CHAPTER V
DISCUSSION

This chapter presents the discussion from the result of the study. The relation between the theory and the finding is discussed in this chapter. Those are the frequency of grammatical cohesion, the quality of students' argumentative essay and the correlation between frequency of grammatical cohesion and the quality of students' argumentative essay.

A. The Frequency of Grammatical Cohesion

Cohesion is one of the aspects that is used to build the unity of a text. One of the devices that is used is some semantic links between clauses and sentence. We call it as grammatical cohesion. There are four kinds of grammatical cohesion that is usually used. They are reference, substitution, conjunction and ellipsis.

In this research, there are 120 populations. The populations are the students' argumentative writing that is made by the students of TOEFL class C, D and E. The writing is in a topic. It is about *Teachers should make learning enjoyable and fun for their students*. The researcher takes 85 samples that represent the population randomly.

To analyze the samples, researcher asked some investigators to decode the grammatical cohesion through reading the essay one by one. Then they classified the grammatical cohesion that was found and decode it by

remarking R for reference, S for substitution, E for ellipsis and C for conjunction. After that, the frequencies of the cohesions are counted.

There are 85 samples that analyzed. And the result is there are 5794 grammatical cohesions which are 3788 of references, 1973 of conjunctions, 32 substitutions and 1 of ellipsis. From the data we know that the highest frequency of grammatical cohesion is 122 and the lowest is 30. It also shows that there is far range between the lowest and the highest frequency. The mean of the data is 68.16 with 20.790 of standard deviation. In addition, the data is in normal distribution based on the *sig* value that was counted by Kolmogrov-Smirnov test of normality.

Besides that, researcher also found mistakes that appear from data, such as the conjunction *because* that did not follow with clause; the reference *their* that refers to plural object is used to refer to a singular object. Wrong in mechanism also found, such the word *it* is written *its*, *besides* (as conjunction) become *beside*, etc.

B. The Quality of Students' Argumentative Essay

Argumentative essay is kind of essay that shows our argument about some phenomena or issue. The aim of this essay is to persuade the reader to follow our argument. There are two points of view in this essay; they are supporting idea and opposite idea. Also, the position of the writer has to state clearly and support with the evidence.

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To analyze the samples, researcher read the essay one by one and asked some investigators that have experience in assessing an essay. Then they gave score for each essay based on the rubric that they made. The rubric is constructed based on the theory of Heaton. They also asked somebody else to analyze the data to avoid subjectivity. Then the scale of rubric's result is changed into score through the formula that stated in the chapter III.

To get good data, researcher also checked the reliability and the validity of the rubric through SPSS 21. The data will be reliable if the the value of Cronbach's Alpha is more than 0.60.[33] The value of Cronbach's alpha is 0.893. It means that the data is reliable. The data will be valid is the validity test shows that is $r_{value} > r_{table}$.[34] Based on r table of *Product* Moment, the r_{table} is 0.180. And the result (see appendix 3) is shown that all of the data is more than 0.180, with the r of content is 0.884; r of organization is 0.869; r of vocabulary is 0.869; r of language use is 0.861; r of mechanics is 0.864.

Researcher found that the mean of the quality of students' argumentative essay is 65.79. The variance of the data is 92.442. It means that the homogenates of the data is low. And the interval of the highest and the lowest is not far, it is 45 and the total score is 5593. And the distribution of the

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[33] V. Wiratna Sujarweni, *Belajar Mudah SPSS untuk Penelitian, Skripsi, Thesis, Desertasi dan Umum.* (Sleman: Penerbit Global Informatika. 2008) 194.
[34] Ibid, 193.

data is normal with the *sig* value is 0.312.[35]

C. The Correlation between the Frequency of Grammatical Cohesion and the Quality of Students' Argumentative Essay.

The result of hypothesis test shows that there is correlation between frequency of grammatical cohesion and quality of students' argumentative essay, because the value of *sig* is 0.123. It means that the null hypothesis that there is no correlation between grammatical cohesion and the quality of argumentative essay is rejected. And the coefficient correlation is 0.308; it means that the correlation between the variables is weak.

Researcher found some probability why this correlation is weak. The first is the rubric of assessing argumentative essay. This rubric had been adopted from Heaton theory. It is possible that the rubric is not supported with detail criteria. Secondly, there are five aspects that are used to assess the quality of writing; they are content, organization, vocabulary, language use and mechanics. And grammatical cohesion is the part of language use. It means that grammatical cohesion has small part in a text. Therefore, the correlation between frequency of grammatical cohesion and the quality of argumentative essay is weak. It is going to has correlation if it correlates with the quality of grammar in a text.

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[35] Ibid, 48