meaning according to Pertama et al verbalize that this metafunction is the combination between ideational meaning as the field of the object and the interpersonal meaning as the role of enacting people.[35]

To characterize the concept of textual meaning, Martin hypothesized the system of constructing the messages and related them into the general context; it is called the theme system where the clause is as message.[36] The system clause as message represents how the texts of the clause could be meaningfully realized.

2.2.2 Clause complex

2.2.2.1 The concept of clause complex

The basic element gives the meaning of a single message is started in the position of a clause. According to Martin, clause complex is interpreted as a sequence of process configuration

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[33] Eggins, *An Introduction to* ...p. 296.
[34] Gerot & Wignell, *Making Sense of* ...p. 102
[35] Pertama et al, Implementation of Three ...p. 427
[36] Martin et al, *Working with Functional Grammar,* ...p. 21.

from the flow event.[37] This is a systematic resource of how the language serves the meaning, i.e., the meaning of the language system occurs in clausal management of the texts. Therefore, some linguists no longer refer to the form of the sentence; Halliday and Matthiessen in the study in Sagheer mention that the realization of clause complex is functionally used in both spoken and written expression while sentence only happens in written form.[38]

In addition, among three majors of the linguistic metafunction, the role of clause complex is linguistically urgent; it is a grammatical resources of those three functions.[39] As well, the study of Systemic Functional Linguistics studies that the representative language to accommodate the people who prefer to enlarge, expand, quite or elaborate, here the role of clause complex additionally takes a part[40]. Furthermore, Halliday and Matthiessen state:

> Semantically, the effect of combining clauses into a clause complex is one of tighter integration in meaning: the sequences that are realized grammatically in a clause complex are construed as being sub-sequences within the

[37] Martin et al, *Working with Functional Grammar,* ...p. 166.

[38] Halliday & Mattheissen, (201) as cited in Sagheer, (2016). Functional Analysis of Clause Complex in the Language of News Websites Texts: A Comparative Study of Two Article, *International Journal of Scientific and Research Publications*, 6 (6). p. 323

[39] Nguyen, (2013). The Notion of Clause Complex in Systemic Functional Linguistics, *VNU Journal of Foreign Study*, 29 (4). p. 26.

[40] Nguyen, The Notion of ... p. 27

total sequence of events that make up a whole episode in a narrative.[41]

Therefore, the study of clause complex is helpful to simplify the structural and grammatical meaning in a single clause.

2.2.2.2 The Taxonomies of Clause Complex

A single clause may, in the study of Systemic Functional Linguistics, classify into a supporting detail of clause in the texts as long as the concept of functional grammar serves interdependency and logico-semantic relation. According to Martin, the classification of clause complex in serving grammatical relations are two types: Taxis and Logico-Semantic relation.[42] The survey of both types as follow:
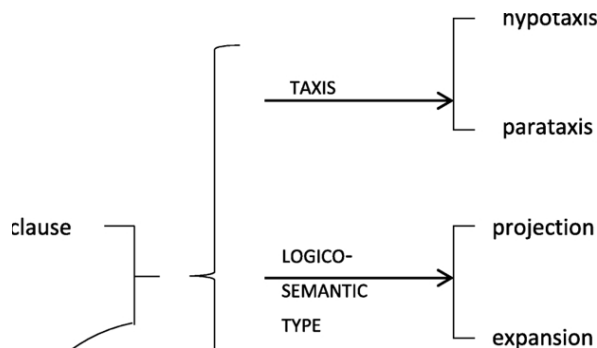
[41] Halliday & Matthiessen, (2014). *An Introduction to Functional Grammar*, Hodder Arnold, p. 430.

[42] Martin et al, *Working with Functional Grammar, ...*p. 167.

Figure 2.1: Clause Complex (Adopted from Martin, 1997, Pp:171)

A taxis then is categorized as two sub-types: parataxis as the system to link two clauses with the equal conjunction whereas hypotactic belongs to dependent and independent clause.[43] Taxis means conjunction to link one idea to another one to make the texts connected to each other.

Apart from clause complex functions to expand the idea within the equal or non-equal clause is called a logico-semantic relation. This system according to Gerot and Wignel are two major units: expansion and projection.[44] Logico-semantic relation in detail is developed into 3 minor units: elaboration, extension, and enhancement. Related to each meaning of elaboration, extension, and enhancement, Wulansari presents the term of elaboration is used to enlarge the meaning by expanding another clause by restating in other words, clarifying it, specifying detail, adding comments or example. Enhancement belongs to any circumstantial place, time, reason, or condition while extension refers to giving exception, providing new information, or offering an alternative.[45]

[43] Martin et al, *Working with Functional Grammar,* ...p. 168.
[44] Gerot & Wignell, *Making Sense of* ...p. 89.
[45] Wulansari, (2017). The Analysis of Clause Complex in The Snow of Kilimanjaro: A Systemic Functional discourse Analysis. *Conference on Language and Language Teaching.* p. 430.

The following table represents the example of each unit in clause complex which is taken from Martin[46]:

a) **Paratactic relation**

"The rivers overflow, **II** the street becomes rivers, **II** and

       1   2

everything is soaked."

     3

The relation of paratactic form is symbolized by numerical sequences to signify the moves.[47]

b) **Hypotactic relation**

Table 2.1. Hypotactic clause complexes

Dominant (@)	Dependent (B)
The spoke to Dr Liu	who was an ear, nose and throat specialist.
The man rarely left the village	apart from visiting his sister in York once a month

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[46] Martin et al, *Working with Functional Grammar,* ...p. 168.
[47] Andersen & Holsting, (2018). Clause Complexing in Systemic Functional Linguistics – towards an Alternative Description", *Functional Linguistic*s. 5 (10). p. 3.

I can do my best thing	when you sit there in your rocking chair.

On contrary to realizing paratactic relation, hypotactic rather than different in referring one clause is as Principal while other is as dependent. The table above exemplifies the use of the Greek symbol to signify either the dominant clause or the dependent clause.[48]

c) Elaboration

"He looked a fright; **II** his clothes were damp, dirty, and

             1   2

              torn."

"They were now in the bare country of stone walls, **II** which he loved."

Elaboration means in the issue of paratactic giving an equal statement. Hence, the symbol is (=) to represent the equivalent of clause. Here, elaboration functions in case of hypotactic as elaboration or comment or it is the same as paratactic does.[49]

d) Extension

"The beef animal is the buffalo **II** and its meat is surprisingly tender."

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[48] Andersen & Holsting, Clause Complexing in ...p. 3.
[49] Eid, (2016). Functional Analysis of Clause Complex in the Language of News Website Texts: A Comparative Study of Two articles, *International Journal of Scientific and research Publication*. 6 (6). p. 328.

"The idea of relativity did not originate with Einstein, **II** whereas it goes back to Newton."

An extension once gives an extending meaning to make comprehensive information. In terms of paratactic relation, an extension meaning utilizes such as *and*, *nor*, *but* and *or* while it is hypo tactically realized through *whereas*, *apart* from, *apart from*, or *as well as*. In addition, the symbol of this relation is (+).[50]

e) **Enhancement**

"They dried their clothes with the fan."

The meaning of enhancement relation always relates to the context of place, manner, cause, or condition. The example mentioned represent enhancing the meaning through circumstance of manner. Additionally, this meaning may be represented through (x) symbol.[51]

2.2.3 The Concept of Cohesion

Purposefully, the good writing ought to contain the realization of cohesion, i.e., to achieve a well structure of texts' unity, the manuscripts must be determined as abundant as possible the use of cohesion's types. According to Halliday & Hassan the use of cohesion refers to the discourse element's implementation where it dependently relates to other components.[52] The

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[50] Jomma & Bidin, (2019). Reporting and Quoting: Functional Analyses of Logico-Semantic Relations of Clause Complex Citations, *the Southeast Asian Journal of English Language Studies*.25 (1). p. 166.
[51] Sarip & Hidayat, (2019). The Clause Complex Construction Realized in the Short Entitled "The Witch's Brew, *Journal of Applied Linguistics*. *1* (1). p. 5.
[52] Halliday and Hassan, *Cohesion in English*. ... p. 4.

term cohesion is linguistically belonged to the unit of grammatical or lexical features to access the relation of clauses.[53]

In addition to link the semantic meaning of the clause, cohesion serves linguistic linking to tie its structural clause and texture.[54] Furthermore, the notion of cohesion enables us to semantically unify the rolling reference forward or backward.[55] Similarly, Gerot and Wignell theorizes in order to continue the linking semantic meaning, cohesion is functionally applied for unifying resources within the language.[56]

The paper reviewed informs that the application of grammatical cohesion's unit within the texts must be linearly connected to the notion of the linguistic competence.[57] On the other words, the texts should represents the notion of linguistic competence after being served by the use of grammatical cohesion.

2.2.3.1 The Function of Cohesion

Concerning what cohesion theoretically purposes, Halliday and Hasan state that cohesion is semantics' functional structure which is able to relate one unit of the clause to others, i.e., this mode is used for engagement in unity of the messages.[58] In can be said that the

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[53] Ghazalli & Majli, A Study of Lexical ...p. 1.
[54] Ghazalli & Majli, A Study of Lexical ...p. 2.
[55] Tamunobelema, (2018). The Fact of Cohesion and Coherence in Textual Harmony, *British Journal of English Linguictics, 6* (4). p. 45.
[56] Gerot & Wignell, *Making Sense of* ...p. 170.
[57] Fadlillah, S. (2017). Cohesion Analysis of Islamic Reading Textbooks. *LINGUISTICS, LITERATURE, AND LANGUAGE TEACHING, 5 (1) ()*. p. 5.
http://dx.doi.org/10.18592/let.v5i1.1422
[58] Halliday & Hassan, *Cohesion in English.* ... p. 8.

realization of cohesion perception enables to create meaningfulness of the texts.

The possible characteristic to say about cohesion according to Halliday and Matthiessen that cohesion specifically called the system to make the boundaries of the clause.[59] Utilizing this approach, the texts will hang together within the paragraph, and it is ready to serve the comprehension of meaning.

2.2.3.2 The classification of cohesion

To know how cohesion functionally plays, it is absolutely needed to classify the division of cohesion itself. The grammatical cohesive devices are one of two major cohesions that works to tie intra-clausal meaning, according to Trisnaningrum et al that the groupings of grammatical modes are reference, substitution, ellipsis, and conjunction.[60]

In addition, the reference functions to refer anaphorically and cataphorically of some items forward or backward, and they are three minor class: personal, demonstrative, and comparative reference while the units of analysis where it occupies to substitute is substitution. They are there minor analysis: nominal substitution, verbal substitution, and clausal substitution.[61] Besides, based on the classification of Halliday and Hasan's theory, that conjunction is divided into 3 units of analysis: additive, adversative, and temporal

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[59] Halliday & Matthiessen, *An Introduction to* ...p. 532.
[60] Trisnaningrum et al, (2019). Discourse Analysis of Grammatical Cohesion Devices in College Students Academic Essays Writing, *Indonesian Journal of English Education*, *6* (1). p. 81.
[61] Afrianto, (2017). Grammatical Cohesion in Students' Writing: A Case at Universitas Teknorat Indonesia, *Leksema: Jurnal Bahasa dan Seni*, 2 (2). p. 100.

conjunction where they are signally applied to strong cohesion by linking units of some clauses.[62]

Table 2.2: The Framework of Cohesive Devices

Type of grammatical cohesion	Units	Example
Reference	Personal	I, me, mine, my / we, us, ours, they/you, yours, your / he, him, his.
	Demonstrative	This, these / that / those.
	Comparative	Better, less, worse, more / similarly / else.
Substitution	Nominal	One, one's
	Verbal	Do, do so, can do, can, does, did, done
	Clausal	So not
Conjunction	Additive	And, nor, neither, moreover / additionally, the other hand / for

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[62] Halliday & Hassan, *Cohesion in English. ...* p. 248.

		example
	Adversative	Yet, but, on the other hand, at the same time / rather than, on the contrary
	Temporal	Then, and then, next, afterward / before, when, where, finally
Ellipsis	Noun	"My kids play an awful lot of sport; both (my kids) are incredibly energetic"
	Verbal	"Have you been working?" "Yes, I have (Been working)"
	Clausal	"Paul's staying for dinner, isn't he?" "Is he? He didn't tell me (He was staying for dinner)"

2.2.4 The concept of writing

The idea of writing substantively is to share or convey significant messages. On the one side, writing is terminology stated as an activity to produce a sequence of sentences arranged in particular ways.[63] On the other side, the form of writing is expressed through a graphic symbol which it either functions to encode the information or serves the letter or alphabetical form.[64]

The reason for implementing productive writing is stated by Agus et al which is obligatory for students' level to achieve the capability to arrange numerous words.[65] Moreover, the students are freely to determine which writing that has to by a number of students be composed as long as the form is systematically comprehended.

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[63] Byrne, (1998). *Definition of Writing Skills*, Routledge, 1998). p. 28.

[64] Anggrayani et al, (2015). Improving Students' Organizing Ideas in Writing Analytical Exposition Text with Mind Mapping Technique, *English Education Journal, 5* (1) p. 2.

[65] Rofi et al, (2014). Improving Students' Motivation in Writing Descriptive Text by Using the Mind Mapping Technique, *English Education Journal, 5* (1). p. 115.

CHAPTER III
METHODOLOGY OF THE RESEARCH

This session is an overview chapter of the method of the research. It practically serves an urgent role in research since it impacts the findings as well as the discussion. Before conducting the study, the researcher procedurally has to refer and apply the appropriate technique to find the accurate data. Here, the researcher of this study represents a clear description of the design time, and the setting of the research, the participant of the study, the technique of data collection, and the procedure of data analysis.

3.1. Research Methodology

This part discusses the method applied in conducting this research which consists of research design, data sources, the techniques of data collection, data analysis. The research method basically is a scientific way to get data with a special purpose and use[66]. Thus, the role of a method is very important and significant to determine appropriate methods in deciding research would be success or failure.

3.2. Research Design

The writer objectively employed to conduct this study qualitative data in where the findings and some procedures dependently served in table, interpretation, or explanation. According to Newman and Benz that "Qualitative research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter. [67] It could be stated in other opinions that the qualitative method is the approach with its result by non-numerical data or it is only qualitative data.

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[66] Sugiyono, (2014). *Metode Penelitian Kuantitatif, Kualitatif dan R & D,* Alfabeta CV. p. 2.
[67] Newman, I & Benz, R. C. (1998). Q*ualitative-Quantitative Research Methodology. Exploring the Interactive Continuum*. United States of America. Southern Illinois University Press.

This study, the writer observed as well as analyze the accuracy of grammatical cohesion in students' final assignment which further represents how effective or well arranging in these documents.

3.3. The Source of Data

According to Arikunto related to what source of the data means, he said that "The data resource is the subject from which the data can be found."[68] The author through the documentation of the students' thesis selected 10 manuscripts to be analyzed further based on grammatical cohesion's procedures. These 10 assignments are currently done in the year of 2020 in majoring English education Department. In addition, the writer only concerned with the unit of background of the study.

3.4. Roles of the Researcher

In analyzing the document of the study, the researcher had some academic roles in reporting this legal report: *first*, the researcher acted as the data collector. In other words, the researcher in this case of study collected the objective of the document where this manuscript would be the prominent data of analysis. Second, the researcher by herself analyzed this objective of the data with serving grammatical cohesion which it was proposed by Halliday.

3.5. Data Collection Technique

In the study of discourse analysis, the data collection procedure is importantly needed to gain the data analysis. In this regard, the researchers emoyed documentation as the data collection method. The documentation in this study was taken from students' thesis in the issue of background of the study. The data was taken from English undergraduate students of UIN Walisongo Semarang in the academic years 2010/2021.

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[68] Arikunto. (2006). *Prosedur Penelitian Suatu Pendekatan Praktik*. PT Rineka Cipta.

3.6. Instrument of the research

To conduct the formal report, it is prominently needed to provide the objective instrument which aims to guide the research in serving the credible as well as reliable report manuscript. In the case of analyzing documents of the students' texts, the researcher attached the number of instances of analysis in the shape of tables. The instances are as follows:

3.7. Units of Analysis

The units of analysis present a piece of detailed information on data analysis. In this research, the writer would focus on several items in grammatical cohesion, as follows:

1. **Reference**

   a. Personal reference

   Personal reference is a reference by means of function into a speech situation, through the category of person. Example : *i, me, mine, my/ we, us, ours, they/ you, yours, your/he, him, his.*

   b. Demonstrative reference

   Demonstrative reference is essentially a form of varied pointing. The speaker identifies the referent by locating it on a scale of proximity. Example: *this, these/ that/ those .*

   c. Comparative reference

   Comparative reference is indirect reference by means of identity or similarity. Example: *Better, less, wprse, more/ similarly/ else.*

2. **Substitution**

   a. Nominal substitution

Nominal substitution means the replacement of a noun or a noun phrase by a nominal substitute. Example: One, One's

b. Verbal substitution

Verbal substitution operates as a head of verbal group, in the place that is occupied by the lexical verb and its position is always final in the group. Example: *Do, do so, can do, can, does, did, done.*

c. Clausal substitution

There is one further type of substitution in which what is presupposed is not an element within the clause but an entire clause. Example: *so and not.*

3. **Ellipsis**

a. Noun ellipsis

Noun ellipsis is a part of noun that can be recovered from context. Example: *" My kids play an awful lot of sport , both (my kids) are incredibly energetic".*

b. Verbal ellipsis

Verbal ellipsis is ellipsis within the verbal group within that unit 'group' which consists of the class of items dominated verbs. Example: *"Have you been working?" "Yes, I have (been working)".*

c. Clausal ellipsis

Clausal ellipsis is considered as the various speech functions, such as statement, question, and respons. Example: *"Paul's staying for dinner, isn't he?", "Is he? He didn't tell me (He was staying for dinner)".*

4. **Conjunction**

a. Adversative

The core meaning of adversative relation is "contrary to expectation'. Example: *Yet, but, on the other hand, at the same time/ rather than, on the contrary.*

b. Additive

In this type of conjuction, there are only two kinds of item which can be noted fom the data soursce. Examle: *and* and *or*.

c. Temporal

Temporal ellipsis occurs when the sequence of events in sentences are related in terms of time, the one is subsequent to the other. Example: *Then, and then, next, afterward/before, when, where, finally.*

3.8. Procedures for Analyzing Data

The researcher toward this schema of analysis will procedurally analyze based on the following procedures:

1. To select the students' thesis documents.
2. To divide the students' thesis document into a number of clauses.
3. To analyze several students' thesis documents with grammatical cohesion.
4. To serve the result of the analysis in table and percentage.

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter academically presented both the research findings and the discussions. The findings and its presentation were linearly responded the research problems which stated in the first chapter of this research, either findings or discussion was about the use of grammatical cohesion in the English students' thesis of UIN Walisongo in Academic Years 2020/2021.

4.1 The findings of the research

This academic report resulted some table which presented various occurrences of the realization of grammatical cohesion in the students' thesis. The concept of analysis was adopted from Halliday & Hasan's proposal where they offered four major type of syntactical cohesion: grammatical reference, grammatical conjunction, grammatical ellipsis, and grammatical substitution. Those four types were applied to purposefully discuss the notion of cohesion of the text.

The result of the study came from the authentic data; they were 10 students' manuscripts in the field of background of the study, i.e., the analysis limited by use of grammatical cohesion taken from the scope of background of study. These manuscripts were academically reported in the Academic Years 2020/2021 of English Education Department.

The following tables were procedurally organized to answer the research question number 1, and each table systematically presented from how grammatical reference was applied in the students' reports, grammatical conjunction was applied in the students' reports, grammatical ellipsis was applied in the students' reports,

and grammatical substitution was applied in the students' reports. They were as follows:

4.1.1. The Types of grammatical cohesion that are employed in English Department students' thesis background

The first occurrence of grammatical cohesion in the students' manuscript was the grammatical reference. They were as follows:

Table 4.1.1: The realization of grammatical reference

Text	The occurrence of grammatical reference
1	10 times
2	38 times
3	32 times
4	36 times
5	10 times
6	11 times
7	30 times
8	29 times
9	11 times
10	28 times
Total	235 times

According to the realization of grammatical reference in the text 1 box, the personal reference was applied 8 times by means of the word "it, them, he, themselves" to symbolize the changing of the backward word. While the rest was the unit of demonstrative reference and comparative reference: they were both the word "those and smaller". The findings of grammatical reference then were totally presented 10 occurrences.

The second manifestation of grammatical reference were completely 38 times; their description was further like the text 2 (see appendix 2) of the analysis which it could represent the total occurrence of single unit of grammatical cohesion in where the reference units were 38 times. The number of occurrences in reference taxonomy was specifically 31 times for personal reference with focusing on the word "them, itself, and they", and this was the most realization in this text. It was continued by demonstrative reference with 4 times; this text used the word "these" to refer something in plural number. Then, comparative reference was existed 3 times for the word "greater". In addition, the ellipsis was just once to replace the previous word: it was "That and they".

The third description of grammatical reference was 32 times where its occurrence was wide-ranging such this document consisted of 26 occurrences of reference with the classification of 19 personal references, 3 times of demonstrative reference, and 4 existences of comparative reference. This reference mostly referred to the word "they & it" while "these" belonged the term of demonstrative reference. In term of reducing a repetition, the clausal ellipsis was 3 times, e.g., the clause "it is" as ellipse.

To see further occurrence of grammatical reference applied in the students' papers, the fourth, from the table presented, signified 36 times of occurrence where in detail, the personal reference as found by the researcher

was 25 times while demonstrative reference was 6 times. Whereas comparative reference happened 5 times in this students' final project. Among these unit of reference, the personal reference was the major occurrence in this text with the word "they & it".

Similarly, the researcher showed that the fifth sample of grammatical reference was 10 times. Unlikely, this fifth existence wasn't similar with preceding sample which this 5th students' papers was lower. The researcher specifically didn't find any comparative reference but she had just discovered both personal reference (8 times) and demonstrative reference (twice) occurred in this report.

Furthermore, 11 times of grammatical reference was used to determine the text's unity within the students' report which they were in detail the word "it, their, and they" were used to refer a personal reference in this document while "these" represented demonstrative reference then the word "more" symbolized the sign of comparative reference.

Likewise, to determine the functional of grammatical cohesion which it systematically utilized to tie the cohesion, the sample of text 7 represented 30 times of realization. Descriptively, this paper typically reported reference units as the major points of occurrences to place the term of something or someone to another spot. This mode was mostly used the word "it, they, and their" to refer back of somebody while the name "more" symbolized the sign of comparison.

As far as the realization of paragraph's unity, the grammatical reference was continuously functional to be employed in text 8; the most sample that realized as grammatical reference were the word "they, we, it" functioned to declare the connection of the though of the text.

Additionally, the text 9 symbolized also the occurrence of grammatical reference was only 11 times of existence. The researcher then exemplified the manifestation of grammatical reference such the word "Those, it, and itself" where these lexical sample utilized as the unit of personal reference. Whereas, the comparative reference was such the word "more and less" whereby both of them were typically employed in text 9.

The last unit of the realization of grammatical reference from text 10 was 28 times of existence. The writer seemed ignorance to serve demonstrative reference as the researcher had only found both personal reference and comparative reference. The personal reference was the word "it, their, we, and those" while comparative reference symbolized the word "more". Those realization was occurred in the students' report of 10.

Those application of grammatical reference which they purposefully applied to tie the cohesive term in a single text; the writers factually employed among personal reference, comparative reference, and demonstrative reference to unify the texts' discourse.

The second display came from the examination of grammatical conjunction which this issue was structurally functioned to continue the meaning of the text. The subsequent table symbolized how each type of grammatical conjunction used:

Table 4.1.2: The realization of grammatical conjunction

Text	The occurrence of grammatical conjunction
1	34 times

2	41 times
3	39 times
4	35 times
5	19 times
6	10 times
7	34 times
8	19 times
9	13 times
10	30 times
Total	274 times

Within the first report, the researcher found some occurrences of conjunctive types; the findings showed that the most occurrence of grammatical conjunction was additive type with 26 times of occurrence. In addition, they are 26 times; the word "and & or" were multiple in linking the sentence in single paragraph. However, the temporal unit which it was functioned to state sequence of events or tell when something happened was only 6 times in this document, and it was only both the word "next & before". This text is then discovered both adversative and causal conjunction where they were unfortunately once for single unit, e.g., the word "but" was used to differentiate between or among contrary of the opinion within the texts whereas causal connectivity was introduced to personalize the cause or effect.

To functionally know the systemic occurrence of the grammatical conjunction which aimed to relate paragraph by paragraph; the second paper of the students' thesis, the report described that the utilization was 41 times. Furthermore, the realization was such as additive "or & and"; adversative "but", causal "because", and temporal conjunction "next & before". Those existences of grammatical conjunction grammatically applied to connect the idea within the text which they in detail functioned to make the readers clear toward the meaning.

Similarly, the researcher also discovered the usage of grammatical conjunction in text 3: they were 39 times of occurrence. In this regard, the additive conjunction was the most existence of grammatical conjunction, i.e., they occurred 32 times. In detail, the 3rd students' paper represented 3 times of adversative conjunction, 3 times of causal conjunction, and 1 temporal conjunction. In conclusion, the writer mostly employed the word "and" as the continuity of meaning.

Additionally, the 4th documents of the students' thesis symbolized 35 times of grammatical conjunction which utilized to functionally tie the connection of the idea. Typically, this part concerns with how the author relate clauses by clauses through the elements of conjunction to bear the linguistic understanding. The existence of conjunctive form takes place as much as 35 times where it compressed from additive by total number of 18 times, adversative with its occurrence of 8 examples, causal instance are 3 times, and temporal conjunction are 6 occurrences.

Furthermore, the realization of conjunctive types was also recognized in text 5 where the most applicable unit was "and"; However, this sample of conjunction in students' paper occurred 19 times. On the other words, the conjunctive modes, according to draft 5, in this text were 16 existences with

the population of the word "and & or". The causal conjunction then was only once in this document whereas twice belonged to temporal conjunction.

In text 6, the researcher found 10 occurrences of the grammatical conjunction where an additive conjunction was 8 times and twice for causal conjunction. Unfortunately, the writer didn't employ both adversative and temporal conjunction. Besides, the most relevant sample of additive conjunction within this students' text was the word "and" whereas the model of causal conjunction was the word "but".

According to text 7, the researcher differently got a sample of grammatical conjunction which their total was 34 times. Exactly, this paper declared 24 times for additive conjunction, causal conjunction was 5 times, and either adversative or temporal one was only once.

Furthermore, the utilization of grammatical conjunction in text 8 could be monitored from the table above whereby those existences were 19 times. In addition to each classification, 10 times for additive conjunction, 3 times for adversative, 5 times for causal, and temporal conjunction was only one. That was what the researcher found from this manuscript.

Then, 13 times of occurrences of the grammatical conjunction which those employments were precisely used by the writers in text 9. Characteristically, to specify those units what the writer exactly employed the types of conjunction, the table represented 6 additive conjunction, 3 times for adversative conjunction, causal conjunction was 4 times, and once belonged to temporal conjunction. The word "and & or" were in both applied mostly as the key unit of additive conjunction while the writer utilized "although and but" to show an adversative conjunction. The name of "Because, so, and in order to" grammatically referred to the issue of causal conjunction.

The last document of the students' thesis was from text 10 where some occurrences of grammatical conjunction were increasingly served. in accordance with those realization, the writer broadly employed 30 samples of conjunction; an additive conjunction was again claimed as the most appropriate of units. From the observation, the writer conjunctively preferred to serve additive conjunction 24 times with the name of "And, both, and or" while adversative conjunction was such "But and neither nor", causal conjunction was twice and temporal twice for temporal conjunction.

They were some occurrences what grammatical conjunction that presented to tie the meaning of the text; each of grammatical conjunction was employed to raise the connecting of the idea. Besides, the most applicable unit which structurally showed the accuracy of continuity was the word "and". It could be summarized that additive conjunction was easily and functional to relate one sentence to another sentence.

The following table is presented by the writer to authentically show some examples of a grammatical ellipsis where they were utilized to reduce the sentences' redundancy. They were as follows:

Table 4.1.3: The realization of grammatical ellipsis

Text	The occurrence of grammatical ellipsis
1	4 times
2	Once
3	3 times
4	4 times
5	Once

6	-
7	-
8	-
9	-
10	-
Total	13 times

Unlikely, the realization of grammatical ellipsis wasn't many as the previous samples where the total of this field were only 13 times of occurrences. This indicated that an ellipsis was not really easy to adapt. The following description symbolized what sample of grammatical ellipsis occurred in certain texts:

In text 1, the writer of the thesis employed 4 times of grammatical ellipsis where it functioned to be an omission of the words. The following sample was taken from students' thesis 1 to display the unit of ellipsis:

the module is one form of teaching material that (it) is packaged systematically with material units so that it is easy to learn independently.

The word "it" was actually written to reduce the redundancy of the sentence, but it further related to the understandable meaning. In addition, it was one of four samples that employed by the writer.

The second sample of grammatical occurrence of ellipsis was only found once; this meant in text 2, the writer was totally organizing a text in the complete text. The sample of its occurrence was as follows:

Besides that, languages, attitudes, and communication ways (That they) used in foreign movie

The form "That they" was actually in text 2 unwritten as the writer didn't need to omit all forms of text organization.

While the researcher found 3 times of ellipsis's employment from the 3rd document. Here, the writer grammatically served a unit of ellipsis, the sample was like the following information:

"Meanwhile, Communicative teaching is a method that (it is) integrating communication between teachers and students ..."

The underlined word "it is" is represented how the writer omitted the clausal mood to shorten the sentences.

An intentional omission of the words, sentences, or the whole phrases in the expository text without mentioning its original form was applied to shorten the form of utterance. This text one and only clausal ellipsis that had been applied to cut short. Here it is the sample from text 4 where the researcher found 4 times:

(They) start from kindergarten school until university.

One sample of numerous types of ellipsis in text 4 was like above; the word "they" represented the omission of clausal ellipsis.

In the fifth sample of the students' thesis, the researcher got one sample of clausal ellipsis. The sample was as follows:

that (it is) used by EFL's male and female student so that the resercher can determine between men and women language.

The clausal "it is" symbolized as clausal ellipsis where the ellipsis is used by the author to omit the understandable context of clues. Then, some terms are textually omitted to simplify the texture of meaning.

Unlikely, the rest sample of the students' manuscript; the writer for each document didn't employ the use of ellipsis: verbal, nominal, and clausal ellipsis. finally, those figures were displayed to give a detail discovery what type of grammatical ellipsis was applied by the writer.

Then, the subsequent information was how the words were replaced into some smallest term such: *one, so,* or *do*; this notion was grammatically applied to avoid the repetition of words. Among 10 students' manuscript of thesis, some of them were mainly employed the types of grammatical substitution. Here a table was presented to descriptively show those occurrences:

Table 4.1.4: The realization of grammatical substitution

Text	The occurrence of grammatical substitution
1	Twice
2	-
3	Once
4	Once
5	-
6	-
7	-
8	Twice
9	-
10	-

Total	6 times

Via text 1, the researcher typically found a type of grammatical cohesion, e.g., grammatical substitution where these occurrences were exist twice. Furthermore, the label of nominal substitution in this document were the sign was the word "another one" to replace the previous sentence. That sign was categorized as the nominal substitution. The finding was as follow:

> …the letter is one of the ways of written media to convey messages from one party (person, agency, or organization) to another **one** (person, agency, or organization).

The realization of nominal substitution was organized in 3rd paragraph of the text 1 to replace the word "party"

Unlikely, the writer of the 2nd document didn't serve any substitution symbol such nominal, verbal, or clausal substitution. Whereas, the researcher within text 3 found one sample of substation which functioned to decrease the repetition the words as well the sentences. The sample of its realization was as follows:

> speaking is the most important **one** to learn and mastered because they want to employ English as a tool in global communication.

Moreover, the word "one" represented the nominal substitution as that replaced the issue of English skill, so the replacement was definitely like the sample figured out.

Similarly, the sample of grammatical replacement of either sentences or words were also applied in text 4, yet its realization was only once. The example was as follows:

> … listening and reading are the receptive skills while speaking and writing are the productive **ones**

The word "ones" symbolized the meaning of the term "skill"; this happened to previously omit the similar word; this sample was acknowledged as the nominal substitution.

The researcher didn't obviously discover such grammatical substitution among text 5, 6, and 7 because the author didn't characteristically serve that unit of grammatical cohesion.

In addition to the realization of grammatical substitution, the researcher was notified the sample of the clausal substitution twice, i.e., the writer of document 8 employed the type of grammatical substitution.

> … They are poor in speaking and **vice versa …**

The realization was taken from 2nd paragraph of text 8 where its complete sentence such "they are excellent in speaking"; to minimize the length of the text, the writer preferred to use the clausal substitution. That was the example of the utilization of the grammatical substitution.

In conclusion, this type of device concerns with a short of repetition of particular item. Where this term typically substitutes the long term into the shorter one, this prospers the author not to lengthen

the message, in the other words, it was not omitting the particular words but it changed into different terms.

4.1.2. The grammatical cohesion that are mostly employed

The concept of the grammatical cohesion within the longer texts was very essential to tie intra idea of the meaning. It influenced to the well-organized text as far as the types of grammatical cohesion were systematically employed, e.g., the notion of grammatical reference in case of connecting the word such the following sample which the text was taken from the students' thesis document:

> If a letter from one party to another one contains information concerning the interests of the duties and activities of the agency concerned, <u>it</u> is called an official letter.

The researcher found the sample of personal reference which underlined a word "it" to previously track the word; it meant by the use of "it" the meaning was understandable as it referred back the sentence.

Similarly, the following sample was used to tie the meaning of the text by the use of personal reference where the researcher found it in text 1:

> More and more people and companies, especially <u>those</u> with international scale

The word "those" was underlined to easily track the label of personal reference where this case was functional to know "who are included in international scale". So, the answer was the word "people"

Another kind of the grammatical reference which aimed to precedingly know the spot of the meaning was the demonstrative reference; it was characteristically exemplified like this, that, these, and those. In accordance with those varieties of grammatical reference, it worked to label some terms that associated with a relative distance. The sample was taken from text 2, it was as follows:

> Conflict and misperception are big outcome from intercultural communication gap. *These* kinds of conflict make the communicant A and communicant B distant space each other.

The researcher found the word "These" as the main sample of demonstrative reference as that notion was used to track both the word "Conflict and misperception". The label "these" was the plural form of "this", then it was equal to relate to both the notion above.

Some systematic influence also found in text 3 such the following example:

> The activities of active teaching can be facilitating the memorization of large quantities of information, *these* activities can stimulate inquiry and interest as students acquire knowledge and skills.

Likely, a piece of the texts was adopted from text 3 where the word "these" represented previous word "the active teaching", the researcher typically exemplified to give a detail description where the "these" was replaced.

In addition, the third unit of the grammatical cohesion was about how the written words were reduced which it beneficially used for minimizing the longer expression or sentence. The sample below was taken to give the readers a clear insight how the term of ellipsis helped the students to organize the text:

This text one and only clausal ellipsis that has been applied to cut short. Here it is:

> … Meanwhile, Communicative teaching is a method that **it is** integrating communication between teachers and students ...

The bolded word "**it is**" is represented how the writer omitted the clausal mood to shorten the sentences.

The last part of grammatical cohesion was the field of grammatical substation, the researcher found the label of grammatical substation which applied to decrease the repetition of both words and sentences. The sample form of nominal substitution was as follows:

> … listening and reading are the receptive skills while speaking and writing are the productive **<u>ones</u>**

The researcher provided the word "ones" to serve the sample of the nominal substitution where its figure symbolized the term of "skill"; this occurred to minimize the repetition of the word "skill" in the text 4.

Those 4 scopes of the grammatical cohesion which basically enabled the students to organize as well as to create the unity text. On the other words, the realization of the types of grammatical cohesion within the academic manuscript were helpful to gain the clear of meaningful text.

4.2 Research discussion

The researcher in this section would inform by information examine just as clarify how could the information from 10 reports of students last undertaking recommendations of English Education Department of UIN Walisongo Semarang in Academic Year 2020/2021 resemble what had been extensively introduced in the discoveries' meeting.

Since this analysis document covered the realization of the types of grammatical cohesion where its scopes were four: a grammatical reference, a grammatical conjunction, a grammatical ellipsis, and a grammatical substitution. The researcher then gave some explanation in detail for how and what those elements were realized.

The first discussion was about the type of grammatical reference employed in certain texts of the students' thesis; the researcher provided numerous samples of the spot of references:

> If a letter from one party to another one contains information concerning the interests of the duties and activities of the agency concerned, <u>it</u> is called an official letter.

The sample was adopted from the text 1, where the writer of the thesis was trying to grammatically link 1 clause to another clause by the use of "it". On the other words, "it" was as the sample of personal reference which served to precedingly extend the previous idea. This realization was employed to create the unity of the meaning so that the readers of this document seemed clear to understand the information.

Similarly, the occurrences of grammatical reference were adopted in text 2 where the researcher found 31 times of personal reference, 4

demonstrative reference, and 3 comparative reference. The sample served was as follows:

> As globalization continues its unstopped and international transactions continue to rapidly rise, increasing other cultures is need. In this situation, understanding of intercultural communication and cross-cultural communication is much needed.

The writer served the demonstrative reference "this" to previously determine the idea of text; it meant to track the grammatical clue; the writer applied "this" to connect the previous idea.

Equally, the researcher could argue that the employment of grammatical reference from 3rd students' paper, they were 19 times of personal reference, 3 times of demonstrative reference, and 4 comparative reference, were systematic to unify the meaning for each sentence. Besides, one of those samples were as follows:

> Seen from the 21st-century modernist perspective that views teaching as rather more science than art, CLT is the engagement of learners in communication to allow them develop their communicative competence.

The writer was aware to employ the word "them" to merge one sentence to another sentence as its personal reference belonged to the name "learners". Via a personal reference, the writer could link among sentences connected as well as to make the readers then understood toward the information.

Furthermore, the application of the units of grammatical reference within the students' report also occurred in text 4 where the sample that written by the writer was like below:

There are main four skills in learning English e.g., listening, speaking, reading, and writing.) <u>Those</u> skills are very important in a language

The realization of demonstrative reference seemed functional as far as the label "those" was successful to tie the previous term, e.g., the skill of *listening, speaking, reading*, and *writing*. The writer the was true to select the word "those" as this name was syntactically plural since the assemble term was also in plural form.

In text 5, the writer grammatically served the sample of grammatical reference when those occurrences were 10 times. Consequently, the researcher provided the subsequent sample to be further discussed:

> The use of language by men and woman is also influenced by the character bulding and stereotype of the society where <u>they</u> grown.

The sample was figured out with the underlined word; that was the word "they", it functioned to refer back the term both the word *men* and *women* as the main of personal reference in plural form.

The realization of grammatical reference could be viewed in text 6 where personal reference was occurred 9 times while a comparative reference was twice; the writer didn't serve any demonstrative reference because the writer might feel difficult to use any sample of demonstrative reference. Furthermore, the example below was symbolized the realization of both personal reference and comparative reference:

> the concept of learning becomes <u>more</u> modern as <u>it</u> enables processing, packaging, displaying, disseminating learner information both audio-visual and even multimedia is able to realize virtual learning.

First, the use of the word "more" represented the utilization of comparative reference because it compared the quality of the previous idea while the second the word "it" signified the function of personal reference since it referred back to the notion of "the concept of learning".

The explanation of grammatical cohesion could be generally adapted from text 7 where those realization were 30 times. The sample below represented the use of personal reference which functioned to tie the preceding expression:

> Reading is an activity to understand from the content of the text. It must be emphasized which is a modern society becomes more complex especially for Indonesian students …

The type of the word "it" in this case belonged to the notion of "reading" as the subsequent sentence mainly discussed the realization of reading whereas the word "more" once utilized the comparison of the issue of modern.

The second occurrence of scientific discussion was the utilization of the grammatical conjunction which structurally functioned to link one sentence to another sentence meaningfully. In addition, the realization of grammatical conjunction was fully applied to tie the idea within paragraph such the following sample from text 1 which realized the utilization of grammatical conjunction:

> English becomes lingua franca in international business communication between local **and** foreign professionals within a company. Business communication can be spoken **or** written.

Both the bolded words "and & or" were functionally served to declare the implementation of additive conjunction where the writer served those types to connect the equal form of the sentence. While the following occurrence was adopted from text 2 to reveal the utilization of grammatical conjunction:

> These kinds of conflict make the communicant A **and** communicant B distant space each other. It happens, **because** something that communicant A thinks well, **but** it does not prevail with communicant B.

That sample was one of some examples of grammatical conjunction within text 2 where the word "and" signified the realization of additive conjunction as it equally connected. The word "because" conjunctively represented a causal conjunctive or it had the factor of cause and effect whereas the type of "but" was used to state the contrastive idea.

The model of grammatical cohesion was also served within text 3 where the writer employed them to create the connected ideas within sentences. The sample could be viewed as follows:

> Moreover, students pay more attention to the class **when** photograph or visual media teach them.

This one of some instances of grammatical conjunction applied in text 3, i.e., the realization of grammatical conjunction (temporal) was succeeded to tie the sequential time for the form of clause complex such the sample displayed. Besides, the similar occurrence of temporal conjunction was again served in text 4. The sample was as follows:

> the researcher considered the tenth grade students of MAN Kendal as object of research **because** the researcher wants to see how their

development in learning English **since** they are in their previous school.

The bolded word "since" was used to declare the realization of historical continuity which functioned to tie both sentences. In addition to grammatical conjunction, the realization of causal conjunction was also utilized to reveal the concept of cause and effect.

Likely, the following instance was also the sample of grammatical conjunction that had already served by the writer to give any connection among sentences. It was as follows:

> In addition, the Woman tends to use feminin language, **and** men tend use masculine language.

The bolded word "and" seemed functional as this type served the equal connection to tie both the words "men and women", i.e., the unit of additive conjunction "and" was functionally link both similar words where the researcher found it from text 5.

Similarly, the employment of grammatical conjunction could be more viewed from text 6 whereby those items were functionally applied to equal finish the message, the instance was like the following sample:

> The implementation of the 2013 curriculum expects change in the teaching **and** learning process where the teacher transfers knowledge **or** provides information to students that allows students to find their own information.

In this regard, either "and" or "or" was displayed by the writer to structurally connect the certain sentences, e.g., the word "and" enabled the sentences equal while the word "or" served the choice of the message.

Those realization of grammatical conjunction which they mostly functional to tie the message within texts as result of the utilization of one of the units of grammatical cohesion. Moreover, the subsequent information was about the discussion of grammatical ellipsis applied in some texts of the students' thesis of English report.

> the module is one form of teaching material that (it) is packaged systematically with material units so that it is easy to learn independently.

The idea of grammatical ellipsis within the text was about how some texts were in omission such the text above where the word "it" was omitted to decrease the length of the complex sentence.

Similarly, the occurrence of the grammatical ellipsis was also could be seen from text two where the realization of the clausal ellipsis was used. The sample was as follows:

> Besides that, languages, attitudes, and communication ways (That they) used in foreign movie

From the second document, the unit of clausal ellipsis could be exemplified such "that they" which that form was actually replaced to minimize the redundancy of the message. This issue was also occurred in the subsequent sample which was taken from text 3. That was as follows:

> "Meanwhile, Communicative teaching is a method that (it is) integrating communication between teachers and students ..."

Additionally, the occurrence of grammatical ellipsis could be identified from the sample of "it is" as the clausal ellipsis which that

actually functioned to give additional information; the writer preferred not to serve so that the sentence looked simply.

Likely, the employment of nominal ellipsis again was served by the writer no to purposefully maximize the length of the text but to shortly minimize such he following sample:

> that (it is) used by EFL's male and female student so that the resercher can determine between men and women language.

In detail, the form of "it is" as the clausal ellipsis was omitted to decreasingly shorten the message of the text so that the information was easily to be understood.

The researcher must conclude in general that the occurrence of grammatical ellipsis within this students' documents were not much as the previous grammatical units as this point addressed to reduce the longer formula of the information; yet the writer couldn't more understand toward the usage of that type of grammatical cohesion.

In accordance with the last type of grammatical cohesion, the utilization of grammatical substitution was likely same as the grammatical ellipsis, i.e., the writers seemed difficult to be aware to serve the type of grammatical substitution in their reports.

Furthermore, the operation of one of the grammatical substitution's sample was such the following instance:

> …the letter is one of the ways of written media to convey messages from one party (person, agency, or organization) to another **one** (person, agency, or organization).

The one of visible instance of the nominal substitution was the model of the word "one" where this realization represented the whole meaning of the idea of "written media"; this aimed to surely lessen the excessive redundancy of the message.

Yet again, the sample of clausal substitution was displayed in text 8 where the writer wanted to declare the realization of limitation of the longer sentence such the following instance:

… They are poor in speaking and **vice versa** …

The bolded idea was knowingly represented the occurrences of clausal substitution which the actual sentence was "they are good in speaking". On the other ideas, this model was a replacement of one idea to the simple notion of the information.

These were generally the explanation of four major units of grammatical cohesion which applied to give the structural of meaningful information within the students' academic report. In addition, the writers mostly serve the functional service of the grammatical cohesion's types to link one sentence or paragraph to another one in order to unify the message of the texts. This research discussion is closely related to Priangan et al(2020) research that investigated the use of cohesion and coherence in undergraduate essays. The result of their study showed that the frequency of reference was expressed as the most applicable device, then in continued with other types of grammatical cohesion.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter academically presented both the research conclusion and research suggestion for the further study. The conclusion of the study was systematically summarized the research findings and discussion which stated in the previous chapter of this research, either the research suggestion was about the recommendation of the use of grammatical cohesion for any formal study of the documents' analysis.

5.1 Research conclusion

This study highlighted the employment of the grammatical cohesion's types in certain students' academic thesis which was organized in the academic year 2020/2021. The data analysis was taken from 10 students' documents in English Education Department, and the researcher only highlighted the background of the study for doing the analysis.

The conclusion generally summarized that the most realization of grammatical cohesion: it was additive conjunction such the word "or & and". The second occurrence was the sample of grammatical reference, e.g., the writers mostly applied the word "they and it" as the base of personal reference to declare the unity of the message..

5.2 Research suggestion

This academic report discussed what elements of the grammatical cohesion employed by the writers to organize the texts and how the writers picked the units of them into some information up. Specifically, the utilization of the

grammatical cohesion enabled the texts unified, the students, therefore, must be conscious to know the function of the issue as well as to use in their manuscripts.

In addition to the issue of the further study, the researchers could serve the base of the grammatical cohesion because this scope structurally aided the authors to certainly link several meaning information of the texts. So the further researchers could conduct the other writings by the use of grammatical cohesion and in any level of both written and spoken texts.

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APPENDIX 1

Text 1

English becomes lingua franca in international business communication between local and foreign professionals within a company. Business communication can be spoken or written. (Clause 2) Both of them are also important keys in the trading market, but written business still represents the channel and a reliable medium for selling products or services, sending information for all utility descriptions, answer supplier or customer inquiries, doing daily activities, and other official things in correspondence between business institutions.

Business people use a letter as a means of communication. The letter is one of the ways of written media to convey messages from one party (person, agency, or organization) to another one (person, agency, or organization). If a letter from one party to another one contains information concerning the interests of the duties and activities of the agency concerned, it is called an official letter.

An official letter is all letters that contain problems of official or official administration or government. One of the items included in the official letter is business correspondence which is widely used in business dealings. In commercial circles, good communication is always highly valued. Written communication through a business letter has an essential role in building and maintaining business relationships, both inside and outside the company. More and more people and companies, especially those with international scale, use the English Business Letter in business transactions so that now many courses offer English Business Letter writing classes to practice students' English Business Letter writing skills.

In maintaining business relationships, the key is trust. In the business transaction system, rules have been established so as to avoid fraud, lies, hostility. Buying and selling transactions are also discussed in detail in Islam.

In writing, it is not expected to have missed information, left behind or negligent. It is not contained in the letter. Conversely, of course in writing letters also do not want if in the letter contained information that should not need to be conveyed. Because of that, in writing letters must know the writing guidelines include parts of the letter, writing style, and type of letter, so as to create a perfect letter.

Learning to write letters has been found in educational institutions; formal and informal. Related to the development of teaching materials to prepare a good official letter, currently, the development of teaching materials in the form of the module becomes a necessity. The learning module is the smallest unit of teaching and learning program, which is taught by students themselves individually or taught by students to themselves (*self-instructional*).

The module as said by Vembriarto can be seen as a teaching package that contains one unit of concept rather than lesson material. Teaching module is an effort to manage individual teaching that allows students to master a unit of learning material before he switches to the next unit. Cece Wijaya in his book *"Upaya Pembaharuan Dalam Pendidikan dan Pengajaran"*, defining modules is a kind of *package program* for learning needs. So that in other words, the module is one form of teaching material that is packaged systematically with material units so that it is easy to learn independently.

In developing the module, there are a number of principles that need to be considered. Furthermore, module design is developed based on the most suitable design for various data and objective information obtained from the analysis of needs and conditions. Need analysis and condition refer to what things need to be learned and achieved by students to be able to be applied in a real world. Therefore, to compile this module the researcher tries to use an approach which appropriates to the need of students, namely contextual approach.

In line with Sanjaya, contextual learning is a strategy that emphasizes the full involvement of students to enable them to understand their learning material and connect learning materials to their real-life situations. It will encourage students to apply the learning material in their lives. Thus, it can be said that contextual learning is a concept that helps teachers to associate subject matter/course with real-world situations and motivate students to make connections between knowledge and its application in daily life. In its application, this approach involves several components of contextual learning.

Trianto puts forward seven components of CTL, namely constructivism (constructivism, building, and forming), investigation (investigation, discovery), questions, community learning, modeling, reflection (reflection or feedback), and authentic assessment.

Besides, the vocational development and training center (BLKI) of Semarang is the government institution that handles job training issues for job seekers in Semarang. It has been taking part in increasing human resources for unemployed / job seekers to be trained in technical skills so that in the future they can compete in entering the job market (the world of work) both locally and nationally and even internationally.

In accordance with the mandate of law no. 13 of 2003 concerning employment chapter V article 10, that job training is held and directed to equip, improve, and develop work competencies to improve the ability, productivity, and welfare of the workforce.

Job training is carried out by taking into account the needs of the labor market and the business world/goods and services industry, both inside and outside the employment relationship, then job training must be held based on training programs that refer to work competency standards. The researcher sees the module that is already available in the business correspondence unit is not yet suitable as module criteria according to Chomsin S. Widodo and Jasmadi. BLKI is a government institution, so learning needs valid, practical and effective teaching materials.

One of the classes opened at the training is Junior Administrative Assistant (JAA), where after completing this training program, students are expected to be able to speak English actively or passively, and verbally and in writing to carry out office work such as writing letters, serving customers, fill out forms, and follow orders / office work instructions.

JAA is one of the categories of ESP (English for Specific Purpose) that focuses on learning English in activities of business area. The business area is place in which businessman or businesswoman involves in an organization to provide and offer customers the good and service that they want. In providing and creating offers to the customers, businessman or businesswoman obligates to select interesting words in English so that they are able to arrange sentences and make persuade statements to the customers.

Therefore, as the students of JAA, the students need to learn English to communicate well in business and economic activities. For example, in conducting marketing activity, the students must be able to promote their product to expanse their marketplace and negotiate either with their colleague or with their customers.

In JAA Class, there are ten units studied. The units are *Making telephone calls, Describing the institution profile, Basic daily*

conversation at work, Leaving messages by telephone, Receiving visitors Describing office equipment, Mail handling, Using computer terminology, Making appointments, basic business Correspondence. Based on the questionnaire of students' need, they 100% liked the units in JAA Class, and 83% stated that the unit of basic business correspondence is difficult material.

Dealings with the case which already found, also according to the interview which was held on (16/10/2018), that Business letter learning using module based on a contextual approach was never applied to previous students. Contextual-based learning is very likely to be applied in basic business correspondence material, starting from apperception activities to closing. Learning will be more effective if it is associated with conceptual / contextual nature. In the learning module can be included introduction through real world situations, then what the relationship of the situation to business activities and offices. Based on the analysis, the author plans to conduct the research entitled developing contextual-based module on business letter for junior administrative assistant course in vocational development and training center (BLKI) of Semarang.

Therefore, by using module based on this contextual approach, it is hoped that it will be more able to provide convenience for students in Junior Administrative Assistant Course at Vocational Development and Training Center (BLKI) of Semarang in improving the ability to write business letters.

Based on the above conditions, the researcher realizes that developing a module for Junior Administrative Assistant course at the Vocational Development and Training Center (BLKI) of Semarang is essential to be applied.

Text 2

As globalization continues its unstopped and international transactions continue to rapidly rise, increasing other cultures is need. In this situation understanding of intercultural communication and cross-cultural communication is much needed. Both will help an individual or social group to have good chemistry in their communication, so the goal can be reached.

The importance of intercultural communication is to examine the communication of two people who have different cultures come to work

together, and it examines how they belief and religion too. Without the help of intercultural communication, they can unknowingly cause misunderstanding and confusion. Beside it, intercultural communication can prevent from intercultural communication gaps and clashes between different cultures caused by misperceptions. Communication skills that can be used universally by all cultures and races are the basic skill of intercultural communication. An example of communication skills in the intercultural environment is to listen without judging, repeat what you understand, confirm meanings, give suggestions, and acknowledge a mutual understanding.

Conflict and misperception are big outcome from intercultural communication gap. This kind of conflict make the communicant A and communicant B distant space each other. It happens, because something that communicant A thinks well, but it does not prevail with communicant B. this misunderstanding makes them hate each other (top conflict).

Language and culture are two issues in intercultural communication. It is generally acknowledged that language competence cannot develop without culture competence. As Kramsch express it, "If language is seen as social practice, culture becomes the very core of language teaching. Cultural awareness must then be viewed both as enabling language proficiency and as being the outcome of reflection on language proficiency." Depend on Kramsch's opinion that language can be developed by culture. An individual learning culture, his language will improve automatically. It means they can communicate well, because they have all of the level of cross-cultural understanding, such as cross-cultural knowledge, cross-cultural awareness, cross-cultural sensitivity, and cross-cultural competence. People who have all of them, they can be a greater flexibility and openness.

Awareness of cultural differences can favorably impact the success of business, relation, communication or study. To reach them, cross-cultural communication should be mastered by us, and cross-cultural communication can be achieved by cross-cultural awareness training, language acquisition, foreign travel and cultural immersion. Some guidelines can enhance your cross-cultural communication skills.

Giving education of cross-cultural understanding to students, we can use a foreign movie to help them in understanding it. Through culture, their language, communication way, and behavior will be well. As Mllinger and Rossy (2007) state " Films tell stories about people, their

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hopes, dreams challenges, and fears, how they relate each other, and what behaviors are socially acceptable". Huczynski and supplement to be used to reinforce course content and to allow students to begin to think more deeply about course content."

Besides that, languages, attitudes, and communication ways used in foreign movie are understandable. It is caused by using of audio-visual itself. The use of audio-visual media is appropriate in teaching or introducing languages, and communication ways on intercultural or cross-cultural understanding. Combining both of audio and visual make movies be good tool in language teaching, because it is comprehensive. On the other hands, movie can make students have higher order thinking skill. Higher order thinking skills are 3 thinking abilities, they are remembering, understanding, and applying. Where, all of them are included on Bloom Taxonomy.

According to McDonald (2005:33) that movie is a tool or media used in teaching someone for understanding something. In this era, system of educational model has changed. In the new curriculum, teacher has role as object and students have role as subject. It means that students must be active in the learning process. Hence, teacher must be choosing method, technique, and media or tool of learning appropriately. Movie, especially film documenter (movie that focuses on history, cultural stories, and educational value), is an appropriate media. Because, movie has two learning techniques, audio and visual, both of them will make students or someone easier in understanding something. As Champoux said, film is easier tool in teaching abstract themes and concepts because of their visuality. So, students obtain the advantage from film itself because their greater feeling of reality. make someone who was a student from Indonesia in United States in Africa. He wanted to say that he was hungry. He stated *"I'm stuffed"*.He didn't know well why some of his friends laughed to him. He didn't know that *"I'm stuffed"* in Africa will have a meaning *"I'm pregnant."*

Text 3

English in Indonesia gets to be the first foreign language that has got to be instructed as an obligatory subject in school. English has four skills; listening, speaking, reading

and writing and with three components; vocabulary, grammar, and pronunciation. taught integrated into the school then the students will have good English proficiency either written or spoken language. But for most learners, speaking is the most important one to learn and mastered because they want to employ English as a tool in global communication. According to Davin, "Mastering the art of speaking is the single most important aspect of learning a second language, and success is measured in terms of the ability to carry out a conversation in the language".

Teaching speaking has various methods; active learning, communicative learning, and creative learning. Active learning is a method that shift focus on the teacher and student as passive receptor. The activities of active teaching can be facilitating the memorization of large quantities of information, these activities can stimulate inquiry and interest as students acquire knowledge and skills. Student becomes main of the learning process, get maximize participation, highly motivated in learning process, and they give life and immediacy to the subject matter by encouraging students, know well the approach of the material

Meanwhile, Communicative teaching is a method that (it is) integrating communication between teachers and students (that they) make communication between teachers and students more comfort and (they are) involved in real communication. CLT focused on teachers and students where they considered that it was more important to focus on communicative proficiency rather than mastery of structures.

Communicative Language Teaching (CLT) is best understood as the broader historical spectrum of methods or approaches to language teaching. Seen from the 21st-century modernist perspective that views teaching as rather more science than art, CLT is the engagement of learners in communication to allow them develop their communicative competence. Teacher as an agent of science transfer that expected to be more creative in every meeting, so that it can make students feel enjoyed and attracted to learn the material of English.

In modern education how to teach English in various methods is important, the way we attract students to enjoy our learning can be one of point in teaching. Learning and teaching are thoroughly importance. Communicative Language Teaching carries as the use of authentic materials in the teaching and learning process by focus on instructions based on real-life situation, the use of authentic materials, and the importance of maximizing student interaction in the classroom. In order to make learning more interesting, variations of media are needed. According to Harrison, visual imagery can give strong insight into "wider cultural perceptions, categories, and metaphors, and provide us with views of how things are should be." And teaching speaking toward local culture-based modern photography is one of them.

Photography is a media that know well by the student in this digital era, almost everything event captured by the photograph. Modern photography pedagogy is a part method of communicative teaching that developed to make teaching and learning process more enjoyable. It includes the technic in collecting photos, from the photo's it can describe sequence of the event. Furthermore this way make student easier to describe and present the event. It is clear that photograph as the media of teaching makes it easy for students to understand the material. Moreover, students pay more attention to the class when photograph or visual media teach them.

Teaching speaking skills in English as foreign language (EFL) class is important. The success of learning a language is often measured by how well the students can communicate the language. In speaking skills, the students need to express their idea and knowledge in a particular text type and show their fluency during speaking performance. Therefore, in teaching and learning process, developing the students speaking skills seems to be the most difficult thing, Arsyad said that one of the steps in developing students speaking skill is the teachers have to build the communication between the teachers and the students. The teachers should be able to conduct a comfortable situation and always make a variation method and media in teaching English, so that the students interest and enjoy the activities in classroom. The teachers need media to enhance the students' skills. The term media itself includes the whole range of modern communications media that already known, such as audiovisual aids, the cinema, video, internet, photography, pictures, advertising, newspaper, magazines, games and so on. The aims of media are to stimulate the students' minds, skills, and attention. In fact, Audio-visual media is very helpful in stimulating and facilitating learning English, so audio-visual has a positive contribution to the process of learning English.

Presentation is the way students delivered their idea and the result of group discussion in front of the class, presentation also can be feedback for the teacher to measure student competency in speaking. Moreover presentation is considered one of effective ways to develop speaking. There are a lot of media can be used in presentation, powerpoint is one of media can be used to deliver the presentation, by inserting ClipArt, video, music, and also photography. It can be various ways to delivered material more attractive.

The use of CLT in the presentation mediated by local culture as a learning material will give some advantages. It is closer to students' life. Therefore giving the material based on local culture is able to make students easier in learning the material because they have previous knowledge about it. The use of local culture also can keep culture from extinction. Local culture will also give students moral value and make them have a feeling of love for the nation. It is also stated on the K13, that curriculum is based on national culture and nation. According to this, curriculum offers chance to students to learn from their mother culture of important values and to participate in developing local

cultural values that can be used in daily life. On the other hand the principals stated in Act of Republic Indonesia on National Educational System No. 21 in 2016 of Content Standard in Primary and Secondary Education, learning should, 1) concerned with cultivating and endeavoring of students as everlasting learner, 2) learning process can be occurred in school, home, and society and 3) admission of individual difference and students' cultural background. Education cannot be separated with students' environment. It can be taken from their local cultures. The education which is developed by using local culture is directed to provide students skill that can be used when they become citizen as a whole. Moreover, English learning process must involve the local culture where our students life. It means that students are common with the culture. Teaching English based on local culture it can be applied through descriptive text, narrative text.

In this study, the researcher is interested in conducting experimental research. The research in MAN Nganjuk, the implementation of Communicative Language Teaching (CLT) Mediated by Modern Photography Based on Local Culture will be applied to this organization. This organization is extracurricular school. Adz-Dzakia EC concerns on providing space for those students' MAN Nganjuk, who want to learn English intensively. The design of learning in Adz-Dzakia is categorized using learning active learning. This organization focused on the fourth skill of English: Speaking, reading, writing, and listening. But the chief of this organization gives more attention to the bravery of students in speaking or present material in front of the class.

From the result, the researcher only focuses on the implementation of communicative language teaching mediated by photography based on local culture. It is meant that the researcher wants to know about how much the existence of CLT helps non-EFL students in Speaking (presentation). This research also focuses on factors that contribute the development of learning community within Adz-Dzakia EC

Text 4

In Indonesia, English is a foreign language learned by students in every grade of educational institutions, start from kindergarten school until university. Although they learn English from the early age, it does not mean that it will be easy. In fact, some previous research showed that students, even teachers, in teaching and learning English experienced many difficulties.

In learning English, we are learned about the primary components in English. There are main four skills in learning English i.e. listening, speaking, reading, and writing. Those skills are very important in a language. Listening and reading are the receptive skills while speaking and writing are the productive skills. In other

words, receptive skill is to receive something. For example, when somebody listens to radio or reads a newspaper, he will receive new information. Besides, productive skill means to product something. If someone speaks, he will product sounds and if someone write, he will result a text for example.

The purpose of teaching and learning English is that students can understand and produce written and spoken language. Some people suppose that the best English student is a person who can speak English fluently. Actually, it is good when the students master all of the English language skills. However, in the reality, it is difficult thing. Some students may be good in writing but they are less in speaking. On the other hand, some students are good in reading, but they are poor in listening. It occurs depend on the students' ability in learning English.

Learning a language means learning its structure. All of languages in the world have own structure. No meaning words occur when they are not ordered in current way that people can catch what the meaning of words. An English learner has to compose one word and other words to make it meaningful, especially for second language learners. However, some second language learners face many obstacles. Writing is one of the most difficult skills for students to acquire. Writing is unlike spoken language in that it requires the reader or the audience to understand and interprets what has been written. Another opinion, writing is among the most complex human activities. It involves the development of a design idea, the capture of mental representations of knowledge, and of experience with subjects. Because of those statements, the researcher takes the writing skill as the focus of her research.

There are some opinions about writing. According to Mohammad and Hazarika (2016) that all of skills are important, but writing is one of the most important skills that must be mastered by students. It can decide the students' understanding in their study. Teachers can know the students' competence based on their writing. Another argument, for students, writing is a primary thing for demonstrating what they understand. Students will explore their idea and understanding through writing, and writing is a proof of their understandings. Writing is transferring the information and knowledge that someone gets from reading or others. Besides, writing can expand and develop one's knowledge by processing new information.

Based on previous paragraphs, writing is the important skill that must be mastered by students. However, writing is the most difficult to be learned. It is a problem for the EFL students. Knowing that problem, the researcher makes an observation to know what the difficulties in writing English text. The researcher decided the difficulties on writing genre for students as the subject of research. The reason is that because the researcher wants to know what students' difficulties when they write English sentences, especially write genre. Besides, the researcher considered the tenth grade students of MAN Kendal as object of research because the researcher wants to see how their development in learning English since they are in their previous school. Then, the researcher decided to choose MAN Kendal as the setting of research because MAN Kendal is one of favorite school in Kendal.

According to Hyland (2007) defines genre is a variety of texts that is used to represent the meaning of the situation that has been caught by the writer. It means that genre is related to the purpose and the meaning of the text. There are 3 types of genre learned by the tenth grade students are descriptive text, announcement text, and recount text. The researcher will focus on writing genre. The reason why the researcher chooses writing genre as the research focus is that the research wants to know about students' difficulties in writing English, especially genre. Why is genre? The reason is that genre text is important to learned, so the students can show their idea

Text 5

There were a lot of language variations that have been examined and become a theory. One of them is language variety that needs to be explored by researcher. One of the language variety is a difference of language that used by men and woman. This variety is called by men's language variety and woman's lanuage variety. In addition, the Woman tends to use feminin language and men tend to use masculine language.

The use of language by men and woman is also influenced by the character bulding and stereotype of the society where they grown. Richard ely (1995: 201-218) said that the differenciation of men and woman was started since they were a baby. Beside, the treatment of their parents also have influence in the character bulding of the babies to determine a baby will grow as men or women and what language that appropriate to use by them.

Made Iwan Jendra (2010:51) said that sometimes, language is varied into two kinds namely men's language variety and woman's language variety that closely have accordance with gender. The influence of biological is assumed to be the factor of men's language variety and woman's language variety beside the gender issue that originated of antropological ethnographer's works (2010 : 51). That language's analysis just tend to analyze how the way of men and woman in pronunce the language. there is no deeper analysis of men's and woman's language varieties in accordance with gender.

Discourse of gender difference also also exist in the use of men's and women's language that makes them communicete differently. It makes them to be treatehened or responds differently. Researcher believes that gender difference affected the style of student learning. In this case, the researcher is interested in knowing students in using language in their speaking class.

In this study, researcher will conduct a research in MTs Darul Ulum to know the differences of language that used by EFL's male and female student so that the resercher can determine between men and women language. This research will esplore student's language variety as affected about men and women difference communication.

The researcher decide to conduct a research related to the problem discussed with the research title "Men's and Womens Language Variety of EFL Learners In Speaking Activity (A Sociolinguistic Analysis at the Eighth Grade Students of MTs Darul Ulum, Wates, Ngaliyan Semarang)"

Text 6

In this digital era, information technology has tremendously changed people's life. Computer, internet, social network have become part of most people's lives regardless of age and gender. Those technology devices have supported and employed in various fields. The same reality happens in the world of education. With the development of technology, the concept of learning becomes more modern as it enables processing, packaging, displaying, disseminating learner information both audiovisual and even multimedia is able to realize virtual learning. This concept develops so that it is able to package settings and the reality of previous learning to be more interesting. Nowadays, students are known to be vigorously involved in a wide range of technology-facilitated activities in out of school practices like text messaging, emailing, playing online

games, and chatting through social network sites. For instance, using e-mail or creating online groups is a way to continue using language so students can communicate with each other.

The Instructional Technology Commission identifies the advantages of using technology as media of technology Education that supports individual teaching or in other words allows the application of individualization in teaching activities. Educational technology can be implemented through various ways of learning that involve a combination of teacher, students, material, space and time. Therefore, they can make learning the right condition that allows students to find themselves in accordance with students' abilities. In the last decade, students have witnessed exponential growth in the use of mobile devices, especially smartphones. Smartphones has many functions, such as academic, information, social, and entertainment purposes. The existence of mobile devices is very helpful for students in developing learning processes outside of learning in the classroom. Students must develop their own learning strategies to increase the success of their language learning and to compensate for the limitations of learning time in the classroom so students need to be learner autonomy. Holec defined learner autonomy as the learner's ability to take charge of his/her own learning.

The implementation of the 2013 curriculum expects change in the teaching and learning process where the teacher transfers knowledge or provides information to students that allows students to find their own information. To find sources and information, the media is very necessary in supporting these activities such as google class, edmodo, kahoot, and others. Google classroom is alternative media that use technology for language learning. Besides that, it can also be installed on a mobile device so students can access it easily. Therefore, Google Classroom is an application that is suitable for students to support autonomous learning.

Google Classroom is the feature from Google apps for education for teachers and students in the learning process. There are many superiorities of Google Classroom facilities such as making a group in each class, making assignments and quiz, assessment and copying the material automatically in google drive. Besides that, Google Classroom can help teachers to make information in the classroom or give the online test.

There are some schools in Indonesia that have implemented Google Classroom in their learning process in the classroom, such as Temanggung 2 Vocational School, Al-Azhar Islamic School, STIKOM Pelita Indonesia, etc. Besides, the use of google classroom on student learning outcomes. With various

result and benefit of google classroom, it is interesting to find out how the implementation of google classroom that is used for language learning.

SMP Islam Al-Azhar 29 Semarang is one of the private educational institutions that used educational devices in its teaching learning language. This school has a vision of being a superior school based on IMTAQ, IPTEK, and national character culture by developing all children's intelligence school. Based on the school's vision, in the learning process has used educational devices to support students' skills in science and technology. Every student must have a google classroom application. The school has used Google Classroom application since 3 years ago. With the use of google classroom in that school, the researcher would like to investigate the implementation of the use of google classroom in supporting learner autonomy at SMP Islam Al- Azhar 29 Semarang.

Text 7

Reading is an activity to understand from the content of the text. It must be emphasized which is a modern society becomes more complex especially for Indonesian students because reading can help them to understand some of reading in foreign languages especially those written in English. It is a complex and exhausting action. The more nation progresses, the greater the need to read to succeed. The success of reading is also very important for participants both in terms of education and vocation achievement. Reading also provides many benefits for the readers themselves.

Reading in a foreign language has an important impact on learning, and it was classified into forms according to how reading is handled. The teacher usually has some methods in teaching learning-process especially in teaching readings which are needed. Method is treated at the level of design in which the role of teachers, learners, and in instructional materials are specified.

In teaching learning process there are many students who have problem in comprehending an English text. The students' problem may come from the fact that they cannot relate what they already known about the topic or they may read slowly and frequently open their dictionary to get meaning some of difficult words. Although reading can influence alive, especially for reading comprehension. Most students could translate the individual word without conveying the message what the author extends. The student was lack of motivation in reading English text. Consequently, they spent much time to answer the text question and copy their friends' work. They have difficulties in comprehending English text because they are lack of vocabulary. To teach teacher mastery reading typically involves a

method by which students are asked to read on at time. Later from the text students were asked to look for difficult vocabulary and the meaning. Afterward they re-read the vocabulary and the meaning and again read the text

Those cases were quite problematical and should be solved because they can arise further difficulties for the next reading lesson. A teacher should find out an alternative way to minimize the reading difficulties and to maximize the reading comprehension. He/she should be used by an interesting reading strategy related to students' condition. The reading strategy was expected to motivate students for the lesson and will be effective learning activities arise when students participate in knowledge discussion to gain learning purposes.

According to Barthes and Dusit, "Narrative is presented in myth, legend, fable, tale, novella, epic, history, tragedy, drama, comedy, mime, painting, glass windows, cinema, comics, news item, and conversation." In this case, the researcher wants to use narrative text as the main genre focus in this research. In learning narrative text the researcher wants to students know about generic structure, such as orientation, event, re-orientation and especially vocabulary. Through stories, reader can vicariously experience situation in which they could not hope, or wish, to be personally involved. Through these experiences, reader are down into asking and seeking answers to question of who, what, when, where, and, why. By comprehending a narrative text or a story the students can improve their cognitive's skill.

Therefore, the researcher would like to investigate that might become a good way to solve the students' problem especially in reading. One effective strategy that can be used to help students in their reading is Graphic Organizer (GO). Graphic organizer are teaching and learning tools that show organization of concepts as well as relationship between them into visual format. It's a pedagogic tool or instrument that can be used to manage learning materials. It allows students to control new information. It can be included by semantic maps, semantic feature analysis, cognitive maps, story maps, framed outline, and Venn diagrams.

The researcher will be compare kind of GO by story map and tree diagram to help students to comprehend the text more easily. Because Story map is a graphic or semantic visual representation of a story. It is direct students' attention to relevant elements of stories using a specific structure. Story map provides a visual-partial display for key information in narrative text. The map illustrates ways to show an overview of a story. It is also tell the information about its generic structure, such as characters, setting, goal, event and resolution. The use story map while reading a passage provides a guide for readers to record significant information and serves as a review after reading. Because Tree Diagram is diagram

is used as strategic decision making, valuation or probability calculations. The diagram starts with a single node with branches extending to additional nodes. It can help the students to organize their mind to ease their process of reading. Tree Diagram can improve students' reading ability and their ideas can be delivered well in reading.

In fact, the tenth grade students of MA Manbaul Ulum have never used Story Map or Tree Diagram to comprehend English text in the form of narrative text. In the interview, the teacher said that she never applied Story Map or Tree Diagram in teaching reading. The researcher interested in researching to compare the story map and tree diagram to teach the reading narrative text. This research is aimed at knowing and getting the clearer description about comparative study on teaching reading narrative text through story map and tree diagram at tenth grade of MA Manbaul Ulum Tlogorejo in the academic year 2019/2020. The researcher conducted an experimental research in MA Manbaul Ulum Tlogorejo by using graphic organizer strategy in teaching reading.

Text 8

English learning is a process of teaching English to students using the principle of education and theoretical learning is the determinant main education. It is an activity to gain knowledge or skill around English language. There are four skills in English, speaking, writing, reading, and listening. In the teaching process, teacher has to create conducive atmosphere because it is something that is needed by students to mastery every English skills. They opine that the success of learning of English is when they can speak English fluently. Some of the them face some difficulties such as fear of making mistakes, fear of being laughed by their friends because of they have no idea about pronunciation and grammar they use.

In addition, students have different ability in acquiring language. For example, some of them are good at writing, but they are poor in speaking or vice versa. In other hand, some of students are good at reading, but they are not well prepared in listening or vice versa. They have different skill in learning of English. The fact states that students' basic competence does not influence their ability in learning of English. They can improve it to produce and comprehend spoken language well.

One of the ways to improve speaking skill, students should have great strategy such as practice to speak every day. In order to make them speak up, usually a teacher command students to communicate by English in the class. Not only in the class, but also they have to demonstrate it everywhere. English language is called

as an international language, so teacher has a position as a facilitator that should be able to invite students to enjoy their lesson.

There are some ways in English teaching, especially in teaching speaking skill, such as drama, movie, song, speech, discussion and games. Games can help teacher invite students to be more attractive and active in the learning, including in learning of English. It is fun and makes students can get enjoyable way in learning. Learning by games makes students feel excited in the learning process.

Pesantren (Boarding School) is a unique educational institution. In *pesantren*, students study about religion by learning *Kitab Kuning* as its characteristic. There are modern pesantren that have new compulsory which students have to speak foreign language, such as English and Arabic in certain day. Learning of English at a *pesantren* can make students have a chance to develop more meaningful knowledge compared to individual learning at a public school As we know that it is a nonformal education institution, so both of teacher and students may arrange their English lesson based on their need.

English regarded as foreign language, so as a teacher, they have to create pleasing feeling for students. It can through games, which is could be alternative way in English learning. Some researches have researched the use of games in English learning, but most of them conduct it in a school, which is a formal educational institution that have English as their lesson based on the system. While in this research, the writer wants to show how a pesantren, a nonformal institution, conduct an English learning to the students, which is the education is outside of the system. So teaching English will be a new challenge for some teachers.

Text 9

English is known as a global language used in International standard today. Everything issue in the world today such as economic, education, social commerce, technology, healthy and others printed in English language. Certainly, there are some reasons why English should be. According to Crystal, there are two factors that force English as a global language. First, influence from the expansion of British colonial power, which peaked towards the end of the nineteenth century. Second, it is because of the emergence of the United States as the leading economic power of the twentieth century.

Indonesia itself has taken a part to teach English in the curriculum of formal education system since long time years ago. Related to Dardjowidjojo cited in Allan Lauder, English was first taught to Indonesians in 1914 when junior high schools were established. Although English taught in Indonesia since more than one century, it does not indicate that English ability of Indonesians people is good. In fact, the average final score of English national examination 2018 is less than 55.00.

The problem is English learning taught in classroom that may occur only twice a week is not enough. Even less teaching methods used are not interesting for students to learn English. Therefore, the proper method, materials, expert teacher is needed to help students learning process succeed. Moreover, the learning time also has to be more. It does not mean that the duration of each learning is long time.   But, the distance of one learning and next learning is not too long.

Nowadays, mostly adult or who has graduated from senior high school learn English. Everyone begins realize that English language is a need to face the world today not only to pass the national examination. Besides that, in Islamic view, keep learning is something suggested. Anyone who has knowledge will be place on higher degrees.

Learning itself has meaning a process undertaken by teacher who has been programmed in order to teach students to achieve the purpose of learning as specified in accordance with instructions curriculum prevailing. In the process of learning, requiring teachers to create a conducive atmosphere of learning that students can learn in an active manner. So, in the learning process needs supporting factors in order to make learners feel comfort and then understand the materials easily.

Learning English is important language for today. Many reasons make everyone learn this language, for the simple reason like to be able to speak with foreigner until for the crucial need such as to fulfill job requirement that almost all of it contains English language ability as the criteria. Therefor fun English teaching-learning is needed in order to make students feel enjoy in learning English process. Nowadays, there are so many English courses in Indonesia offering various ways to mastering English in short duration with fun teaching-learning. One of those is English Cafe.

English Café is one of English non formal education that has been located in around 50 big cities in Indonesia. One of those is in Semarang Central Java. It has unique English teaching concept because everything is managed in the style of café and absolutely the place of English teaching process is in cafe. Beside that English Café has its own handbooks contain the materials learning appropriate with the level programs. Moreover, the participant of English learning program here is not only college students but also the employees of companies.

Based on the explanation above, the researcher is interested in describing the English teaching learning process at English Café, This research entitled "English language teaching and learning at English Café Chapter Semarang".

Text 10

Language is an important part of human's life (Sari, 2018). It is as like the substance in *Oxford Learner's Pocket Dictionary* that language can be defined as a tool used by people in a particular place to communicate, neither in spoken or written form.

According to Ramelan, language is used by human to convey messages, wishes, or ideas, to other people. There will be challenging to communicate with each other without language.

It has been stated that the teaching of the Qu'ran is from Allah Almighty and it is very demand of His mercy that He should provide guidance to mankind through this teaching, for it is He who has created man as a rational and intelligent being. Allah teaching the Qur'an, that is, teaching the servants how to recite it by making it easy for them to speak and pronounce letters with the various parts of mouth, such as the alveolar bridge, the tongue and the lips.

Language is used for communication. As Ronald Wardhaugh stated that it is the cement of society, allowing people to live, work, and play together, to tell the truth, but also reveal a lie or lies. Language becomes more critical because it can also influence someone's mindset. Language is a specific character of human or it can be regarded as a human criterion because only human beings speak a language.

There are some domains to be considered as the main focus on teaching-learning activity. Those are speaking, reading, listening, and writing. As we can defied those domains into two types of teaching-learning activity, input of language and output of the language. Input language related to students' activity to obtain the knowledge of English. There are reading skill and listening skill in this type of teaching. Both of them are clearly the used skill to gain the knowledge of English itself. Furthermore, Students may earn the great experience through those skills. As consequence, teachers should cultivate the fact of the used skill to elaborate the teaching-learning activity. Then, the output language deals with the pupil's action in class to perform and produce the current science in English. This type related to the speaking skill and writing skill. Those skills used to perform and produce the use of language. Each of those skill deals with the different aspects. Speaking deals with the Spoken language involved sounds produced by our oral system and writing focuses on the written language is language in the form of text. Teachers also should find the further activity in class to explore and motivate students to speak and write more in class. Those domains and skills should be influencing teacher to build a teaching-learning activity in class.

Reading, speaking, listening, and writing are closely related to English teaching-learning activity. One of the essential skills is speaking. People consider speaking as the outcome to perform a language.

Speaking has an essential role in the language learning process. According to Fulcher that speaking is the verbal use of language to communicate with others.

Based on the researcher's experience, mostly Indonesian students have a habit of learning English, such as they tend to write some Indonesian words before practicing English speaking. Therefore they need community and program which support to practice and increase their English speaking skill. By joining the English program activity, the student will be more confident and automatically their English speaking skill will be enhanced.

A school club or society is defined as 'an entity of people, which has a structure, a constitution, rules and regulations, and student leadership (Pereira, Ismail, & Othman, 2013). Extracurricular activities are very effective for promoting a balance of mental

and spiritual development, physical, and social development of students. Yildiz stated that to be more precise to learn English language, students need to join extracurricular activities in language learning, such as English language debate, journalism club or drama club activities to be more fluent in English. Extracurricular activities may offer many skills that are not easily taught in classrooms. The activities of extracurricular are also a way for students to experience what they are learning in class in a real-world context. They practice what they get in the classroom in daily life. In conclusion, joining English club as extracurricular activities is good opportunities for students to achieve their goals in improving their English skills.

Attanwir Language Center (ALC) is club of study or extracurricular organization in Madrasah Aliyah Islamiyah Attanwir Talun Sumberrejo Bojonegoro. It focuses on foreign language development students, especially English and Arabic. There are several programs to increase students ability in foreign language, such as: Speaking program, writing program, listening program and reading program. Mostly students who join ALC, their Language ability are increased, for example they get achievement when they join the competition, and they also get high scores in oral examination and written examination of English lesson.

Based on the explanation above, the researcher is interested in investigating *"English Speaking Program at Attanwir Language Center(A Study at MA Islamiyah Attanwir Talun Bojonegoro)"*

Paragraph	Sentence	Reference			Conjunction				Ellipsis and Substitution		
	Text 1	**P**	**D**	**C**	**Ad**	**Adv**	**C**	**T**	**N**	**V**	**C**
1	English becomes lingua franca in international business communication between local **and** foreign professionals within a company. Business communication can be spoken **or** written. **Both** of *them* are also important keys in the trading market, **but** written business still represents the channel **and** a reliable medium for selling products **or** services, sending information for all utility descriptions, answer supplier **or** customer inquiries, doing daily activities, **and** other official things in	1			6	1					

	correspondence between business institutions.									
2	Business people use a letter as a means of communication. The letter is one of the ways of written media to convey messages from one party (person, agency, or organization) to another **one** (person, agency, or organization). **If** a letter from one party to another **one** contains information concerning the interests of the duties **and** activities of the agency concerned, <u>it</u> is called an official letter.	1		1		1		2		
3	An official letter is all letters that contain problems of official administration **or** government. One of the items included in the official letter is business correspondence which is widely used in business dealings. In commercial	1		3		1				

	circles, good communication is always highly valued. Written communication through a business letter has an essential role in building **and** maintaining business relationships, **both** inside **and** outside the company. More **and** more people and companies, especially *those* with international scale, use the English Business Letter in business transactions **so** that now many courses offer English Business Letter writing classes to practice students' English Business Letter writing skills.											
4	In maintaining business relationships, the key is trust. In the business transaction system, rules have been established **so** as to avoid fraud, lies, hostility. Buying **and**			1		1						

	selling transactions are also discussed in detail in Islam.										
5	In writing, *It* is not expected to have missed information, left behind **or** negligent. *It* is not contained in the letter. Conversely, of course in writing letters also do not want **if** in the letter contained information that should not need to be conveyed. Because of that, in writing letters must know the writing guidelines include parts of the letter, writing style, **and** type of letter, **so** as to create a perfect letter.	2		1		1				

No	Text											
6	Learning to write letters has been found in educational institutions; formal **and** informal. Related to the development of teaching materials to prepare a good official letter, currently, the development of teaching materials in the form of the module becomes a necessity. The learning module is the smallest unit of teaching **and** learning program which (it) is taught by students *themselves* individually **or** taught by students to *themselves* (self-instructional).	2			3							
7	The module as said by Vembriarto can be seen as a teaching package that (it) contains one unit of concept rather than lesson material. Teaching module is an effort to manage individual 8teaching that allows student to master a unit of learning material	2					2	1				

	b**efore** *he* switches to the next unit. Cece Wijaya in his book "Upaya Pembaharuan Dalam Pendidikan dan Pengajaran", defining modules is a kind of package program for learning needs. **So** that in other words, the module is one form of teaching material that (it) is packaged systematically with material units **so** that *it* is easy to learn independently.										
8	In developing the module, there are a number of principles that need to be considered. Furthermore, module design is developed based on the most suitable design for various data **and** objective information obtained from the analysis of needs **and** conditions. Need analysis **and** condition refer to what things need to be learned **and** achieved by			4							

students to be able to be applied in a real world. Therefore, to compile this module the researcher tries to use an approach which appropriates to the need of students, namely contextual approach.										
Total	**9**			**19**	**1**	**6**	**1**	**2**		

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