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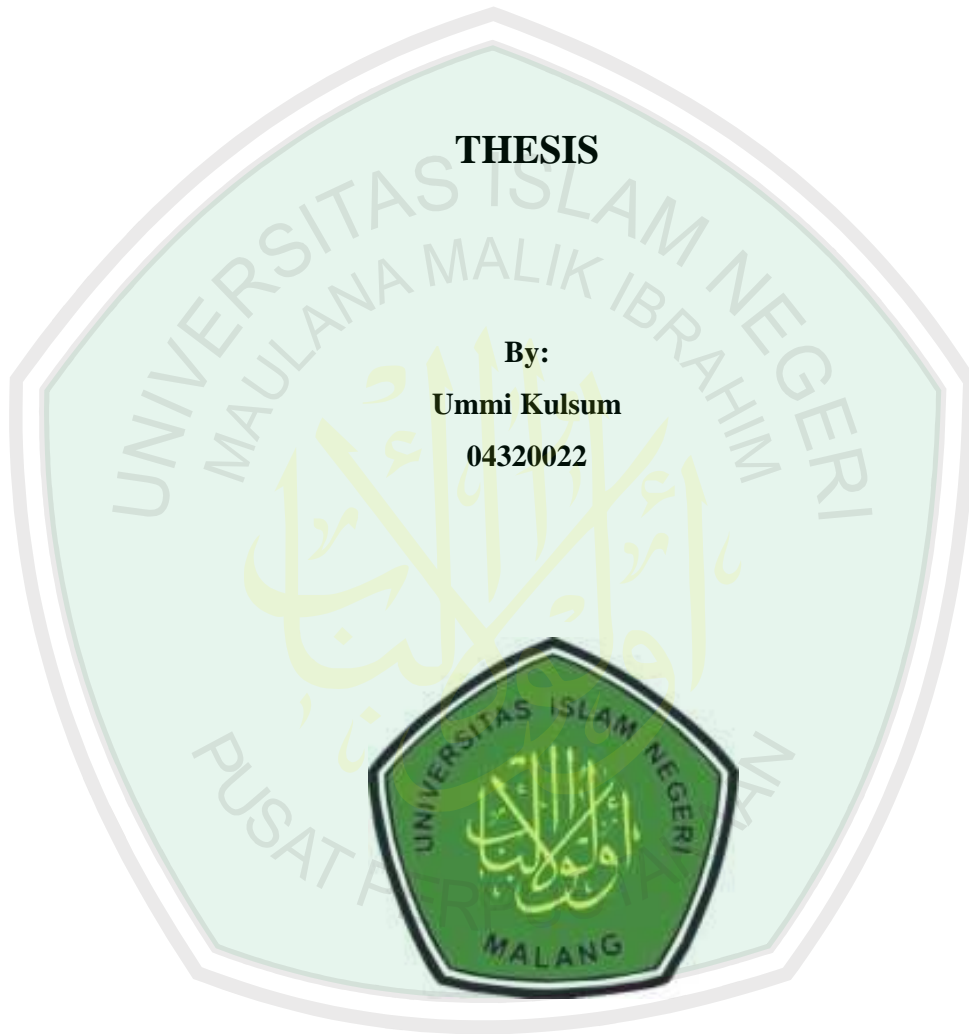
THESIS

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ENGLISH LETTERS AND LANGUAGE DEPARTMENT

FACULTY OF HUMANITIES AND CULTURE

THE STATE ISLAMIC UNIVERSITY OF MALANG

2008

A STUDY OF FORMAL LINKS USED IN ENGLISH READING TEXTS OF NATIONAL EXAMINATION OF SENIOR HIGH SCHOOL (2007 EDITION)

THESIS

Presented to
Faculty of Humanities and Culture
In partial fulfillment of the requirement for the degree of sarjana sastra (S.S)

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2008

APPROVAL SHEET

This is to certify that Sarjana's thesis of Ummi Kulsum entitled *A Study of Formal Links Used in English Reading Texts of National Examination of Senior High School (2007 Edition)* has been approved by the advisor for further approval by the Board of Examiners.

Malang, October 23, 2008

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This is to certify that Sarjana's thesis of Ummi Kulsum (04320022)entitled *A Study of Formal Links Used in English Reading Texts of National Examination of Senior High School (2007 Edition)* , has been approved by the Board of Examiners as the requirement for the degree of Sarjana Sastra (S. S) in English Letters and Language Department, Faculty of Humanities and Culture at The State Islamic University of Malang.

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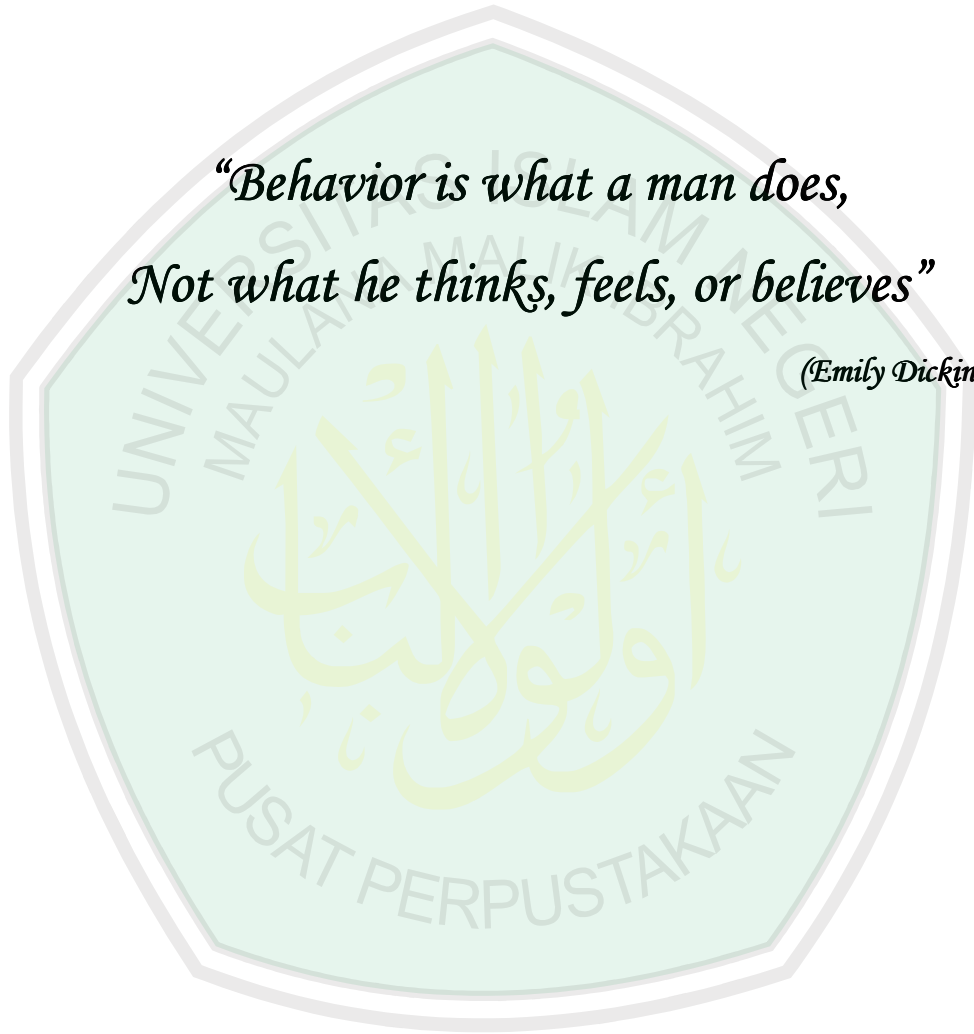Approved by

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MOTTO

"Behavior is what a man does,

Not what he thinks, feels, or believes"

(Emily Dickinson)

DEDICATION

This Thesis Is Dedicated To:

My Beloved Mom (Hj. Fatimah)

And Dad (H. Moh. Namli)

For Their Endless Love, affection, and Pray Never Last.

My Lovely Brother (Moh. nauval)

For his Care and Pray,

And Also All of My Family,

Thanks for Everything.

ACKNOWLEDGEMENT

In the name of Allah S.W.T for His Beneficent and Merciful, The Lord of Universe who has given an inspiration and bless to the writer so that she can finish writing this thesis. Shalawat and Salam always be devoted to our Prophet Muhammad S.A.W (Praise be upon him) that guides the humanity from the darkness to the lightness by mean of Islam as our beloved religion.

This thesis is intended to fulfill the requirement for achieving the degree of Sarjana/ S1 in English Letters and Language Department at The State Islamic University of Malang.

Then, the writer would like to express her gratitude to those whose contribution, patience and help make it possible for her to finish this thesis.

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The writer realized that this thesis is still far from being perfect because of the writer's limited knowledge and experience. So that, criticism and suggestion from the reader are always hoped in order to make it close to be perfect or better. The writer hopes that this thesis will be useful for the readers, teachers and other researches who are interested in studying formal links.

Malang, October 23, 2008

Ummi Kulsum

ABSTRACT

Kulsum, Ummi. 2008. *A Study of Formal Links used in English Reading Texts of National Examination of Senior High School (2007 edition).* Thesis. English Letters and Language Department, Faculty of Humanities and Culture. The State Islamic University of Malang.

Advisor: Galuh Nur Rohmah, M.Pd, M.Ed.

Key words: formal links, national examination.

National Examination is a test that is given for students of Senior High School before they pass from the school which is held once a year. The test that held in Indonesia here is known as UN (Ujian Nasional), formerly UAN (Ujian Akhir Nasinonal). The English reading texts of National Examination of senior High School 2007 edition analyzed with formal links proposed by Cook. He classifies the formal links theory into seven aspects, verb form, parallelism, referring expression, repetition, substitution, ellipsis, and conjunction.

This study is focused on analyzing formal links in English reading section of National Examination 2007 edition. Formal links is a facts inside language or features that operate within sentence.

The writer used the descriptive qualitative research. The data are the English reading texts of National Examination of Senior High School 2007 edition accessed from the internet, with browsed in www.ziddu.com and www.banksoal.sbarin.com. In the data analysis, the writer used some process of analysis, they are: (1) identifying the data of reading texts content of formal links inside. (2) categorizing the sentence that found into any aspects of formal links. (3) analyzing the data and explain the function, and (4) for the last process is making conclusion from the analysis.

From the result and discussion of her analysis, the writer concluded that all types of formal links were found in the reading texts of National Examination. The formal links found included verb form, parallelism, referring expression, repetition, substitution, ellipsis and conjunction. For the function of formal links, which were found, are: for verb form, in one sentence can limit the verb in the next sentence and fit with the form in other sentences and that makes the sentences in the reading texts are logically connected, parallelism that was found is to simplify the language that used in reading text. For referring expression is to indicate reference pronoun, for repetition can be to stress the ideas in a passage, for substitution and ellipsis are to make the utterance accurate, and for conjunction is to indicate cause and effect relationship, to indicate comparison and contrast.

The general conclusion is that in written discourse, the text of passage in final examination of Senior High School can maintain the flow of the ideas by using formal links, that is used many repetitions that was often occur in every passage. For the last, as an English learner, we should be sensitive to know a fact inside language that we can use the formal links to know it. To have a wider and deeper knowledge about English, it is very important to learn formal links, not only for English learner, but also for English teacher, and further researcher.

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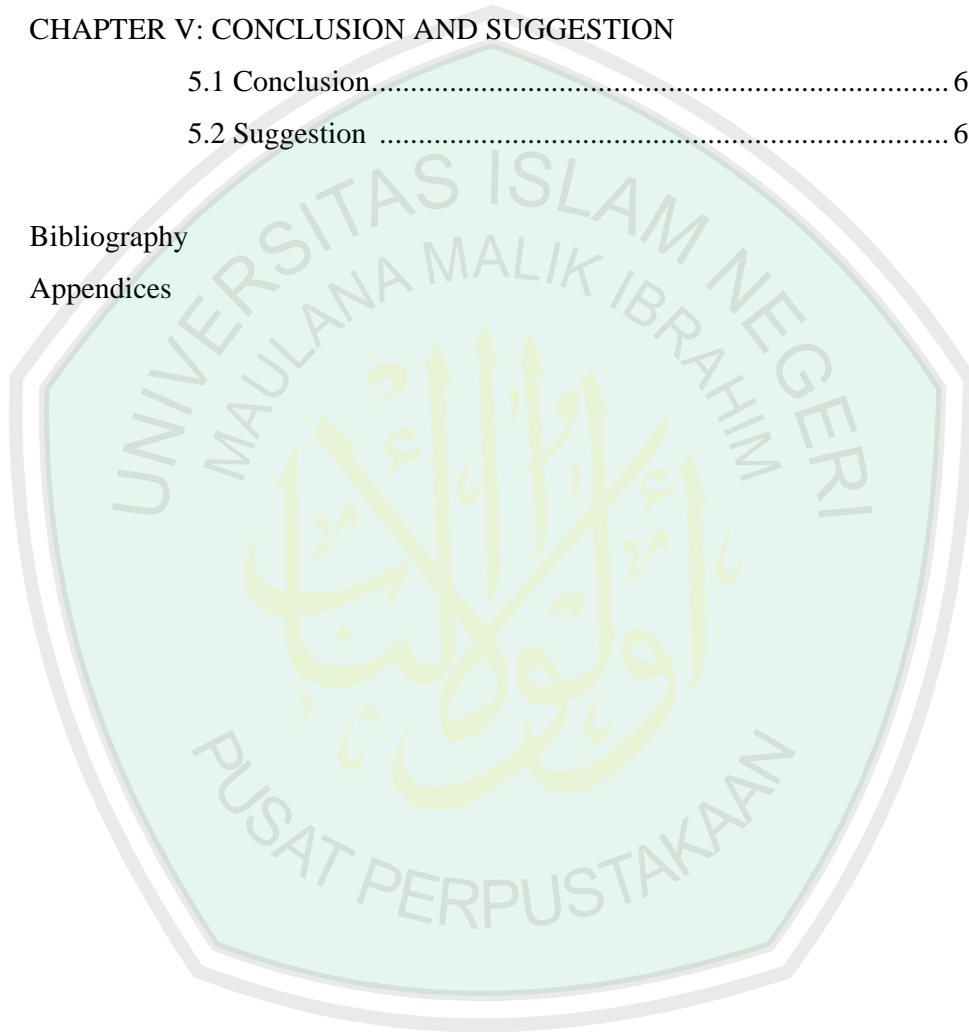
CHAPTER I

INTRODUCTION

1.1 Background of the Study

Human beings are perfect creations of God because they have been created with mind. Human beings learn to speak one language or more, and as social human beings, naturally, everyone makes a contact and cooperate each other that we called communication. That is why language is needed to communicate with others, between countries, between nations, and between religions. Language is a system of oral or written expression and communication of ideas and emotions, style and vocabulary of such system with no one language is the best or the better than others. This argument is accordance with what Boey (1975) said:

> All languages are equally complex. Each language is part of the culture that produces it and is adequate for the needs of people who use it. Any language, therefore, is as good as any other in that it serves the purposes of the particular culture. Words may be created or borrowed as the need arises. No language is intrinsically better or worse than any other. (p. 3)

The application of linguistics can be seen in discourse which is covered in pragmatics area, and in discourse itself Cook defines about formal links. He said that:

> We can describe of the two ways of approaching language as *contextual*, referring to facts outside language, and *formal*, referring to facts inside language. There are some, as we shall see, and although language teaching and mainstream linguistics has traditionally concentrated only upon those formal features which operate within sentences. (1989, p. 14)

Cook also gives an explanation that if we analyze sentences content of formal links, it means that inside sentences there is secret thing as a fact that it will know with using formal links. In short, formal links are facts inside language, or features that operates within sentence (Cook, 1989, p. 14). The formal links are categorized into seven aspects: verb form, parallelism, referring expression which is divided into two kinds, anaphora and cataphora, repetition, substitution, ellipsis, and conjunction.

Moreover, the writer believes that formal links is an interesting topic to be discussed, because the first, by studying formal links as English learners we have contact with the basic power of language to understand sentence. For the second is because of with studying formal links we can find and know the function of formal links so the sentence is cohesive. Hessy, who investigated the aspects of formal links in form of spoken discourse, debate, found many conjunctions used. Intan also found any kinds of formal links inside the literature work which were occurred many repetition of words than the others but both of them still in the topic of formal links. In this study, the writer uses reading text of National Examination in English subject of Senior High School as the written discourse, in order to know that there are any kinds of formal links used inside the sentences and identify the functions.

National Examination here is examination of Senior High School that is usually held for the students' last period of study, which conducted only on four subjects of the study, Maths, Bahasa Indonesia, English, and Economics. The writer focuses on English subject, specifically on reading section that is analyzed

using formal links theory proposed by Cook. From the eleven texts in reading section, the writer reduces only eight texts, because those data have represented all aspects of formal links but in the appendices, the writer puts all the eleven data sentences found in the reading section texts.

The reading text of National Examination is one example of discourse in written form, besides that the reading text contains various kinds of formal links that the writer thinks that it is important parts to make the reading texts are easy to read and to understand by the readers. With the formal links that involve in a sentence can be support the power of meaning in sentence itself based on identifying the function. For the writer formal links is something unique if we are capable in analyzing or know facts inside sentences, so we have ability to understand words that is related in sentence or between sentences.

The use of formal links is to make the sentences or clauses cohesive because formal link between sentences or clauses are known as cohesive devices. The reading texts of National Examination that are taken from the internet, is an early text given to the students of Senior High School before their next education. As an early example of text, the writer believes that the text of national examination is very important to be known by the English learners about the true of sentence of a language in form of written in order to avoid any mistakes in use of language itself. So that the commonly sentences in ambiguity or miss-understand of sentences can be decreased.

Finally, based on those reasons, the writer is interested in analyzing the formal links in English reading texts used in National Examination (UN) of Senior High School 2007 edition.

1.2 Problems of the Study

Based on the background above, the writer formulates the problems of the study as follows:

1. What are formal links used in English reading texts of National Examination (2007 edition)?

2. What are the functions of formal links used in English reading text of National Examination (2007 edition)?

1.3 Objectives of the Study

Concerning with the problems mentioned above, the objectives of this research are as the following:

1. To know the kinds of formal links used in reading texts of National Examination (2007 edition).

2. To describe the function of formal links used in English reading text of National Examination (2007 edition).

1.4 Significance of the Study

Theoretically, the findings of the study are expected to give clear descriptions about formal links especially that are used in English reading texts of

National Examination (2007 edition). Moreover, it is expected that the result of the study will make valuable contribution to:

1. The teachers, this study is able to give information about formal links used in English reading texts of National Examination (2007 edition), so they can teach the students how to use the formal links.

2. For the test developers, this study is to give information about the formal links used in reading texts, in English subject of National Examination (2007 edition). Therefore, they can learn more from it and they expect to apply their knowledge for their test development.

3. The last for the further researcher, this study is expected to be a starting point in further research.

1.5 Scope and Limitation of the Study

Since there are any difficulties for the students of Senior High School to understand the texts, the writer emphasizes to analyze the English reading texts of National Examination of Senior High School 2007 period with formal links theory it is including in discourse analysis area.

The use of a language has big means if we know a fact inside language itself and understand the sentence. This statement accordance to what Cook said, that formal links is a fact inside language, or features that operate within sentence. In this research, the writer uses the theory of formal links by Guy Cook, which is categorized into seven aspects that is content of verb form, parallelism, referring

expression (anaphora and cataphora), repetition, substitution, ellipsis, and conjunction.

The reading section texts of National Examination content of eleven data of texts. The writer takes only eight data, reduces, and takes only eight data. It is because only from eight data texts have represented all aspects of formal links in the English reading texts section of National Examination of Senior High School which is still update texts to be discussed.

That is why, based on that reason, the writer takes to analyze the reading text of National Examination of Senior High School 2007 edition in hope it will give a valuable contribution to other generations.

1.6 Definition of the Key Terms

To avoid misunderstanding of the key terms, the writer defines some following key terms that also related to this research:

1. Discourse Analysis : the analysis of language in use or committed to the investigation of the relationships between forms and functions.

2. Cook Formal Links Theory : the distinction between them (active and passive sentence) is a difference in their surface structure. For this research, formal links is used as analyze to know a fact inside the texts of reading in final examination.

3. Final Examination (UAN) : is a kind of final examination in Indonesia, which is held once a year, usually for Elementary, Junior, and Senior High School. Final examinations here as an exam that is focus on reading section exactly the reading text.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Discourse Analysis

As language-users, make sense of what is in the text is, understand what speakers mean despite what they say or understand meaning in sentence, is known as discourse. Discourse analysis give a unique phenomenon in linguistics world, so that many linguists explain about discourse analysis in diverse words but still have the same meaning. Renkema (1993, p. 1) in his book "Discourse Studies" said that discourse studies are the discipline devoted to the investigation of the relationship between form and function in verbal communication.

The definition of discourse, he says, does not only refer to the text itself, but also the consumers of discourse. In another term, most people who studies about discourse, sometimes they are still confuse what discourse itself because of a lot of definitions of discourse. Yule (1996) puts:

> Analysis of cohesive links within a text gives us some insight into how writers structure what they want to say, and may be crucial factors in our judgments on whether something is well-written or not. It has also been noted that the conventions of cohesive structure differ from one language to the next and may be one of the sources of difficulty encountered in translating texts. (p.141)

Crystal on his book entitled 'The Cambridge Encyclopedia of Language' (p.116) said that discourse analysis focuses on the structure of naturally occurring spoken language, as found in such 'discourses' as conversations, interviews, commentaries, and speeches. Text analysis focuses on the structure of written language, as found in such 'texts' as essays, notices, road signs, and chapters.

Besides that, Cook (1989, p. 13) argues that this entanglement of different disciplines can be very confusing, and seems to suggest that discourse analysis is not really a separate activity at all, but a pursuit in danger of evaporating into others. Perhaps the most useful distinction is to think of other disciplines as studying something else through discourse; whereas discourse analysis has discourse as its prime object of study, and though it may take excursions into many different fields, must always be careful to return to the main concern.

2.2 Formal Links

Cook formulates that formal links are facts inside language, or features that operate within sentence (1989, p. 14). He categorizes formal links into seven aspects: verb form, parallelism, referring expression, repetition, substitution, ellipsis and conjunction. Each of those will be explained in a detailed way below:

1. Verb Form

It means that the form of verb in one sentence can limit the choice of the verb form in the next. In the sentence, it seems that there is a degree of formal

connection between them, a way in which the first tense conditions all the other (1989, p. 15).

For example:

> *Sherin was sleeping when her friend came.*
>
> *John had drunk the tea before he went to his friend's house.*

The examples above show that because '*was sleeping'* is past continuous tense so the verb after *(came)* should be simple past tense. The second example shows that '*had drunk'* is past perfect tense so the verb after *(went)* should be past tense.

2. Parallelism

It is a device which suggests the connection, simply because the form of one sentence or clause repeats the form of another (1989, p. 15). For example:

> *Best friend cares without see the condition, gives without hesitation, and*
>
> *understands without explanation.*

The form of the verb *cares*, *gives*, and *understands*, is simple present tense so the sentence above is parallel.

3. Referring Expressions

They are words whose meaning can only be discovered by referring to other words or to elements of the context, which are clear to both sender and receiver (1989, p. 16). Based on the place of specific item and pronoun, it can be divided into two kinds, anaphora and cataphora and the explanations as follows:

    a. Anaphora

It is one kind of referring expression where the identity of someone or something to be given once at the beginning, and thereafter referred to as *she* or *he* or it (1989, p. 16). For example:

I promised to <u>my friends</u> be a good woman, <u>they</u> believe in me.

The word '*they*' refers to '*my friends*' which appear first.

    b. Cataphora

It is another kind of referring expression where pronoun is given first, and then kept in suspense as to its identity, which is revealed after (1989, p. 18). For example:

<u>*Her*</u> *work and spirit make* <u>*Mira. W*</u> *becomes one of famous novelist in Indonesia.*

The word *his* refers to *Mira. W*, which appear after the pronoun.

4. Repetition

Repetition of words can create the same sort of chain as pronouns, and there are sometimes good reasons for preferring it. The repetition form, which may comprise sound, words, phrase, etc, for example:

You are my <u>red</u> <u>red</u> rose.

5. Substitution

It is the representation of words or group of words in the form of incomplete items, such as do or so for a group of words, which have appeared in the earlier sentence (1989, p. 20). For example:

A: Do you like <u>mangoes</u>?

B: Yes, I think <u>so</u>.

The word *so* substitutes *mangoes*, *so* is representation of word *mangoes*.

6. Ellipsis

It is omitting art of sentences on the assumption that an earlier sentence or the context will make the meaning clear (1989, p. 20). For example:

A: What are you doing?

B: Eating mango.

It does not need to put "I am" before 'eating a mango', because "I am" has been understood by the receiver.

7. Conjunction

It is words and phrases, which explicitly draw attention to the type of relationship, which exist between one sentence or clause and another (1989, p. 21). For example:

He is very good brother, <u>so</u> I love him very much.

Actually, Cook formulates the conjunction into six categories they are: As the words may simply add more information to what has already been said (*and, furthermore, add to that*). To elaborate or exemplify (*for instance, thus, in other words*). To contrast new information with old information, or put another side to the argument (*or, on the other hand, however, conversely*). The words *so, consequently, because, for this reason* to relate new information to what has already been given in term of clauses, or in time (*formerly, then, in he end, next*). For the last categories is to indicate a new departure or a summary (*by the way, well, to sump up, anyway*).

In addition, to differentiate from the others theory, the writer puts a general explanation of formal links from Halliday and Hasan (1976). Halliday and Hasan (1976) call formal link as grammatical cohesion. They divide cohesive component in terms of grammatical cohesion and lexical cohesion. Grammatical

items are reference, substitution, ellipsis, and conjunction to establish grammatical cohesion. In this research, the writer discusses the grammatical cohesion as follows:

1. Reference

Reference deals with a semantic relationship (1976, p. 31). It is the relation between an element on the text and something else by reference to which it is interpreted in the given instance. Reference is divided into three types: personal, demonstrative, and comparative reference. Each of which is discussed further below.

a. Personal Reference

Personal reference is reference by means of function in the speech situation, through the category of person (1976, p. 37). For example:

You may ask permission to Jane first, not bring all cats of <u>hers</u> soon. If <u>they</u> have any accident, <u>she</u> will be angry with you.

In the example, "she" and "they" are personal pronouns, which refer to "Jane" and "Jane's cats". For word, "hers" is a possessive pronoun, which points to "Jane".

b. Demonstrative Reference

Demonstrative reference is reference by means of location, on a scale of proximity (near, far, neutral) (1976, p. 37). It is essentially a form of verbal pointing such as this, that, these, those, here, there, now, then, and the. For example:

A dog is walking on the road. No one knows what happen. Suddenly <u>the</u> dog falls with bloody <u>there</u>.

In the example above," the" is demonstrative reference which refers to "A", while "there" is demonstrative reference which refers to "road".

c. Comparative Reference

Comparative reference is indirect reference by means of identity or similarity (1976, p. 37). There are two kinds of comparison: general comparison and particular comparison. Two things may be the same, similar or different. General comparison is expressed by such items as same, equal, identical, such, similar, likewise, different, identically, similarly, differently and the like. For example:

That is the <u>same</u> story as the one we heard yesterday

That is a <u>similar</u> story to the one we heard yesterday

That is a <u>different</u> story from the one we heard yesterday

Particular comparison expresses comparability between things in respect of a particular property. The property in question may be a matter of quantity or of quality. Such items as more, less, fewer, better and the like express particular comparison. The example is illustrated in the following sentence.

I have never seen a more brilliant performance than last night.

Based on the fact, that the reference always points to another element for its interpretation, Halliday and Hasan (1976) classify reference into two kinds: Endophoric reference and Exophoric reference. Each is described as follows:

An endophoric (textual) reference points to a thing as identified in the surrounding of or within the text. Endophoric reference may be anaphoric or cathaphoric. Endophoric reference can be anaphoric if it points to a preceding item. The examples of anaphoric are below:

I see John is here. He read a book.

In contrast to anaphoric, cataphoric reference occurs when the identity of someone or thing is revealed later. However, the example can be seen in the following sentence:

It is the same motorcycle as we bought last night.

An exophoric (situational) reference refers to another element outside the text. It is the context of situation. The example is:

Do not do that here. I want to go sleep.

The demonstrative "that" in the example refers to something outside the text. Its interpretation depends of the context on the text. It is impossible for someone to interpret its meaning unless he knows the context of the text.

2. Ellipsis

Ellipsis, the omission of words or part of sentences, is closely related to substitution. Ellipsis can be described by "substitution by zero" (Halliday and Hasan, 1976, p. 89). There are three kinds of ellipsis that will be explained below:

a. Nominal Ellipsis

Nominal ellipsis is ellipsis within the nominal group (1976, p. 147), for example:

A: How did you enjoy your holiday?

B: (My holiday was) very fantastic.

b. Verbal Ellipsis

Verbal ellipsis is ellipsis within the verbal group (1976, p. 167), for example:

A: Is Alice going to play?

B: She should (play).

c. Clausal Ellipsis

Clausal ellipsis is the omission of the clause (1976, p. 197), for example:

A: Who is going to go shopping?

B: My sister (is going to go shopping).

3. Substitution

Substitution is a relation between linguistic items, such as words or phrases; whereas reference is a relation between meanings. Substitution, on the other hand, is a relation within the text. A substitute is a sort of counter which is used in place of the repetition of a particular item (Halliday and Hasan, 1976, p. 89). Three types of substitutions will be explained below:

a. Nominal Substitution

It refers to relation established by the presence of a noun or a noun phrase (1976, p. 91). This consists of one and ones which always function as ahead of nominal group, and can substitute only for an item which is itself head of nominal group. To clarify this type, the example is provided below:

I've met some strange people in my life. But this <u>one</u> was perhaps the strangest.

The word "one" in the second sentence is the example nominal substitution the word "strange people" respectively.

b. Verbal Substitution

Verbal Substitution occurs when there is a substitution of a verb or verb phrase by a dummy word (1976, p. 122). The verbal substitute in English is "do" which functions as head of a verbal group, in the place that is occupied by the lexical verbs; and its position is always final in the group. Here is the example of verbal substitution.

A: have you called the doctor?

B: I have not done it yet, but I will do it

The word "done" and "do" in B, substitute the word "called" in A.

c. Clausal Substitution

Clausal Substitution occurs when there is an item (dummy word) substitutes a clauses (1976, p. 130). The presupposed item is not an element within the clause but an entire clause. Here is the example:

Every one seems to think he is guilty. If so, no doubt he will offer to resign.

The word" so" substitutes for "he is guilty".

4. Conjunction

Conjunction cohesion is a semantic relation that indicates how the subsequent sentence or clause should be linked to the preceding or the following (part of the) sentence (1976, p. 226). There are four types of conjunction:

a. Additive Conjunction

Additive conjunction: and, and also, nor, and………not, or, or else, furthermore, in addition, besides, alternatively, incidentally, by the way, for instance, like wise, similarly, on the other hand, etc.

She was opening the door, and putting you out from hot.

My friend says he does not know your book. Further, I believe that he denies about it.

In the examples of additive conjunction above, "and' and' further" presuppose the presence of elements that complete the previous elements (1976, p. 242).

b. Adversative Conjunction

Adversative conjunction: yet, though, only, but, however, nevertheless, in fact, actually, as a matter of fact, on the other hand, instead, at least, rather, in any case, anyhow, at any rate, etc (1976, p. 242). As the example:

I did a mistake to my best friend. <u>Yet,</u> I get apologize from him.

I'd love to join it. <u>Only</u> I don't know how to play.

The adversative conjunctions "yet" and "only" presuppose the presence of the elements that are contrary to the expectation of the previous elements.

c. Causal Conjunction

Causal conjunction: so, then, therefore, consequently, because of, as a result, in consequence, for, because, then, in that case, otherwise, in this regard, in this respect, etc (1976, p. 242). For example:

Mr. George likes to burn any plants. <u>Consequently,</u> damage and flood cannot be rejected.

In the examples of causal conjunction, the conjunctions "because of" and "consequently "indicate a cause and effect relation.

d. Temporal Conjunction

Temporal conjunction includes then, next, after that, previously, finally, until then, first……..then, soon, at once, next time, meanwhile, other then, in conclusion, up to now, briefly, to sum up, etc (1976, p. 242).

The car was repaired. <u>Afterwards,</u> we were able to continue our journey.

2.3 National Examination

National examination is a test that is given for students in their last period, Elementary, Junior, and Senior High School. National examination in this research is a test that is given for students of Senior High School before they pass from the school which is held once a year. The test that is held in Indonesia here is known as UN (Ujian Nasional), formerly UAN (Ujian Akhir Nasinonal).

The national examination of Senior High School 2007 consists of four subjects of study; they are Mathematics, Bahasa Indonesia, English, and Economics. Each of subjects of study is held in every single day. Mathematics is tested for students who take IPA (Ilmu Pengetahuan Alam), and Economics test is given for IPS (Ilmu Pengetahuan Alam) concentration. Bahasa Indonesia and English, both are given in neutral, on the other word, they are given for IPA, IPS, or even Language's students.

English subject, which is the test in English language, must be done for any concentration students. English test actually consists of around fifty questions number but is divided into two kinds of section, listening, and reading section. Basically, the nominal of question in both, listening and reading section are same. In each section, there is half question from the total question, so it is around twenty-five questions.

Listening section is a section where the students must answer all the questions after listening to the instruction, the question, or the short story in a cassette that has given one by one. So, one short story for one question and the answer are stated on the paper of national examination itself. While for reading

section, there are texts of paragraph or we can call it passage, is used to answer one or two questions and sometimes more than that. The text of reading, sometimes in form of paragraph of story and conversation, re-arrange sentences, looking for the close meaning of word, etc.

The writer believes that the students get some difficulties in answering the listening questions because the speakers in the cassette speak in fast so they could not understand well, whereas the cassette is played once. If the students did not pay attention carefully, of course, they cannot answer the question. In reading section, the texts are accurately stated on the paper of national examination, so they can read and re-read the text of passage until they understand and get the answer of the questions easier than in listening section system.

Thus, based on that phenomenon, the writer is interested in choosing the reading section focuses on the reading text as the object to be analyzed with formal links theory. Besides that, in hope the students are instructed to have ability in increasing and comprehending the texts or sentences, especially in English language.

2.4 Previous Study

There have been previous related studies concerning the mastery and the use of formal links. A preliminary research was conducted by Intan Rahma Furi (2005) entitled *A Discourse Analysis on William Blake's Poem (Their Formal Links and Message).* The research aimed at investigating the formal links, which is used in the poem. She found that in a literary work also content of formal links

that can be easier to understand by the reader. She found many repetitions in using whispered word to make the poetry in beautiful sense. The second research was conducted by Hessy Elviyah (2007) entitled *A Study on Formal Links Used in Ahmed Deedat Vs. Pastor Stanley Sjoberg's Debate "Is Jesus God"*. The research was aimed at investigating the function of formal links used in the debate, which there were many conjunction used in the debate. Both of the researches focused on certain types of formal links, but one is categorized of written discourse and the other is categorized of spoken discourse. She found more conjunction used in spoken form than the other aspects of formal links. While in the present research, the writer focuses on the English reading texts of national examination in the form of written discourse. Besides, the present research was aimed at investigating the function of formal links used in English national examination of Senior High School 2007 edition.

CHAPTER III

RESEARCH METHOD

This chapter is divided into five sub chapters about the method that used in this research. Research design, research instrument, data collection, data sources, and data analysis are explained below.

3.1 Research Design

This research uses descriptive qualitative method, because the data are obtained from written description and cannot be treated with statistical procedures. Furthermore, in this research called descriptive because the data of this research are explained descriptively the object that is investigated. This argument is in accordance with what Bogdan (1998) said.

> Qualitative research is descriptive. The data collected take the form of words or pictures rather than numbers. The written results of the research contain quotations from the data to illustrate and substantiate the presentation. The data include interview transcripts, fieldnotes, photographs, videotapes, personal documents, memos, and other official records. In their search for understanding, qualitative researchers do not reduce the pages upon pages of narration and other data to numerical symbols. They try to analyze the data with all of their richness as closely as possible to the form in which they were recorded or transcribed. (p. 89)

Here the writer tries to describe and explain the aspects and the use of formal links based on Cook's formal links theory focuses on English reading texts of National Examination of Senior High School.

3.2 Research Instrument

The key instrument of this research is the writer herself because she collects the data and analyzes the reading texts in English subject of National Examination of Senior High School 2007 edition that collected by accessed from the internet, www.ziddu.com and www.banksoal.sebarin.com.

3.3 Data Sources

The data of this research is the sentence of English reading texts of National Examination of Senior High School 2007 edition, which perform in formal links construction. While the data source of this research is the English reading texts of National Examination of Senior High School 2007 edition are taken from the internet www.ziddu.com and from www.banksoal.sebarin.com.

3.4 Data Collection

The data of this study were taken from written words in the English reading texts of National Examination of Senior High School. To collect the data, the writer collects the data by accessing from the website of www.ziddu.com and from www.banksoal.sebarin.com and takes only the English reading texts of National Examination of Senior High School 2007 edition; next the writer read the English reading texts and found the sentences contain of formal links. The last she reread and tries to understand the English and decided the reading section only with reduction the data with taking only eight from eleven of English reading text in National Examination.

3.5 Data Analysis

The writer analyzes the data according to the Cook's formal links theory. Based on the research problems, the analysis process is described below:

To answer the research problem, after reading the English texts of final examination of the Senior High School, then the writer identifying any formal links that found in the passage of National Examination of Senior High School 2007 edition. After that, categorizing the sentence or the words into any kinds of formal links based Cook's theory.

Next, the writer analyzes the sentences that found and content of any aspect of formal links inside based on Cook's theory, and explains the function of formal links in the English reading texts of National Examination of Senior High School 2007 edition. Finally, the writer makes a conclusion of the finding.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter discusses the data findings of the study, which includes the data description, result of analysis and discussion of the findings. The discussion includes the interpretation of the results of this present study.

In reading section of National Examination in 2007 edition, there are eleven reading texts but reduces into eight data. All of them are discussed here by using the formal links theory proposed by Cook.

4.1 Findings

Data analysis includes all the data that are used in the research to analyze the cohesive devices. The data was taken from the reading texts of National Examination of Senior High School 2007 edition. The data have been taken from the internet. Actually, the English National Examination has two sections; they are listening and reading section. In this research, the writer chooses only the reading section texts. In mentioning the sentences content of formal links, the writer puts the line position only for long texts because to help the readers be easier to find the texts.

The reading text was taken because there is a concrete data that can be read deeply than listening section. Besides that, the use of the year of 2007 is still update materials to be discussed.

From the data source, the cohesion device analyzed is formal links or, as stated by Halliday and Hasan as grammatical cohesion but in this research as the writer stated below, the analyses used is the theory by Cook. The formal links that is proposed by Cook consists of verb form, parallelism, referring expression (anaphora and cataphora), repetition, substitution, conjunction, and ellipsis. All data on formal links are displayed below:

The reading texts of national examination 2007 edition

Data 1

Eka   : Are you free today?
Lidya   : Yes, what's up?
Eka   : Would you like to come with me to see the "Peterpan" show tonight?
Lidya   : Thanks, I'd be delighted to. It's my favorite band.

a. Verb Form

1. **Would** you **like to come** with me **to see** the "Peterpan" show tonight?

In that sentence it rises verb form because the use of to infinitive, *to come*, comes after *would like* while the word *to see* is influenced by *to come* (the earlier verb). The presence of word 'would' itself is often used to make a request and in this sentence the word *would* is used to make the speaker's invitation more polite.

b. Referring Expression

1. Would you like to come with me to see the "**Peterpan"** show tonight?

Thanks, I'd be delighted to. **It's** my favorite band.

It's refers to a name of group band, that is *Peterpan* that is stated earlier. It is called **anaphora** because of the identity of someone or something to be given once at the beginning and thereafter followed by the pronoun, as 'she', 'he', or 'it'. The use of *it's* to make the listener clearer of the speaker's sentence that actually it refers to the subject *peterpan*.

c. Substitution

1. Would you like to **come with me to see the "Peterpan" show tonight**?

Thanks, I'd be delighted **to**.

The substitution happens here because the usage of the word *to* substitutes the representation of *come with me to see the "Peterpan" show tonight* it is to short the sentence but the reader or the listener is understand. The usage of the word *to* may use to make a short sentence in one conversation.

d. Ellipsis

1. Are you free today?

Yes, what's up?

The omitting word is happened here. It can be formulated into '*Yes, (I am free today), what's up?*', but the sentence just uses the word 'yes' to answer the

question and that is clear enough to be understand by the listener even without saying 'yes, (I am free today)'. The omitting of *I am free today* in assumption with saying *Yes* only, the speaker can be understand and in this sentence seem the situation is less formal.

Data 2

> Mira : Hi, Dad, I will be late home because the committee will hold a meeting after class.
> Father : It's okay but you must go straight home after the meeting.
> Mira : Don't worry, Dad.
>
> Mother : What did Mira say?
> Father : She said that she would be late home today.

a. Verb Form

1. Hi, Dad, I **will be late** home because the committee **will hold** a meeting after class.

The sentence above shows that because 'will be late' is future tense so the verb after (will hold) should be in future tense as well. It is stated that Mira's late is caused by another next activity. The speaker uses the word *will* because the situation is already happen, yet. So the word *will* is used to give an information to the speaker's father about the situation that may happen in the future or not.

2. She **said** that she **would be** late home today.

Verb form is shown by *said* in the form of past tense since it is as verb in main clause of indirect speech. Then it is followed by *would be* (past future tense) as the sub clause. Here, the speaker uses the word *said* because in indirect speech construction. The speaker repeats what is said by the first speaker.

b. Referring Expression

1. What did **Mira** say*?*

   She said that **she** would be late home today.

The **anaphora** occurs when the name or identity of something or someone occur first. Like the writer stated before, that the anaphora is to identity something or someone to be given once at the beginning and thereafter referred to as pronoun. The word *she* is used to make clearer information to the listener.

c. Repetition

1. I **will** be late home because the committee **will** hold a meeting after class.

2. **She** said that **she** would be late home today.

The repetition of words happens only in the use of 'will' and 'she'. The repetition here can be as a stressing word to the reader. The usage of 'will' can be as a word in asking for something to be done in the future. The use of 'will' to shows a situation that will happen in the future or may not. While the word 'she'

is repeated twice, to make it clearer and it is to show that 'she' refers to Mira as the doer or the major doer in that little conversation.

d. Ellipsis

1. **It's okay** but you must go straight home after the meeting.

In this sentence, there is omitting art of sentence, for example after '*It's okay*', it seems there is an omitting word, that is '*It's okay, (if you'll be late) but you must go straight home after the meeting*'. The omitting *if you'll be late* here to make the sentence of the speaker in short form.

e. Conjunction

1. It's okay **but** you must go straight home after the meeting.

The usage of conjunction 'but' in '*It's okay **but** you must go straight home after the meeting*', shows the contrary of new information with old information. The word 'but' here as the conjunction show the exemption of permission or a commitment that it does not matter if Mira come late so long as she goes straight home after the meeting.

Data 3

COMPANY ACCOUNT

Expanding wholesaler of stationary and office equipment requires
- A responsible accountant for director to run smoothly the company finance with good salary and good working condition for good applicant.

Apply with curriculum vitae to
Mrs. Barton
Office Equipment World & Efficiency Works
PO Box 36 Whistle Woods UK

a. Parallelism

1. A responsible accountant for director to run smoothly the company finance with **good salary** and **good working condition** for good applicant.

In the example above, it can be found a parallelism; they are 'good salary' and 'good working'. The parallel sentence here to shows the characteristics of an accountant that must be good, how to be a responsible accountant for good applicant, which is also stated that the company provides 'good salary', and 'good working condition'.

b. Repetition

1. A responsible accountant for director to run smoothly the company finance with **good** salary and **good** working condition for **good** applicant.

From the sentence above it can be known that the word 'good' is repeated three times. The word *good* itself parallel in form of adjective and the usage of repetition of the word 'good' can be as a word to make a stressing in saying something, for example in stating main idea of the paragraph.

c. Conjunction

1. Expanding wholesaler of stationary **and** office equipment requires.

The use of conjunction 'and' is found to connect two phrase into a sentence. In a sentence, there must be discussed one topic with any explanation in each paragraph. Therefore, the conjunction used in the sentence to make a relation one to another, in expanding the wholesaler of stationary and office equipment requires.

2. A responsible accountant for director to run smoothly the company finance with good salary **and** good working condition for good applicant.

While the usage of conjunction 'and' here is found to connect two phrases into a sentence. In a sentence, there must be discussed one topic with any explanation in each paragraph. Therefore, the conjunction used in the sentence to make a relation one to another, in giving information of the characteristic of a responsible accountant.

Data 4

Once upon a time, a rabbit wanted to cross a river but he could not swim. He had an idea. He saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile, "How many crocodiles are there in the river?" The boss of crocodile answered, "We are twenty here." "Where are they?" the rabbit asked for the second time. "What is it for?" the boss of crocodile asked.

"All of you are good, nice, gentle, and kind, so I want to make a line in order. Later I will know how kind you are," said the rabbit. Then, the boss of the

crocodile called all his friends and asked them to make a line in order from one side to other side of the river. Just then, the rabbit started to count while jumping from one crocodile to another: one…two…three…four…until twenty, and finally, he thanked all crocodiles because he had crossed the river.

a. Verb Form

1. He **thanked** all crocodiles because he **had crossed** the river. (11th line)

First verb conditions all the other. The verb *thanked* in form of past influence the second verb appears, *had crossed*. The second verb form is past perfect because it is happened first. The word *thanked* in simple past tense because it is to show the act that is done later.

b. Parallelism

1. "All of you are **good, nice, gentle**, and **kind,** so I want to make a line in order. (6th line)

The usage of the word 'good', 'nice', 'gentle', and 'kind', are categorized into the parallelism. In that sentence, it is found the parallel of words that they are as an adjective with simple present tense form, even there is auxiliary 'are', it just influenced by the subject 'all of you'. The usage of parallel with an adjective form here, 'good', 'nice', 'gentle', and 'kind' is to persuade people to do something. The persuasion words are used in order to make the crocodile come out and make a line as an element by a rabbit to cross the river.

2. Then, the boss of the crocodile **called** all his friends and **asked** them to make a line in order from one side to other side of the river.

In this sentence, *called* and *asked* are categorized into parallelism because both of them are in parallel of verb in form of simple past tense. In this sentence the usage of them is to show the two activities of the boss of crocodile, those are called all his friends then asked them to make a line.

3. The rabbit **started** to count while jumping from one crocodile to another: one…two…three…four…until twenty, and finally, he **thanked** all crocodiles because he had crossed the river.

The verb *started* and *thanked* are in form of past tense, and make a cause and effect because the rabbit can jump or cross the river, so the rabbit say thanks to the crocodile. So that the usage of *started* and *thanked* can be classified into parallelism.

c. Referring Expression

1. **A rabbit** wanted to cross a river but **he** could not swim. **He** had an idea. **He** saw a boss of crocodile swimming in the river.

The word 'he' occurs after 'a rabbit' as the identity of animal, something or others that is given once at the beginning, so it is called **anaphora.** The usage of the word *he* appears to make a clearer sentence and strengthen in reference the subject *a rabbit*.

2. "How many **crocodiles** are there in the river?" The boss of crocodile answered, "**We** are twenty here." "Where are **they**?" the rabbit asked for the second time.(3rd line)

'We' and 'they' are as the identity of crocodiles' that is stated before. So that, based on that reason it is called **anaphora** which means if the identity of someone or something is given first at the beginning, then followed by the pronoun is called anaphora. The usage of the word *we* and *they* appears to make a clearer sentence and strengthen as the pronoun of *crocodile*.

3. **"Where are they?"** the rabbit asked for the second time. "What is **it** for?" the boss of crocodile asked.

The word *it* occurs after the rabbit asking question, *where are they?*. If the identity of something is given earlier then followed by the pronoun, so this kind of sentences can be classified into referring expression, called **anaphora.** The word *it* that is a pronoun of rabbit question, *where are they?* and to make the sentence clearer.

4. The boss of crocodile answered, "We are **twenty** here." "Where are they?" the rabbit asked for the second time. "What is it for?" the boss of crocodile asked. "**All of you** are good, nice, gentle, and kind, so I want to make a line in order. Later I will know how kind you are," said the rabbit.

All of you as the pronoun of the *twenty* (crocodiles). If the pronoun appears after to show the identity of someone or something so this sentence classified into **anaphora**. The anaphora here is to represent the word *twenty*, which is the total of crocodiles.

5. "All of you are good, nice, gentle, and kind, so **I** want to make a line in order. Later I will know how kind you are," said **the rabbit**.

While in this sentence, *the rabbit* is given after *I* as the pronoun. If the pronoun stated at the beginning then followed by the identity, the rabbit, so this one is categorized into **cataphora**. In order to make it clearer to the reader in understand the subject *I*, the writer puts *the rabbit* after.

6. Then, **the boss of the crocodile** called all **his friends** and asked **them** to make a line in order from one side to other side of the river. (7th line)

The usage of the word *his* as the pronoun is given first that refers to *the boss of the crocodile* as the identity, so it is called by anaphora. Still in one sentence, in giving the word *them* refers to the word *friends,* also said as the **anaphora** and they are used to represent the word *the boss of the crocodile,* so it can be a clearer sentence.

7. Just then, **the rabbit** started to count while jumping from one crocodile to another: one…two…three…four…until twenty, and finally, **he** thanked all crocodiles because **he** had crossed the river.

The word *he*, as the pronoun of *the rabbit* stated after its identity. So that, based on that reason it is called **anaphora** which means if the identity of someone or something is given first at the beginning, then followed by the pronoun is.

d. Ellipsis

1. He saw a boss of crocodile **swimming** in the river.

The omitting of words is happened here. The sentence should be *He saw a boss of crocodile that is swimming in the river*, but *that is* is omitted for the clause reduces becoming phrase. The omitting is used to burn the excessive word.

2. Just then, the rabbit started to count while **jumping** from one crocodile to another.

This sentence should be *Just then, the rabbit started to count while he is jumping from one crocodile to another,* but here it is found that *he is* is omitted because of reduction and used in order to make a short sentence.

e. Conjunction

"All of you are good, nice, gentle, **and** kind, **so** I want to make a line in order. Later I will know how kind you are," said the rabbit. **Then**, the boss of the crocodile called all his friends **and** asked them to make a line in order from one side to other side of the river. **Just then**, the rabbit started to count **while** jumping from one crocodile to another: one…two…three…four…until twenty, **and finally**, he thanked all crocodiles **because** he had crossed the river.

The use of conjunction on that passage consists of *and, then, and finally, so, just then,* and *because,* which is in detail the word 'and' appears twice, the conjunction that appears one time is 'then', 'just then', 'and finally', 'so', while, and the last is 'because', which is the function of these conjunction is to connect one idea into others.

Data 5

The University of Australia

The University of Australia has an international reputation for educational professionals and for applied research. It is Australia's largest university, with six campuses, including a specialized technology campus. The university places particular importance on the quality of its teaching and learning programs, and on its working links with industry, business and government.

a. Parallelism

1. The university places particular importance on the quality of its **teaching** and **learning** programs, and on its **working** links with industry, business and government.

The form of the verb *teaching, learning,* and *working* are in the same position. All of them use in gerund, so the sentence above can be classified into the parallelism. The words 'teaching', 'learning' and 'working' show the quality of particular importance in the University of Australia.

2. The university places particular importance on the quality of its teaching and learning programs, and on its working links with **industry, business** and **government**.

While in this sentence categorizes into parallelism because the words *industry, business,* and *government* are the same, in noun form. The parallel here used to tell the reader that there are qualities in the university.

b. Referring Expression

1. **The University of Australia** has an international reputation for educational professionals and for applied research. <u>It</u> is Australia's largest university.

The word 'it' is as the identity of the name of one of university in Australia, 'The University of Australia', which appears first. That is why the sentence is categorized into **anaphora**.

2. **The university** places particular importance on the quality of **its** teaching and learning programs, and on **its** working links with industry, business and government.

The word 'its' is as the identity of the name of *the university*, which appears first. That is why the sentence is also categorized into the **anaphora** and here used to show the important of quality in the university.

d. Ellipsis

1. It is Australia's largest university, with six campuses, **including** a specialized technology campus.

There is omitting art of sentence that is called by an ellipsis. Before the word *including* it should be put *which is*. The omitting of word here to make the meaning is clearer.

d. Conjunction

The University of Australia has an international reputation for educational professionals **and** for applied research. It is Australia's largest

university, with six campuses, including a specialized technology campus. The university places particular importance on the quality of its teaching **and** learning programs, **and** on its working links with industry, business **and** government.

All of the conjunctions which are stated with 'and' appear in four times. The usage of conjunction 'and' above means that the paragraph have an information to be given to the reader, while the function of conjunction 'and' itself according to Cook's opinion is to add more information to what has already been said. The important thing is that the advantages told by adding more information to make an interesting feeling to the students to enter and join with the University of Australia.

Data 6

> The police thought that two burglars started the robbery at 151 Pattimura street on Sunday afternoon. The burglars broke into the students' room while they were going to a football game. They never thought that while they were away, burglars would break into their boarding house.

a. Verb Form

1. The burglars **broke** into the students' room while they **were going** to a football game.

The example above show that because *broke* is past tense influence the next verb, *were going*, should be past progressive tense. The usage of past progressive here to show that this situation happened first.

b. Referring Expression

1. The police thought that two burglars started the robbery at 151 Pattimura street on Sunday afternoon. The burglars broke into **the students**' room while **they** were going to a football game. **They** never thought that while **they** were away, burglars would break into **their** boarding house.

In the sentence above, there is **anaphora** because the usage of the word *they* and *their* which is appeared first, used to represent the word *student,* so it can be a clearer sentence.

c. Conjunction

The police thought that two burglars started the robbery at 151 Pattimura street on Sunday afternoon. The burglars broke into the students' room while they were going to a football game. They never thought that **while** they were away, burglars would break into their boarding house.

The conjunction on that passage is only in single time that is the word 'while'. The usage of conjunction 'while' shows contrast new information with

old information, or just put another side to the argument that has been given. One thing happened besides something else happened. The burglars were away and never thought that they will break into the student's room.

Data 7

> An elephant is the largest and strongest of all animals. It is a strange looking animal with its thick legs, huge sides and back, large hanging ears, a small tail, little eyes, long white tusks and above all it has a long nose, the trunk.
> The trunk is the elephant's peculiar feature, and it has various uses. The elephant draws up water by its trunk and can squirt it all over its body like a shower bath. It can also lift leaves and puts them, into its mouth. In fact the trunk serves the elephant as long arm and hand. An elephant looks very-clumsy and heavy and yet it can move very quickly.
> The elephant is a very intelligent animal. Its intelligence combined with its great strength makes it a very useful servant to man and it can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight.

a. Parallelism

1. An elephant is the **largest** and **strongest** of all animals. (1st line)

The usage of both words 'largest' and 'strongest' are in comparison so the sentence can be called parallelism. It can have a powerful emotional effect with the deeper meaning, because the words that are used is large and strong (+ est) which is meant to tell 'the most' large and strong. No animal is as big as elephant.

2. In fact the trunk serves the elephant as **long arm** and **hand**. (6th line)

The parallelism here shown by the usage of the words arm and hand as the noun, which is in the texts to tell about the elephant has a long arm and also a log hand.

3. An elephant looks **very-clumsy** and **heavy** and yet it can move very quickly. (7th line)

In this sentence, the usage of mentioning of the condition of an elephant can be called parallelism. It is because (very-clumsy, heavy, and quickly) are parallel in the adjective form. The parallel here to show the elephant is looks like clumsy and heavy.

4. Its intelligence combined with its great strength makes it a very useful servant to man and it can be trained to serve in various ways such as **carry** heavy loads, **hunt** for tigers and even **fight**.

The usage of words *carry*, *hunt*, and *fight* are in form of verb in present tense. It can have a powerful emotional effect with the deeper meaning, because all of that words actually to tell the reader that the elephant is strongest animal.

b. Referring Expression

1. **An elephant** is the largest and strongest of all animals. **It** is a strange looking animal with **its** thick legs, huge sides and back, large hanging

ears, a small tail, little eyes, long white tusks and above all **it** has a long nose, the trunk. The trunk is the elephant's peculiar feature, and it has various uses. **The elephant** draws up water by **its** trunk and can squirt it all over **its** body like a shower bath. It can also lift leaves and puts them, into **its** mouth. In fact the trunk serves the elephant as long arm and hand. An elephant looks very-clumsy and heavy and yet **it** can move very quickly. **The elephant** is a very intelligent animal. **Its** intelligence combined with **its** great strength makes **it** a very useful servant to man and **it** can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight.

The word *it* and *its* as the pronoun of the identity of animal, elephant. The *it* and *its* pronoun appear after the identity is given, so that this one can be classified into the **anaphora**. The represent of the word *the elephant* with the pronoun *it* to make clearer explanation about the condition of elephant itself.

2. **The trunk** is the elephant's peculiar feature, and **it** has various uses. The elephant draws up water by its trunk and can squirt it all over its body like a shower bath. **It** can also lift leaves and puts them, into its mouth.

It is called **anaphora,** because the identity of something is given once at the beginning and thereafter referred to *it*. In that sentence uses the word *it* as the identity of *the trunk* that appears once at the beginning.

3. The elephant draws up **water** by its trunk and can squirt **it** all over its body like a shower bath.

The word *it* shows as the identity of *water*, given after. If the pronoun is given after the identity it is called by the **anaphora** and used to represent the word *water,* so it can be a clearer sentence.

c. Conjunction

The words that written in bold below, are show the conjunction that appears in this passage, 'and', 'and even', and 'in fact'.

An elephant is the largest **and** strongest of all animals. It is a strange looking animal with its thick legs, huge sides **and** back, large hanging ears, a small tail, little eyes, long white tusks **and** above all it has a long nose, the trunk.

The trunk is the elephant's peculiar feature, **and** it has various uses. The elephant draws up water by its trunk **and** can squirt it all over its body like a shower bath. It can also lift leaves **and** puts them, into its mouth. **In fact** the trunk serves the elephant as long arm **and** hand. An elephant looks very-clumsy and heavy **and** yet it can move very quickly. The elephant is a very intelligent animal. Its intelligence combined with its great strength makes it a very useful servant to man **and** it can be trained to serve in various ways such as carry heavy loads, hunt for tigers **and even** fight.

The usage of conjunction 'and even' that appears in single time, has the same position or same meaning with 'and' that appeared in eight times, that is used to add more information to what has already been said. The word or sentence stated after the 'and' conjunction is to add information about the characteristics of an elephant, like in a sentence '*An elephant is the largest **and** strongest of all animals. It is a strange looking animal with its thick legs, huge sides **and** back, large hanging ears, a small tail, little eyes, long white tusks **and** above all it has a long nose, the trunk*'. While the usage of conjunction 'in fact' that appears in one time is given to state new information that in fact, naturally, the elephant has a trunk to serve him as long his arm and hand.

e. Ellipsis

1**.** Its intelligence **combined** with its great strength makes it a very useful servant to man and it can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight.

This sentence should be "its intelligence that is combined with its great strength makes it a very useful servant to man and it can be trained to serve in various ways such as carry heavy loads, hunt for tigers **and even** fight." The omission of *that is* reduces the clause to phrase. Nevertheless, this changing can be understood by the reader.

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Data 8

Have you ever wondered how people get chocolate from? In this article we'll enter the amazing world of chocolate so you can understand exactly what you're eating.

Chocolate starts with a tree called the cacao tree. This tree grows in equatorial regions, especially in places, such as South America, Africa, and Indonesia. The cacao tree produces a fruit about the size of a small pine apple. Inside the fruit are the tree's seeds, also known as cocoa beans.

The beans are fermented for about a week, dried in the sun and then shipped to the chocolate maker. The chocolate maker stats by roasting the beans to bring out the flavour. Different beans from different places have different qualities and flavor, so they are often sorted and blended to produce a distinctive mix. Next, the roasted beans are winnowed. Winnowing removes the meat nib of the cacao bean from its shell. Then, the nibs are blended. The blended nibs are ground to make it a liquid. The liquid is called chocolate liquor. It tastes bitter. All needs contain some amount of fat, and cacao beans are not different. However, cacao beans are half fat, which is why the ground nibs form liquid. It's pure bitter chocolate.

a. Verb Form

1. **Have** you ever **wondered** how people **get** chocolate from? (1ˢᵗ line)

Verb form is appeared in this sentence since there are two verbs, they are *have wondered* and *get*. The first verb is in present perfect tense form while the second is in simple present tense. The first tenses is used to limit the tenses of verb in the next.

2. In this article we**'ll enter** the amazing world of chocolate so you **can understand** exactly what you**'re eating**. (1ˢᵗ line)

Three verbs with different tenses are in this sentence. the first verb is in simple future tense for the clause shows an cause, then it is followed by an effect by using modal auxiliary in simple present tense in the second verb, and the third

verb which is in simple present progressive comes out in clause functioning as noun.

b. Parallelism

1. This tree grows in equatorial regions, especially in places, such as **South America, Africa**, and **Indonesia**. (4th line)

The sentence is categorized into parallelism, because the sentence shows the parallel in form of noun. The mentioning the same thing here used to mention the name of equatorial region places which there are grows the cacao tree.

2. The beans are **fermented** for about a week, **dried** in the sun and then **shipped** to the chocolate maker. (8th line)

Fermented, dried, and *shipped* that is stated in that sentence can be categorized into a parallelism of an adjective form. The words 'fermented', dried', and 'shipped' are used to tell to the readers the process how a beans be a chocolate.

3. Different beans from different places have different qualities and flavor, so they are often **sorted** and **blended** to produce a distinctive mix. (7th line)

In this sentence found the parallelism, the words are *sorted* and *blended*. These two words are in passive voice. *Sorted* and *blended* is used to make a clearer explanation, a way to get a chocolate with different quality and flavor.

c. Referring Expression

1. **Different beans** from different places have different qualities and flavor, so **they** are often sorted and blended to produce a distinctive mix. (7th line)

This sentence is one kind of referring expression where the identity of someone or something (they) that used to change or as pronoun of the word *different beans*. So that in this sentence called by anaphora because shown by the word *they* as the pronoun, appears after the identity, *different beans,* is given.

2. Winnowing removes **the meat nib of the cacao bean** from its shell. Then, the nibs are blended. The blended nibs are ground to make **it** a liquid (13th line)

The word *it* refers to *the meat nib of the cacao bean* that appears first. It is called **anaphora,** because the word *it* as the identity of *the meat nib of the cacao bean* which is based on the meaning of anaphora itself is for the identity of someone or something to be given once at the beginning.

3. The liquid is called **chocolate liquor**. **It** tastes bitter.

It is called **anaphora,** because the identity of something is given once at the beginning, *chocolate liquor* and followed by the pronoun *it*. In that sentence, the word *it* is to make it clear that means refers to *chocolate liquor*.

4. However, cacao beans are half fat, which is why the ground nibs form **liquid**. **It**'s pure bitter chocolate.

The word *it* refers to *liquid* that is appeared before. Because of the apparition of pronoun is given after its identity, so this kind of sentence can be called as the **anaphora**. The word *it* used to strengthen its identity that is appeared first, *liquid*.

d. Repetition

Have you ever wondered how people get **chocolate** from? In this article we'll enter the amazing world of **chocolate** so you can understand exactly what you're eating.

Chocolate starts with a **tree** called **the cacao tree**. This **tree** grows in equatorial regions, especially in places, such as South America, Africa, and Indonesia. **The cacao tree** produces a **fruit** about the size of a small pine apple. Inside the **fruit** are the tree's seeds, also known as cocoa **beans**.

The beans are fermented for about a week, dried in the sun and then shipped to **the chocolate maker**. **The chocolate maker** stats by roasting **the beans** to bring out the flavour. Different **beans** from **different** places have **different** qualities and flavor, so they are often sorted and **blended** to produce a distinctive mix. Next, the roasted **beans** are winnowed. Winnowing removes the meat nib of the cacao bean from its shell. Then, the **nibs** are **blended**. The **blended nibs** are ground to make it a **liquid**. The **liquid** is called **chocolate** liquor. It tastes **bitter**. All needs contain some amount of fat, and **cacao beans** are not different. However, **cacao beans** are half fat, which is why the ground **nibs** form **liquid**. It's pure **bitter chocolate**.

There are, on the passage above, the total of repetition is thirty-three, they are 'chocolate', 'the cacao tree', 'tree', 'fruit', 'beans', 'the chocolate maker', 'different', 'cacao beans', 'the beans', 'blended', 'liquid', 'nibs', and 'bitter'. All of the words appear in different times. The words that commonly repeated are 'chocolate' and 'bean'. However, the word 'chocolate' is repeated because of to make a clearer explanation to the readers, which is in the passage tells about chocolate, exactly how to get chocolate. there is a process to get chocolate from a bean, a cacao bean, fermented, dried, shipped, and other processes until be a pure chocolate.

e. Ellipsis

1. Chocolate starts with a tree **called** the cacao tree.

Omitting words is occurred in the sentence. Initially the sentence is 'chocolate starts with a tree (that is) called the cacao tree.' for *that is* is reduced, it becomes absence to make an accurate sentence so can be understand easier by the readers.

2. Inside the fruit are the tree's seeds, also **known** as cocoa beans.

This one is to make the sentence is accurate, so there is omitting word but the absence of which is does not influence the meaning of the sentence although the sentence should be 'inside the fruit are the tree's seeds, *which is* also known as cocoa beans.

f. Conjunction

Have you ever wondered how people get chocolate from? In this article we'll enter the amazing world of chocolate **so** you can understand exactly what you're eating.

Chocolate starts with a tree called the cacao tree. This tree grows in equatorial regions, especially in places, such as South America, Africa, **and** Indonesia. The cacao tree produces a fruit about the size of a small pine apple. Inside the fruit are the tree's seeds, also known as cocoa beans.

The beans are fermented for about a week, dried in the sun **and then** shipped to the chocolate maker. The chocolate maker stats by roasting the beans to bring out the flavour. Different beans from different places have different qualities and flavor, **so** they are often sorted **and** blended to produce a distinctive mix. **Next**, the roasted beans are winnowed. Winnowing removes the meat nib of the cacao bean from its shell. **Then**, the nibs are blended. The blended nibs are ground to make it a liquid. The liquid is called chocolate liquor. It tastes bitter. All needs contain some amount of fat, and cacao beans are not different. **However**, cacao beans are half fat, which is why the ground nibs form liquid. It's pure bitter chocolate.

There are six categories of conjunction founded (so, and, and then, then, next, however). The usage of conjunction 'so' and 'and' is appears twice, while the words 'then', 'next', 'and then', and 'however' are appeared in single time. The conjunction 'then' and 'next' is used to show a time, 'and' and 'and then' are used to add more information, tells the steps of making or process from beans into a chocolate. The word 'so' is used to relate new information, that to have different quality of the chocolate, there are special beans used and make an effect that the beans are often sorted and blended to produce a distinctive mix. While the conjunction 'however', is used to say a contrast or put another side to the argument. An argument that cacao beans are half-fat then will get the pure bitter chocolate.

4.2 Discussions

This part of the chapter four discusses and analyzes the functions of formal links that are used in English reading texts of National Examination of Senior High School 2007 edition. After analyzing the aspects of formal links, it can be found that each type of formal links has different function from other types of formal links and even though they are. The function of formal links which were found includes verb form in one sentence can limit the verb in the next sentence of the text. There seem to degree of formal connection between them in away of consistency in using certain tense. For parallelism is to simply the language that used, for referring expression is to indicate reference pronoun, for repetition is to stress the text idea, for substitution and ellipsis are to make the utterances accurate, for conjunction is to indicate cause and effect relationship, to indicate comparison and contrast. The analysis was done based upon the place of formal links in the English reading text of National Examination of Senior High School 2007 edition. All the formal links that are found are influenced of each type that was spread over in the reading texts that is to make cohesive relation in each passage.

To indicate a connection between ideas, the texts use a wide variety of repetition in National Examination 2007 edition. Therefore, there are several functions of conjunction, which are different from each other depending on the types of conjunction such as to indicate cause and effect relationship, indicate comparison, contrast, etc.

In conclusion, the function of formal links which are found in the English reading text of National Examination of Senior High School 2007 edition show that it had important role to make a good coherence in the written. Their existence cannot be separated; they must collaborate and compensate each other to give result in cohesive relation in written text. The readers are confused when the written text lacks of formal links, they cannot easily understand from one part to another.

The good collaboration between the types of formal links to each other will result in high quality of coherence not only in pieces of speaking but also in writing. It was proved in this study, because the writer found that conjunction occurred more than the others but this is still resulting in a good coherence written which was more easily understood by the readers because one function of the conjunction itself is to make the sentences cohesive. While the repetition is given sometimes to make stressing the idea of the passage.

By using the types of formal links, it is enough to make the written text coherent and has good relationship function between one another of each type of formal links. Formal links are glue that holds a piece of the writing text together. This study proved that the English reading text of National Examination of Senior High School used any aspects or kinds of formal links to make good texts. The findings of the study support Cook theory that a particular stretch of language in some way hangs together, or has unity. Language is called cohesive if there is formal links between the sentences and between clauses.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents some conclusions concerning the results of the study discussed in the previous chapter. This part also gives some suggestions that can be used to improve the ability and understanding of the reading text of National Examination of Senior High School, teachers and the readers or the students, also other further researchers of formal links.

5.1 Conclusion

As stated before, this study was done to investigate the used of formal links in the English reading texts of National Examination of Senior High School 2007 edition. The result of this study leads to the following conclusion:

The conclusion was drawn from the analysis, showing that the seven types of formal links such as verb form, parallelism, referring expression, repetition, substitution, ellipsis, and conjunction is commonly used in the English reading texts of National Examination. The usage of formal links in the passage can be a basic knowledge in the degree of Senior High School even the English learners or English teachers basically they are unconscious with the existing of formal links itself.

The function of each type of formal links that was found is different. Verb form in one sentence can influence and limit the choice of the verb form in the

next sentence. The verb form in one sentence in the passage is fit with the form in other sentences, so it makes an interesting and logically connected the sentence.

For parallelism is to simplify the language that used in the passage, for referring expression is used to indicate the reference pronoun. Repetition used to make a stressing in passage's ideas, while the substitution and ellipsis, both of them are to make the utterance accurate, and the conjunction is used to indicate cause and effect relationship, to indicate the comparison and contrast, to indicate the ideas, also to add more information.

With the usage of formal links in National Examination, it can be detected that in introduce an English learning can be started from the early degree of education. With formal links, the English learners can understand a fact inside sentence in language. The experience in using formal links can be a sharp power to catch the point of sentence in language. However, the writer believes that the usage of formal links in early degree that it can help the students or the English learners know early about the fact inside language before they continue the deeper English learning.

5.2 Suggestion

Because of the formal links is needed to know understand the fact inside language, the writer hopes that formal links theory can be applied and given in early degree, exactly Senior High School. The English learners, are expected to be serious in learning formal links in order to know and understand fact inside the language, and it can also profit their communication, and English teachers

hopefully can introduce and give the formal links theory with a clearer explanation in order to the students are really understand in studying formal links for their future. At last, for the further researchers, in analyzing the spoken or written form that uses a formal links theory, can make a wider and deeper description and compare with another formal links theory.
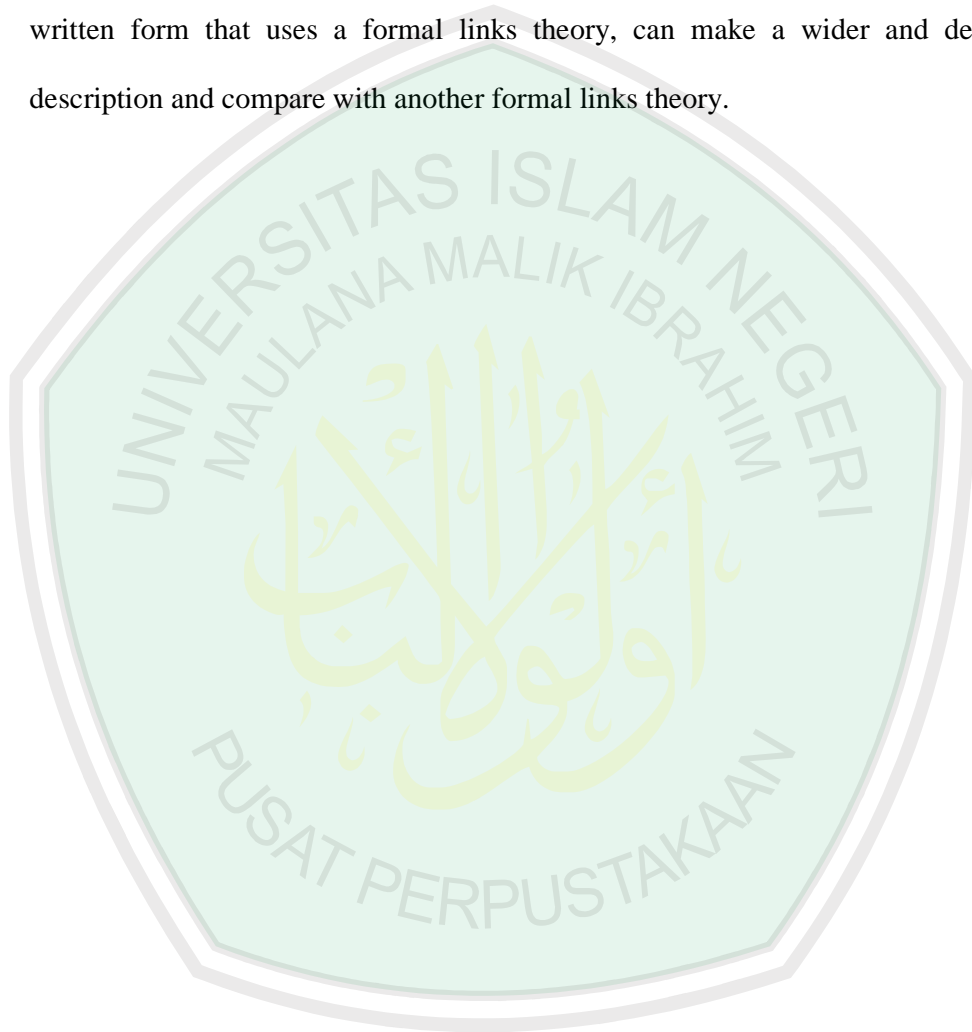
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Certificate that the thesis I wrote to fulfill the requirement for degree of Sarjana Sastra entitled A Study of Formal Links Used in English Reading Texts of National Examination of Senior High School (2007 Edition) is truly my original work. It does not incorporate any materials previously written or published by another people, except those which are indicated in the notes, quotations and bibliography. Due to the fact, I am the only person who is responsible for the thesis if there is any objection or claim from others.

Malang, October 23, 2008

The writer

Ummi Kulsum

APPENDICES

Types:
1 = verb form
2= pararelism
3= referring expression
4= repetition

5= conjunction
6= subtitution

7= ellipsis

DATA	THE TEXT	THE TYPES						
		1	2	3	4	5	6	7
Data 1	Eka : Are you free today?							
	Lidya : **Yes**, what's up?							x
	Eka : **Would you like to come with me to see the "Peterpan" show tonight**?	x		x	x		x	
	Lidya : Thanks, I'd be delighted **to**. **It**'s my favorite band.			x			x	
Data 2	Mira : Hi, Dad, I **will be late** home because the committee **will hold** a meeting after class.	x			x			
	Father : **It's okay but** you must go straight home after the meeting					x		x
	Mira : Don't worry, Dad.							
	Mother : What did **Mira** say?			x				
	Father : She **said** that she **would be** late home today.	x		x				

		1	2	3	4	5	6	7
Data 3	Expanding wholesaler of stationary **and** office equipment requires					x		
	A responsible accountant for director to run smoothly the company finance with **good salary and good working** condition for good applicant.		x		x	x		
Data 4	Once upon a time, **a rabbit** wanted to cross a river **but he** could not swim.			x		x		
	He had an idea. **He** saw a boss of crocodile **swimming** in the river.			x				x
	The rabbit asked the boss of crocodile, "How many **crocodiles** are there in the river?"			x				
	The boss of crocodile answered, "**We** are **twenty** here."			x				
	"**Where are they**?" the rabbit asked for the second time. "What is **it** for?" the boss of crocodile asked.			x				
	"**All of you are good, nice, gentle, and kind**, so **I** want to make a line in order. Later I will know how **kind you are**," said **the rabbit**.		x	x	x	x		
	Then, the boss of the crocodile called all **his friends and asked them** to make a line in order from one side to other side of the river.		x	x		x		
	Just then, **the rabbit started** to count **while jumping** from one crocodile to another: one…two…three…four…until twenty, **and finally**, **he thanked** all crocodiles **because he had crossed** the river.	x	x	x		x		x
Data 5	**The University of Australia** has an international reputation for educational professionals **and** for applied research.			x		x		

		1	2	3	4	5	6
	It is Australia's largest university, with six campuses, **including** a specialized technology campus.			x			x
	The university places particular importance on the quality of **its teaching and learning programs**, and on its working links with **industry, business and government**.		x	x		x	
Data 6	The police **thought** that two burglars **started** the robbery at 151 Pattimura street on Sunday afternoon.	x			x		
	The burglars **broke** into **the students'** room while **they were going** to a football game.	x		x			
	They never thought that **while they** were away, burglars would **break** into **their** boarding house.			x		x	
Data 7	**An elephant** is the **largest and strongest** of all animals.		x	x		x	
	It is a strange looking animal with **its** thick legs, huge sides **and** back, large hanging ears, a small tail, little eyes, long white tusks **and** above all **it** has a long nose, the trunk.			x		x	
	The trunk is the elephant's peculiar feature, **and it** has various uses.			x		x	
	The elephant draws up **water** by **its** trunk **and** can squirt **it** all over its body like a shower bath.			x		x	
	It can also lift **leaves and** puts **them**, into **its** mouth.			x		x	
	In fact the trunk serves the elephant as **long arm and hand**.		x			x	
	An elephant looks **very-clumsy** and **heavy and** yet **it** can move very quickly.		x	x		x	
	The elephant is a **very** intelligent animal.			x			
	Its intelligence **combined** with **its** great strength makes **it** a very useful servant to man **and it** can be trained to serve in various ways such as **carry heavy** loads, **hunt** for tigers **and even fight**.		x			x	x

Data 8	Have you ever **wondered** how people **get** chocolate from?	x						
	In this article we'**ll enter** the amazing world of chocolate so you **can understand** exactly what you'**re eating**.	x						
	Chocolate starts with a tree **called** the cacao tree.						x	
	This **tree** grows in equatorial regions, especially in places, such as **South America, Africa**, and **Indonesia**.	x			x			
	The cacao tree produces a fruit about the size of a small pine apple.							
	Inside the fruit are the tree's seeds, also **known** as cocoa **beans**						x	
	The beans are fermented for about a week, dried in the sun **and then** shipped to the chocolate maker.				x			
	The chocolate maker stats by roasting the beans to bring out the flavour.							
	Different beans from **different** places have **different** qualities and flavor, **so they** are often **sorted and blended** to produce a distinctive mix.	x	x	x	x			
	Next, the roasted beans are winnowed.		x		x			
	Winnowing removes **the meat nib of the cacao** bean from **its** shell.		x					
	Then, the nibs are blended. The blended nibs are ground to make **it** a liquid.		x		x			
	The liquid is called **chocolate liquor**. **It** tastes **bitter**.		x					
	All needs contain some amount of fat, **and cacao** beans are not different.				x			
	However, cacao beans are half fat, which is why the ground nibs form **liquid**. **It**'s pure bitter chocolate.		x		x			