**A STUDY OF COHESION OF SPOKEN DISCOURSE IN DISCUSSION AND DEBATE CLASS OF THE FOURTH SEMESTER STUDENTS OF THE ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF PURWOREJO**

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By:

Sri Margiyati

english department, teacher training and education sciences faculty,

muhammadiyah university of purworejo.

Dinda.smargiyati@gmail.com

**Abstract**

Cohesion is a part of discourse which links ideas linguistically across sentence or utterance. This research is descriptive qualitative research which investigates the cohesion of spoken discourse of the fourth semester students in discussion and debate class. The objectives of this research are to find out the kinds of cohesion of spoken discourse used by the fourth semester students and whether the fourth semester students’ spoken discourse is good or not. The researcher uses observation technique in collecting the data by observing and recording the fourth semester students’ talks and activities in discussion and debate class. The result shows that there are two kinds of cohesion found in spoken discourse of the fourth semester students in discussion and debate class. There are grammatical cohesion (73.64%) and lexical cohesion (26.36%). Besides, the cohesion of spoken discourse of the fourth semester students in discussion and debate class is good because it contains of grammatical cohesion and lexical cohesion. Hence, the spoken discourse of the fourth semester students can be understood by the listeners easily.

*(Key words: discourse, cohesion, grammatical cohesion, and lexical cohesion)*

1. **Introduction**

Language is a special character of human beings because only human beings speak language. The essential role of language in human beings’ life is for communication. There are many languages in the world. English is one of the languages in the world, and it is used as an international language. In Indonesia, English is a foreign language which is taught in the school. The goal of the language teaching is to enable the students to communicate in target language correctly. So, the language learners have to master communicative competence.

 Communicative competence can be defined as the ability of language user in mastering grammatical knowledge as well as social knowledge about how and when to use utterances appropriately. Communicative competence has four components; they are grammatical competence, sociolinguistic competence, discourse competence, and strategic competence.

 Discourse competence usually has less priority in teaching English, whereas discourse competence is important thing in teaching language. Discourse competence enables the language user in understanding and producing spoken or written text, also in conveying information appropriately and coherently.

 The students should master the concept of cohesion and coherence so that they can produce a good discourse. Cohesion is a tie to explicitly link together all the propositions in a text (Celce-Murcia and Olshtain, 2000: 7). Moreover, Halliday and Hasan (1976: 8) explain that cohesion is a semantic relation between an element in the text and some other element that is crucial to the interpretation of it. Cohesive discourse enables the reader or listener to interpret and understand the discourse itself. Based on the explanation mentioned in advance, the researcher is interested in studying cohesion of spoken discourse used by the fourth semester students in discussion and debate class.

1. **Research Method**

This research is descriptive-qualitative research in which it does not use any complex calculation or numbering but only uses simple calculation. The researcher uses this design of research because the data produced are in the form of utterances. Crookes (1990: 186) defines an utterance as a unit into which the stream of speech could be separated. The descriptive research is to describe or interpret the condition or situation from the data by using cohesion of spoken discourse in discussion and debate class of the fourth semester students.

Video tape is used by the researcher as the instrument of research to record the students’ talks in discussion and debate class. However, the main instrument is the researcher herself.

The researcher uses observation technique in the collecting data. The researcher observes the activity in discussion and debate class especially observes the students’ talks. In doing the data collection, the researcher conducts some steps: (1) Identifying the participants and sites, based on places and people that can best help the researcher understand the studied problem; (2) Asking permission and making appointment with Discussion and Debate class lecturer; (3) Entering the class and sitting on the side in which possible to see whole of class well; (4) Collecting the data by recording the students’ speech in Discussion and Debate class; and (5) Taking notes to write some detail information.

After data collection, the researcher does two-step preparations which include organizing data into files and transcribing data from videotape recording to text data. In analyzing the data, the researcher applies descriptive method. It includes some steps as follows: (1) Coding the data to segment and label text to form descriptions and broad themes in the data; (2) Representing and reporting findings of the conducted researcher based on the data; and (3) Drawing conclusion and suggestion based on the data analysis.

1. **Findings and Discussion**

The table below shows the result of the research. The first table is the finding of grammatical cohesion while the second is lexical cohesion.

 Table 1: The Finding of Grammatical Cohesion

|  |  |  |  |
| --- | --- | --- | --- |
| No | Types of grammatical cohesion | Amount of data | Percentage |
| 1. | Reference | Personal reference | 26 | 32.10% |
| Demonstrative reference | 5 | 6.17% |
| Comparative reference | 1 | 1.24% |
| 2. | Ellipsis | Clausal Ellipsis | 3 | 3.70% |
| 3. | Conjunction | Additive conjunction | 14 | 17.28% |
| Adversative conjunction | 4 | 4.94% |
| Causal conjunction | 15 | 18.52% |
| Temporal conjunction | 13 | 16.05% |
|  | Total | 81 | 100% |

Table 2: The Finding of Lexical Cohesion

|  |  |  |  |
| --- | --- | --- | --- |
| No | Types of lexical cohesion | Amount of data | Percentage |
| 1. | Reiteration | Repetition | 15 | 51.72% |
| Synonym/near synonym | 3 | 10.34% |
| Superordinate | 3 | 10.34% |
| General word | 2 | 6.90% |
| 2. | Collocation | 6 | 20.70% |
| Total | 29 | 100% |

Each table shows the comparison among the categories of each cohesion; grammatical cohesion and lexical cohesion. Personal reference has the highest percentage in grammatical cohesion while in lexical cohesion, repetition has so.

Based on the findings above, the researcher compares between grammatical cohesion and lexical cohesion as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| No | Type | Number of data | Percentage |
| 1. | Grammatical Cohesion | 81 | 73.64% |
| 2. | Lexical Cohesion | 29 | 26.36% |
| Total | 110 | 100% |

The table above shows that number of grammatical cohesion is higher than lexical cohesion in spoken discourse of the fourth semester students in discussion and debate class. The total of grammatical cohesion is 81 data, while the total of lexical cohesion is 29 data.

1. **Conclusion**

Based on the data of spoken discourse of the fourth semester students in discussion and debate class, the researcher draws conclusion as follows:

1. The students of fourth semester use two kinds of cohesion -- grammatical cohesion and lexical cohesion in producing spoken discourse in discussion and debate class. There are 110 data of cohesion which consist of 81 data of grammatical cohesion and 29 data of lexical cohesion. From the spoken discourse, the researcher found 73.64% of grammatical cohesion and 26.36% of lexical cohesion.
2. The spoken discourse of the fourth semester students in discussion and debate class is good. The existence of grammatical cohesion and lexical cohesion are the proof of it. Because of the existence of grammatical and lexical cohesion itself, the listener can understand the spoken discourse and can give appropriate feed back to the speaker. The ability of each student in producing good spoken discourse makes the activity in discussion and debate class going on fluently.
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