ABSTRAK

Kusumawati, Dania. 2018. *Jenis Penanda Kekohesian dan Kekoherensian Karangan Deskripsi Siswa Kelas X SMK Negeri 6 Yogyakarta Tahun Ajaran 2017/2018.* Skripsi. Yogyakarta: Pendidikan Bahasa dan Sastra Indonesia, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma.

Penelitian ini menganalisis kohesi dan koherensi dalam karangan deskripsi siswa kelas X SMK Negeri 6 Yogyakarta tahun ajaran 2017/2018. Tujuan penelitian ini adalah mendeskripsikan penanda kekohesian dan kekoherensian karangan deskripsi siswa. Penelitan ini menggunakan teori anlisis wacana, terutama aspek kekohesian dan kekoherensian wacana.

Sumber data penelitian ini adalah hasil karangan yang disusun oleh siswa. Data penelitian berupa kalimat-kalimat yang yang diduga mengandung penanda kekohesian dan kekoherensian. Teknik pengumpulan data dilakukan dengan cara penugasan yaitu pemberian tugas kepada siswa untuk menyusun karangan deskripsi.

Berdasarkan hasil analisis data ditemukan beberapa hal sebagai berikut. *Pertama*, penanda kekohesian gramatikal dengan menggunakan penanda referensi, substitusi, ellipsis, dan konjungsi. *Kedua*, penanda kekohesian leksikal yang meliputi hiponim, repetisi, sinonim, antonim, dan ekuivalensi. *Ketiga*, penanda kekoherensian ditemukan penanda kekoherensian "berpenanda" dan "tidak berpenanda". Penanda kekoherensian "berpenanda" meliputi koherensi temporal/kronologis, koherensi intensitas, koherensi kausalitas, koherensi kontras, dan koherensi perurutan. Penanda kekoherensian "tidak berpenanda" berupa koherensi perincian.

Atas dasar hasil analisis data dapat disimpulkan sebagai berikut, *Pertama* penanda kekohesian karangan deskripsi siswa pada umumnya menggunakan penanda kekohesian secara eksplisit (penanda tertulis). *Kedua*, penanda kekohesian gramatikal yang digunakan meliputi referensi, substitusi, elipsisi, konjungsi dan penanda kekohesian leksikal yang digunakan meliputi hiponim, repetisi, sinonim, antonim, dan ekuivalensi. *Ketiga*, penanda kekoherensian karangan deskipsi siswa pada umumnya menggunakan "koherensi berpenanda", seperti koherensi temporal, intensitas, kausalitas, dll, sedangkan "koherensi tidak berpenanda" hanya dapat ditemukan satu saja, yaitu perincian.

Kata kunci: kohesi gramatikal, kohesi leksikal, koherensi berpenanda, koherensi tidak berpenanda.

ABSTRACT

Kusumawati, Dania. 2018. *The Type of Cohesion and Coherence Marker That Is Contained in The Essay Description of Class X SMK N 6 Yogyakarta Academic Year 2017/2018*. Thesis. Yogyakarta: Indonesian Language and Literature Education, Faculty of Teacher Training and Education, Sanata Dharma University.

This study analyzed the cohesion and coherence in the description essay of the students of class X of SMK N 6 Yogyakarta academic year 2017/2018. This study purpose was to describe the marker of cohesion and coherence essay description of students. This research used the discourse analysis theory, especially the cohesion and coherence discourse aspects.

The data source for this research was the essays prepared by the students. While the research data in the sentences form that were suspected to contain the marker of cohesion and coherence. The collecting data technique was done by giving the student an assignment to arrange essay description.

Based on the data analysis results found some things as follows: First, the marker of grammatical cohesion by using reference markers, substitutions, ellipsis, and conjunctions. Second, the lexical marker of cohesion that includes hyponym, repetition, synonym, antonym, and equivalence, and thirdly, the coherent marker is found in "marked" and "non-marked" coherent markers. The coherence marker of the mark includes the temporal/chronological coherence, coherence of intensity, coherence of causality, contrast coherence, and sequential coherence. While the "unmarked" coherence marker in the form of coherence details.

Based on the data analysis results can be summarized as follows. First marker cohesion essay description of students, in general, using explicit cohesion marker (written marker). Second, the marker of grammatical cohesion used includes reference, substitutions, ellipsis, conjunctions and lexical cohesion used includes hyponym, repetition, synonyms, antonyms, and equivalence. Third, the coherence marker of students' disposition in general uses "marked coherence", such as temporal coherence, intensity, causality, etc. Whereas "no coherence of a star" can be found only one, that is the detail.

Keywords: grammatical cohesion, lexical cohesion, marked coherence, undocumented coherence.