

ABSTRAK

Perdani, Nety Putri. 2016. **Analisis Kohesi Dan Koherensi dalam Karangan Guru-Guru Sekolah Dasar Kabupaten Mahakam Ulu, Kalimantan Timur**. SKRIPSI. Yogyakarta: PBSI, JPBS, FKIP, USD.

Penelitian ini membahas kohesi dan koherensi dalam karangan guru-guru SD Kabupaten Mahakam Ulu, Kalimantan Timur. Tujuan penelitian ini adalah: (1) mendeskripsikan jenis-jenis kohesi dan koherensi dalam karangan yang disusun oleh guru-guru Sekolah Dasar Kabupaten Mahakam Ulu, Kalimantan Timur, (2) mendeskripsikan pemakaian kohesi dan koherensi dalam karangan yang disusun oleh guru-guru Sekolah Dasar Kabupaten Mahakam Ulu, Kalimantan Timur.

Penelitian ini termasuk dalam jenis penelitian deskriptif kualitatif. Sumber data penelitian ini berupa karangan yang disusun oleh guru-guru Sekolah Dasar Kabupaten Mahakam Ulu, Kalimantan Timur. Data penelitian ini berupa kohesi dan koherensi dalam paragraf para karangan para guru. Pengumpulan data dilakukan dengan cara studi dokumentasi atau mengumpulkan dokumen yang merupakan karangan para guru Sekolah Dasar Kabupaten Mahakam Ulu. Data yang terkumpul diidentifikasi, kemudian dianalisis jenis-jenis kohesi dan koherensi serta ketepatan pemakaiannya.

Dari analisis data, dapat disimpulkan beberapa hal. *Pertama*, kohesi yang ditemukan dalam karangan para guru yaitu kohesi leksikal dan gramatikal. Kohesi leksikal meliputi: repetisi, hiponimi, sinonimi, ekuivalensi. Kohesi gramatikal meliputi: referensi, substitusi, konjungsi. Koherensi yang ditemukan dalam karangan para guru yaitu koherensi berpenanda dan tidak berpenanda. Koherensi berpenanda meliputi: kausalitas, kontras, aditif, rincian, temporal, kronologis. Jenis koherensi tidak berpenanda hanya koherensi perurutan. *Kedua*, kohesi dan koherensi yang cenderung digunakan dalam karangan para guru yaitu repetisi, konjungsi, kausalitas, dan perincian. Kekeliruan pemakaian kohesi dan koherensi cenderung dilakukan pada pemakaian repetisi, substitusi, konjungsi, kausalitas, dan kontras.

Berdasarkan hasil penelitian, peneliti mengajukan saran kepada guru SD Kabupaten Mahakam Ulu, pembelajaran menulis dan pengembangan ilmu wacana, serta peneliti lain. Guru SD Kabupaten Mahakam Ulu seharusnya lebih menguasai ilmu kohesi dan koherensi dengan lebih baik, supaya dapat menjadi teladan yang baik untuk siswanya. Bagi guru Bahasa Indonesia, pembelajaran menulis sebaiknya terus dilakukan baik di dalam kelas maupun di luar kelas, sehingga ilmu wacana bisa terus dikembangkan melalui pengalaman yang diperoleh. Bagi peneliti lain sebaiknya terus mengembangkan penelitian dalam lingkup yang berbeda. Misalnya jenis karangan dibuat lebih spesifik seperti karangan narasi, deskripsi, argumentasi, persuasi, atau eksposisi.

Kata Kunci: kohesi, koherensi, karangan.

ABSTRACT

Perdani, Nety Putri. 2016. *The Analysis of Cohesion and Coherence in Essays Written by Elementary School Teachers in Mahakam Ulu, East Kalimantan*. UNDERGRADUATE THESIS. Yogyakarta: PBSI, JPBS, FKIP, USD.

This research discussed about the cohesion and coherence in the essays made by the teachers at SD Kabupaten Mahakam Ulu, East Borneo. The purposes of this thesis were: (1) to describe the types of cohesion and coherence in the essays made by the teachers at SD Kabupaten Mahakan Ulu, East Borneo, (2) to describe the use of cohesion and coherence in the essays which were arranged by the teachers at SD Kabupaten Mahakan Ulu, East Borneo.

This research was determined as qualitative descriptive. The sources of this research were the essays arranged by the teachers at SD Kabupaten Mahakam Ulu, East Borneo. The data of this research were the cohesions and coherences within the passages of the essays. The data collecting was done by documentation study or collecting the documents which were the essays made by the teachers at SD Kabupaten Mahakam Ulu. The collected data were identified to analyze the types of cohesion, coherence, and the precision of use.

The conclusions from the analysis were, *first*, the cohesions found in the essays of the teachers were lexical and grammatical cohesions. The lexical cohesion included: repetition, hyponymy, synonymy, and equivalency. While the grammatical cohesion included: reference, substitution, and conjunction. The coherences found in the essays done by the teachers were marked and unmarked coherences. The marked coherences included causality, contrast, additive, detail, temporal, and chronology. The unmarked coherence included only sequence coherence. *Second*, the cohesions and coherences which were mostly used by the teachers were repetitive, conjunctive, causal, and detailed. The misused of the cohesions and coherences mostly happened in the use of repetitive, substitutive, conjunctive cohesion, causal, and contrastable.

Based on the results of the research, the researcher gave suggestion to the teachers at SD Mahakam Ulu, to the learning process of writing and discourse knowledge development, and the other researchers. The teachers at SD Kabupaten Mahakam Ulu were suggested to have mastered in using cohesions and coherences better so that they could be the good examples of their students. The Indonesian language teachers, learning process of writing was better to be done more often whether it was inside or outside the class hours, so that the discourse knowledge could be developed through the gained experiences. For the other researchers, it was suggested to always develop the research on various circumstances. For example, the types of the essays were more specifically done as narrative, descriptive, argumentative, persuasive, or expository essays.

Keywords: cohesion, coherence, essay.