

AN ANALYSIS OF COHESION AND COHERENCE IN THE BACKGROUND OF THESIS

(Content Analysis of Background of Thesis Written by English Education Study
Program Students of IAIN Bengkulu in Period September 2020)

THESIS

Submitted as A Partial in Requirements for the Degree of *Sarjana Pendidikan*
(S.Pd.) in English Education Study Program



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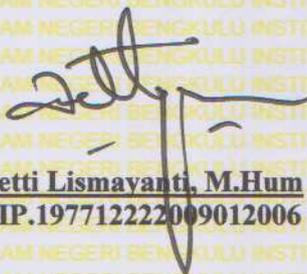
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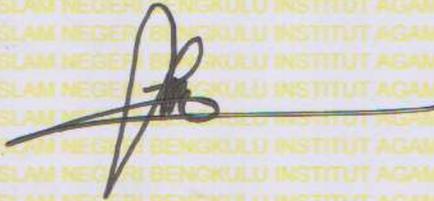
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MOTTO

.... God is not weighing that one down, but is in harmony with her own ability. ...

(QS Al-Baqarah: 286)

“As ant do a million step to get sugar”

“Don’t put till tomorrow what you can do today”

DEDICATION

With gratitude and all my love, this thesis is dedicated to:

- ❖ Allah subhanahuwata'ala as the Lord of the universe, the writer would like to say thank for everything who has given blessings, grace, health in completing this thesis.
- ❖ I want to thank for myself, I want to thank me for believing in me, I want to thank me for doing all this hard work, I want to thank me for having no days off., and I want to thank me for never quitting, for just being me at all times.
- ❖ My beloved father Nazaruddin (in heaven) and my beloved mother Lelo Kasuma, you are my sun shine in my life, I love both of you so bad, thank you for your support and especially the great prayer to make my dream come true, it really means a lot for me.
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- ❖ My best almamater, IAIN Bengkulu.

PRONOUNCEMENT

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In hereby sincerely state that the thesis entitled "**AN ANALYSIS OF COHESION AND COHERENCE IN THE BACKGROUND OF THESIS (Content Analysis of Background of Thesis Written by English Education Study Program Students of IAIN Bengkulu in Period September 2020)**", is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take academic in the form of repealing my thesis and academic degree.

Bengkulu, August 2021

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Alhamdulillah, all praises to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the writer was able to finish this thesis entitled An Analysis of Cohesion and Coherence in the Background of Thesis written by English Education Department of State Institute for Islamic Studies (IAIN) Bengkulu in 2020. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution. The writer is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the writer would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Prof. Dr. H. Sirajuddin. M. M.Ag, M.H, the Rector of IAIN Bengkulu.
2. Dr. Zubaedi, M. Ag, M. Pd, the Dean of Tarbiyah and Tadris Faculty.
3. Feny Martina, M. Pd, the Head of English Education Study Program.
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5. Pebri Prandika Putra, M. Hum., as the second advisor in complete this thesis.
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It is hoped that this thesis can be useful for all readers. Then, the writer also realized that this thesis is still not perfect yet, therefore critics, correction, and advice from the readers are very expected to make it better. Finally, Allah always bless us in peace life.

Bengkulu, August 2021

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ABSTRACT

Yuni Astari, (1711230100), 2021

An Analysis of Cohesion and Coherence in the Background of Thesis (A Study of Background of Thesis Written by English Education Study Program Students of IAIN Bengkulu in Period September 2020).

Thesis, English Education Study Program, Tarbiyah and Tadris, State Islamic Institute of Bengkulu (IAIN Bengkulu)

Advisor: 1. Detti Limayanti, M.Hum. 2. Pebri Prandika Putra, M.Hum.

This study aimed to find kinds of cohesion and coherence in the background section of thesis, it also focused to analyze the use of cohesion and coherence in the background section of thesis by English Education Study Program students of IAIN Bengkulu in period September 2020. This study concerned with text analysis. the method in this study was descriptive qualitative. The writer used documentation in collecting data. The data of this study were ten background of thesis which were taken randomly from the background section of thesis by English Education Study Program students of IAIN Bengkulu in period September 2020. The findings of the study showed cohesion and coherence in the background of thesis achieve by the used cohesive and coherent devices. There are two types of cohesion, namely grammatical cohesion and lexical cohesion. From the findings, the students can build grammatical cohesion which consist of reference as much as 53%, substitution 6%, and conjunction 35%. Unfortunately, ellipsis is not found in the background of thesis. While lexical cohesion which consist of reiteration as much as 4% and 2%. In addition, students build coherence as much as 57% at consistent pronoun, 38% at transition signals, 3% at repeating key nouns, and 2% at logical order. In conclusion, the writer concluded that the background section of thesis by English Education Study Program students of IAIN Bengkulu in period September 2020 are organized as well and become good background of thesis because used cohesion and coherence devices in creating the sentences and paragraphs variously.

Keywords: Cohesion, Coherence, Background of Thesis

ABSTRAK

Yuni Astari, (1711230100), 2021

An Analysis of Cohesion and Coherence in the Background of Thesis (A Study of Background of Thesis Written by English Education Study Program Students of IAIN Bengkulu in Period September 2020).

Skripsi, English Education Study Program, Tarbiyah and Tadris, State Islamic Institute of Bengkulu (IAIN Bengkulu)

Pembimbing: 1. Detti Limayanti, M.Hum.2. Pebri Prandika Putra, M.Hum.

Penelitian ini bertujuan untuk menemukan jenis kohesi dan koherensi pada bagian latar belakang skripsi, juga difokuskan untuk menganalisis penggunaan kohesi dan koherensi pada bagian latar belakang skripsi oleh mahasiswa Program Studi Pendidikan Bahasa Inggris IAIN Bengkulu periode September 2020. Penelitian ini berkaitan dengan analisis teks. metode dalam penelitian ini adalah deskriptif kualitatif. Penulis menggunakan dokumentasi dalam mengumpulkan data. Data penelitian ini adalah sepuluh latar belakang tesis yang diambil secara acak dari bagian latar belakang tesis oleh mahasiswa Program Studi Pendidikan Bahasa Inggris IAIN Bengkulu periode September 2020. Hasil penelitian menunjukkan kohesi dan koherensi dalam latar belakang tesis yang dicapai oleh kohesif dan koheren yang digunakan perangkat. Ada dua jenis kohesi, yaitu kohesi gramatikal dan kohesi leksikal. Dari temuan tersebut, siswa dapat membangun kohesi gramatikal yang terdiri dari referensi sebanyak 53%, substitusi 6%, dan konjungsi 35%. Sayangnya, elipsis tidak ditemukan pada latar belakang skripsi. Sedangkan kohesi leksikal yang terdiri dari pengulangan sebanyak 4% dan 2%. Selain itu, siswa membangun koherensi sebanyak 57% pada kata ganti yang konsisten, 38% pada sinyal transisi, 3% pada kata kunci yang berulang, dan 2% pada urutan logis. Kesimpulannya, penulis menyimpulkan bahwa bagian latar belakang skripsi oleh mahasiswa Program Studi Pendidikan Bahasa Inggris IAIN Bengkulu periode September 2020 tersusun dengan baik dan menjadi latar belakang skripsi yang baik karena menggunakan perangkat kohesi dan koherensi dalam membuat kalimat dan paragraf yang beragam.

Kata Kunci: Kohesi, Koherensi, Latar Belakang Skripsi

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CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is generally measured to be the most important condition for successful learning. This is because college students are predictable to express their ideas in non-academic and academic writing, such as writing texts, articles and essays as final projects. As Partridge and Starfield (2007:46) described: "In this degree program, academic writing not only takes their ideas write it down, and they must understand these writing patterns very well". It can be assumed that when students write, they must be aware of this pattern, that is, there is an interconnection between thinking and writing. This is an important way to express their thoughts to develop their understanding.

On the other hand, for the impact of good writing, the text has to be cohesive and coherent. Cohesion and coherence are important factors in creating comprehensive texts. It is because cohesion denotes the act or state of cohering, while coherence refers to the act or state of being logically consistent and connected. Halliday and Hasan (1976) stated that cohesion is connections of idea between each sentence so that the sentences are able to create the unity of the text. Similarly, the cohesion refers to the act or state that correlate each other in meaning. Coherence refers to the act or state has continuous meaning in a text. Moreover,

coherence means that each paragraph has continuity or unity with the other paragraphs from beginning until the end of the text.

However, although cohesion and coherence are important factors in creating comprehensive text, in fact there are many data or research that proves that there are still many students who have problem in writing of cohesion and coherence. The cohesion and coherence devices can be used to associate words, phrases, clauses, sentences, and paragraphs, in order to be interconnected with each other, and the resulting discourse becomes unified and intact. The preparation of a good writing, which is cohesive and coherent, students often get into trouble, for example when they want to organize ideas into a clear and concise language or sentence, but what materializes is a long and elusive sentence. This can result in different interpretations between what the reader understands and the ideas presented by students.

Furthermore, students must write an academic writing product called thesis as a research paper to complete their final examination science project before completing a bachelor's degree. Thesis consists of several chapters; one of them is an introduction part. The introduction is the main part of the study, since this is the reason why the writer did the research. As Bhatia (2004:80) explained that introduction is a key role in introducing the links between the studies to be reported. The introduction includes six sub-sections. There are: research background, problem statement, research purpose, research significance, research scope and

term definition. Mcmillan (2008:20) pointed out that the background part is very important in research papers. This is because it becomes the basis of a research paper, exposes the reason why the researcher conducts the research, confirms his research theory and basic information related to the research, and expands the research question.

Writing thesis as a kind of discourse, in this case especially the background part, should have a good structure, and need to be cohesive and coherent. Students can convey their information, thoughts and feelings to readers, because writing is a productive skill. If people want to connect with others through mass media, then writing skills will help a lot. In addition, the main focus of writing teaching is to cultivate the ability to create outstanding writing. For the impact of good writing, the text has to be cohesive and coherent. The conceptual part of cohesion is expressed through grammar and vocabulary. Halliday and Hasan (1976) defined cohesion as "the semantic relationship between an element in a text and other elements that are essential to its interpretation". In addition to cohesion, writers need another important element in order to combine their texts, which is coherence. Connor and John (1990:67) traditionally described coherence as a relationship that connects ideas in a text to create meaning for the reader. Although coherence is essential to effective writing, coherence is often considered an abstract, exclusive and controversial concept that is difficult to teach and learn. Studies have found that ESL/EFL students almost only focus on the level of words and

sentences when writing, rather than the level of the entire text, that is, discourse coherence.

Sufficient research background can help readers gauge whether the author of the study has a basic understanding of the research question under consideration. In addition, it enhances the writer's confidence in the overall quality of the analysis and survey results. This information provides readers with the key context needed to understand the research question and its importance. This is consistent with providing background information during the introduction of a research paper that connects the reader to the research topic. However, exactly how long and deep the bridge should last depend to a large extent on how much information the writer believes readers need to know in order to fully understand the topic under discussion and understand why the survey question is important.

This question guides the writer to study whether the students' thesis background is cohesive and coherent. In the observation on Tuesday, March 4, 2021, the writer found the use of cohesion and coherence devices in the thesis of students in English Education Department. The cohesion and coherence devices can be used to associate words, phrases, clauses, sentences, and paragraphs contained in the thesis, in order to be interconnected with each other, and the resulting discourse becomes unified and intact. The preparation of a good writing, which is cohesive and coherent, students often get into trouble, for example when they want to organize ideas into a clear and concise language or sentence,

but what materializes is a long and elusive sentence. This can result in different interpretations between what the reader understands and the ideas presented by students.

At this time, cohesion and coherence mean that the sentence or paragraph in the text are actually connected to each other, not just as a group of sentences that are unrelated without thought. If the words or sentences in each paragraph do not fit, the text is considered incoherent. They are like lists of points or opinions, without any connection between them, which makes it difficult for readers to understand the writer's point of view. Based on the above explanation, the writer would like to analysis and understand the cohesion and coherence of the background of thesis written by English Education Study Program students of IAIN Bengkulu in period September 2020.

B. Problems of the Study

A research problem is one that a researcher would like to research. The problems of the study are defined as follows:

1. What kinds of cohesion and coherence in the background section of thesis written by English Education Study Program students of IAIN Bengkulu in period September 2020?
2. How are the use of the cohesion and coherence in the background section of thesis by English Education Study Program students of IAIN Bengkulu in period September 2020?

C. Objectives of the Study

In line with the problems stated above, the writer formulates the objectives of the study as follows:

1. To find kinds of cohesion and coherence in the background section of thesis written by English Education Study Program students of IAIN Bengkulu in period September 2020.
2. To analyze the use of cohesion and coherence in the background section of thesis by English Education Study Program students of IAIN Bengkulu in period September 2020.

D. Limitation of the Study

The writer will try to identify the cohesion and coherence in the background of thesis. In order that, the sentences which are well structured are analyzed. The sentences which are not well structured are not analyzed, except to identify the logical order, the rules above are not used.

E. Significances of the Study

Hopefully, this study can improve students' awareness on how to make good writing in thesis. While for the lecturers, it is expected to provide them with an alternative way to check their students' writing ability based on the coherence and cohesion assessment. Besides that, this study hopefully can also help the English Education Study Program students of IAIN Bengkulu to enrich the research in academic writing.

F. Definition of the Key Terms

The definitions of key terms are defined as follows to avoid confusion and misunderstanding about terms are used in this study and also to make this study clear to the reader.

1. Cohesion

Blanpain (2006:25) stated that “cohesion means a surface phenomenon, it relates to grammatical and lexical features that create bond between sentences, the most important lexical repetition, the use of pronouns and link words. A lack of cohesion results in an intermittent and disconnected style”. It can be known that cohesion is used to connect the sentences together, so that the text should not in a wave and it can be understood for the readers.

2. Coherence

According to Blanpain (2006:9), coherence defines to underlying logical relationship that makes the text one unified rather than the disconnected sequence of sentences. It clearly states that coherence is achieved when ideas and sentences are connected and flow smoothly. Allowing the reader to move easily from one idea to another sentences.

3. Background of Thesis

McMillan (2008:20) defined that the background part is very important thing in the research paper, because in the background section the researcher will explain their research in broad outline, it

becomes the foundation of the research paper. A good background should be as clear as possible and should be accompanied by supportive data or facts. The background serves as an introduction to research problems. Researchers can define what and why the titles and meanings contained in research.

CHAPTER II

LITERATURE REVIEW

A. Concept of Cohesion

Halliday and Hasan (1976:3) said that:

“The concept of cohesion is semantics, it refers to the relationship between meanings existing in the text, and defines it as text. Cohesion occurs when the interpretation of certain elements in the discourse depends on the interpretation of another element. In a sense, the premise of an element is another element, and the premise is that it cannot be decoded effectively and the resource will accept it. When this happens, it establishes a cohesive relationship and presupposes it as a text at least under the underlying premise.”

Cohesion means the semantic relationship between sentence element, which assumes element in another sentence. Therefore, when the sentence is isolated from the context in which it appears, it is difficult to interpret the sentence because it is difficult to interpret (Artawa, 2004). It means that the relational sentence is similar to another sentence, so it is difficult to explain.

Based on the explanation above, the writer can conclude that cohesion is the relationship between propositions that are stated explicitly by grammatical, lexical, and semantic element in the sentences that make up the discourse (paragraph). The indicators of cohesion are:

- a. Have one main sentence or principal sentence.
- b. There are some explanatory sentences.
- c. There are no sentences that deviate from the main sentence.

- d. Logical or reasonable.
- e. Using the types of cohesion, there are grammatical and lexical cohesion.
- f. Using a variety of words, so as not to be monotonous.

B. Types of Cohesion

There are two types of cohesion devices: grammatical cohesion and lexical cohesion (Halliday and Hasan, 1976).

1. Grammatical Cohesion

The kinds of grammatical cohesion are reference, substitution, ellipsis and conjunction.

1) Reference

Ayub, Seken, and Suarnajaya (2013:3) stated that the reference consists of one component of text to another for its understanding. This is possibly cohesive in relationships and semantics because the accompanying thing as source of the interpretation may itself be a component of text. There are certain objects with reference properties in each language, and they refer to other content when translated. These items are instructions to recover information from other locations. They have a lot in common with all the cohesive components.

Halliday and Hasan (1976:37) he types of reference are personal reference, demonstrative reference, and comparative reference.

a. Personal Reference

Halliday (1985:313) explained that personal reference refers to the way of reference through function in verbal situations, that is, the category of people. This means personal reference states to that person or something.

Table 2.1.
Categories of Personal Reference

Person	Personal Pronoun		Possessive Determiners	Possessive Pronoun
	Subject	Object		
First	I	Me	My	Mine
	We	Us	Our	Ours
Second	You	You	Your	Yours
Third	He	Him	His	His
	She	Her	Her	Hers
	They	Them	Their	Theirs
	It	It	Its	Its

Example:

My sister and I are leaving. We have seen quite enough of this unfriendly.

From example above, there are two types of personal reference, those are *I* and *we* show personal pronoun, then ‘*my*’ as the possessive determiners that refer to the speaker. ‘*I*’ refer to the speaker and ‘*we*’ refer to speaker’s sister and the speaker.

b. Demonstrative Reference

Halliday (1985) stated that the demonstratives reference defined to nearby the location. As the writer said before identifying the pointed object by discovering the pointed object according to the proximity scale, it’s basically the forms of verbal orientation. That means the place or location determined by people.

Table 2.2.
Categories of Demonstrative Reference

Proximity	Singular	Plural	Adverb
Far	This	These	Then, there
Near	That	Those	Here (now)
Neutral	The		

Example:

Last month I went to **New York** for a vacation. The vacation I had, **there** was the best we have ever had.

From the example above, the demonstrative reference is there which has the function of far proximity. It refers to

New York that is located far from the speaker now. In addition, it is the indirect speech.

c. Comparative Reference

The comparative of reference defined cohesion in the form of reference that indicated the relation between one thing and another. The comparative reference is divided into two kinds, there are particular and general comparison.

a) General Comparison

Ayub and Suarnajaya, (2013:3) a general comparison meant a comparison that is only in the sense of similarity or incompatibility, without admiration for a certain property, such as: two things may be the same, similar or different (if 'different' includes both 'not the same' and 'not similar').

The types of general comparison:

- i. Identity: same, equal, same, same. Example: We received the exact *same* report as the one submitted two months ago.
- ii. Similar: Similar, similar, similar. Example: His job requires *other* qualities besides joy.
- iii. Deference: other, else, different, otherwise. Example: find the same number as the square of the digits.

b) Particular Comparison

The particular of comparison was the contrast among thing in term of specific attributes. A measure of comparison means comparisons that relate to quantity and quality. It is also expressed not by adjective or adverb from the special class, but by ordinary adjectives and adverbs in their comparative forms.

Examples:

- a. She is a *better* girl than I am.
- b. My mother is *more* beautiful than my sister is.

2) Substitution

Substitution means to replace one item with another. It is a relationship in terms and also a relationship in the text, not a relationship in meaning. Halliday & Hasan (1976:88) stated a substitute is a counter used to replace the repetition of a specific item. Chojimah (2014:10) pointed out that “replacement is equivalent to the verb to be replaced, which is to replace a word or a group of words with a word that is obviously not related to the replacement word”. It means that one word represents the entire structure.

The kinds of substitution are three kinds: there are nominal, verbal, and clausal.

a. Nominal Substitution

Chojimah (2014:91) stated that a nominal substitution was a substitute for 'one', 'ones', or 'same' rather than repeating the same words in nominal group. It is usually represented by one or more substitute words (singular or plural). However, it is not only a substitute but also a personal one, the cardinal figure being the first to select common words and pronouns.

Example:

- a) I'll have **two poached eggs on toast**, please.
- b) I'll have the **same**.

Here, the use of *same* is a nominal substitution and it *two poached eggs on toast*.

b. Verbal Substitution (*do* or *does*)

Chojimah (2014:114) defined that verbal substitution was the replacing of linguistic elements that classified verbal with additional languages that share the similar type. That's what verbal surrogates do. According to the lexical verb, it is used as the head of the language group, and its situations are always at the finish of the pack.

Example:

I don't know the meaning of half those long words, and, what's more, I don't believe you do either.

Do in that sentence substitutes for *know the meaning of half those long words*.

c. Clausal Substitution (*so* or *not*)

There are other kinds of substitution where assumptions are not elements in the clauses, it is clausal substitution. Chojimah (2014:130) stated that clausal substitution is the replacing of lingual units that classified clausal or sentence in additional languages.

Example:

Britney will hold a concert in Wonogiri if she said so.

In the example, the word *so* substitutes for *will hold a concert in Wonogiri*.

3) Ellipsis

In writing, sometimes the writer did not have to change words or phrases. This process is called ellipsis. Renkema (2004: 103) pointed out that ellipsis neglecting information that had been given in the earlier sentences. It announced words or parts of sentences. The speakers or the writers think that the clear grammar of the context is usually necessary and so needed improvement. Basically, there is a similar process between the ellipse and the replacement, therefore, ellipsis can be called zero surrogate. The reason for those called the process of similarity is thar the two ellipses and substitutions are associated with replacing the

language elements, whereas the ellipse has nothing to replace. Joan (2002:12) stated that ellipsis avoid repetition, so that the reader must recognize and be able to capture the missing words in context.

In writing, sometimes the author does not need to provide alternative words or phrases. This process is called ellipsis. The ellipsis omitted the information given in the previous sentence.

Same as with substitution, there are three kinds of ellipsis: nominal, verbal, and clause ellipsis.

a. Nominal Ellipsis

Halliday and Hasan (1976: 147) pointed out that nominal ellipsis is the ellipsis in the nominal group. Example:

Do you want to listen additional section? – I know twelve more.

b. Verbal Ellipsis

Halliday and Hasan (1976: 167) mentioned that verbal ellipsis is the misunderstanding of an element within the verbal groups.

Example:

A: Have you been studying?

B: Yes, I have.

Based on the example above, the sentence “*Yes, I have*” is the summarized form of “*Yes, I have been studying*”.

c. Clausal Ellipsis

Halliday and Hasan (1976: 167) stated that a clausal of ellipsis is the oversight of an element within the clausal.

Example:

Who teach you to spell? – Grandmother does.

The clausal ellipsis is *does*. Here is oversight of the verb and the complement the clause that is omitted is taught you to spell.

4) Conjunction

Joan (2002:104) mentioned that contrary to some kinds of cohesion the writer explained previous, the conjunction is different. It is not dependent on the material that appears in the previous context. At the same time, it involves various expressions that appear between clauses or sentences and after clauses or sentences. It refers to a specification that systematically relates the way to be followed to the previous way. This is usually accomplished through the of conjunction. That is, the connection between their function and other linguistic elements found in a series of sentences but unrelated to the structure.

The writers usually use conjunctions to simplify the interpretation of the text, and usually achieved by indicating the relationship between text segments, that a precise function of conjunction. It is not simply a method of adding sentences. Their

character in the text is much more than that than, when they provide information for the readers to explain the dissertation. That why some linguist tends to describe them as conversation indicators. Then, Halliday and Hasan (1976:238) divided the conjunction into four kinds. There are additive, hostile, causal and temporal. Every kind of conjunction has different tags, which shows the relationship between the text parts.

a. Additive

Charles (2009) stated that additive conjunction helps provide additional information without altering the information in the preceding clauses or phrases. Through coordinated conjunction *and* and other transition expressions such as *in addition* and *also*, additive or addition conjunctions are expressed in the texts.

b. Adversative

Halliday and Hasan (1976:250) described that adversative conjunction referred to the opposite of the expectation. The function of the adversative conjunction was to point out against the expectations of the readers and listeners, who can from the mentioned before. Adversative conjunction is convinced in the text by the organizing conjunction '*but*' and other conjunctions such as '*however*', '*instead*', and '*in contrast*' which marks the differences or distinctions among the text passages.

c. Causal Relation

Halliday and Hasan (1976:256) stated that causal conjunction characters the relation of reasons, outcomes, and purposes. Causal relation is obvious by languages such as, *as a result*, *so*, and *therefore*. *So* is an informal sign of causation. On the other hand, *therefore* or *as a result* are used in more formal text.

d. Temporal

Temporal conjunction determines the relationship of the temporal order that exists between sentences. Until then, this time relationship will be expressed in the simplest form. In addition, Gillian (1993:191) pointed out that there are as many expressions like 'after that', 'an hour later', 'finally', 'at last' and the other expressions.

Based on explanation above, these are examples of each conjunction:

1. She went to the room **and** sat on the chair. (Additive)
2. He is handsome **but** he is naughty. (Adversative)
3. **So**, at night the vale was far beneath. (Causal)
4. **Then**, when sunset fell, he slept down to rest.
(Temporal)

2. Lexical Cohesion

Gillian and George (1993:191) stated that lexical cohesion did not involve linguistic and semantic relations, but a relation based on the words used. There are two kinds of lexical cohesion: repetition and collocation.

1) Reiteration

Halliday and Hasan (1976:278) defined that reiteration of words was part of the lexical cohesion, which included the reiteration of the word lexical, which was the commons used of the word to referred back to the synonyms and a numeral of things in using the synonym, near-synonym, or superordinate. Generally, by the definition above, repetition is divided into four kinds:

a. Repetition

Joan (2002:13) described that repetition was the most shared system all lexical of cohesion devices, which is a repetition of phrases the word occurs in the text.

Example:

There were giant **mushroom** growing near, about as high as herself; and, when she had looked down upon it, it happened to her that she might also look what was upon it. She laid on her toes, and peeked at the edge of the **mushroom,...**

Based on the example above, the repetition in the paragraph is *mushroom* refers back to *mushroom*.

b. Synonym

Joan (2002:14) stated that synonyms are words that are repeated in other words of similar or almost identical meaning.

Example:

Accordingly ... we took holiday, and conferred to the highest **ascent**. The **climb** is very calm.

Based on the example above, the synonym in the sentence is *climb* refers back to *ascent*.

c. Superordinate

Superordinate could be comprehended by the example below:

We looked **a cute cat** at the yard. We were thinking to kept that **animal** in.

Based on the example above, the word ‘**animal**’ is the superordinate of the word ‘**a cute cat**’ in the sentence before. That is, a term for a more overall class.

d. General Word

Joan stated that (2013:15) the use general word to refer back to lexical item. This can be general nouns, as in *thing*, *person*, *place*, *women* and *man*, or general verbs, as in *do* and *happen*. To some extent, the overall term is a complex level: it is a general term that covers everything.

2) Collocation

Halliday and Hasan (1976, 245) stated that collocation means that the cohesion devices in words are indirect and difficult to approximation. It's a systematic relationship between a pair of words. This includes not only synonyms and hypernyms, but also a variety of opposite and complementary pairs.

Example:

Why does this little **boy** wriggle all the time? **Girl**'s don't wriggle.

(Halliday and Hasan, 1976:285)

Based on the example above, the collocations are *boy* and *girl*. They are related by a particular type of oppositeness, called complementary.

C. Concept of Coherence

Coherence is sometimes referred to as cohesion, even though some people claim that the two terms represent clearly related but distinct phenomena. We use coherence to cover the original degree of the text, as well as the various language and structural means to achieve this coherence. Starting from the last point, since this is the supreme aspect, any academic work is incomprehensible unless the ideas expressed in it are arranged in a logical way.

To create a correct text, it must not only be cohesive but also be coherent. All the components of the text should come composed in a way

that is identifiable to the reader. Dirven and Verspoor explained that coherence is a stuff that discriminates the text from a random series of sentences. If a text is possible to compose a coherent representation of the text, it's called coherence. According Zemach and Rumisek (2005), coherence is a clear, and logical arrangement of ideas. If a text is mixed together, the reader could easily grasp the main point. In short, coherence is the link between words or sentences in the text, so that the reader could understand the messages contained in the text.

Oshima & Hogue (2006:22) clarified that here are four ways to achieve coherence in writing:

1. Repeat Key Nouns

Repeating key nouns (key words) or using synonyms, as well as focusing concepts throughout the text, are employed to keep readers focused and on track, according to Oshima & Hogue (2006:22). It can bind the sentences together by keeping the paragraph's thought flowing from sentence to sentence. It could be taken to suggest that the paragraphs or sentences will be linked together by the usage of recurring key nouns.

For example:

Most students are intimidated by the works of William Shakespeare. They believe Shakespeare's sonnets and play are far to complicated to read and understand. (Southeastern Writing Center, 2011).

The word “Shakespeare” is repeated in the second sentence.

2. Use Consistent Pronouns

By referring to preceding nouns and pronouns, pronouns are utilized to link or connect phrases. It can assist in the creation of easy-to-read paragraphs by removing unneeded repetition and wordiness. “When using pronouns in the text, make sure to use the same person and number throughout the phrase or paragraph,” according to Oshima & Hogue (2006:24). Don’t change from ‘you’ to ‘he’ or ‘she’ (change of person) or from ‘he’ to ‘they’ (change of number)”. It can be concluded that the use of pronoun should be consistent, it mentions to the previous nouns or pronouns. Roberts (1985:131) illustrated the example:

*The most persistent disputes between **Eden** and **Churchill**, apart from DeGaulle, concerned relations with Soviet Russia. After Hitler’s attack on Russia, **Eden** was strongly pro-Soviet at the start and cooled off later; **Churchill** was cautious in the early days and became enthusiastic later. **Their** first dispute came over the Soviet demand, made even when the Germans were at the gates of Moscow, that the Western powers should recognize unconditionally the Soviet frontiers of 1941. **Eden** was for agreeing, **Churchill** against. Curiously, Molotov finally stilled the argument by agreeing to an Anglo Soviet alliance without any*

*mention of frontiers. In the end it was **Churchill** at Yalta who agreed to the Soviet demand.*

The name “Eden” was repeat three times, “Churchill” four times, and the pronoun “their” once. There is no set rule for how often main nouns should be repeated or when pronouns should be substituted. When the meaning is unclear, it is common to repeat a crucial noun rather than employing a pronoun.

3. Use Transition Signals to Link Ideas

The writer must employ transition signals to produce coherence. “Transition signals are like traffic markings, they tell the readers when to go forward, turn around, slow down, and stop,” according to Oshima & Hogue (2006:25). This could imply that transition signals are employed to lead readers from one concept to the next. Transition signals are words or phrases that connect sentences to increase the writing's internal cohesion and coherence. It's akin to switching from one concept to the next. Transition signals serve as a link between sections of the text. It is difficult for the writers to generate a meaningful paragraph without transition cues. “The writers will not jump out of the blue or sound overly abrupt if they use adequate transition signals. One after the other, their ideas would flow smoothly” (Bram, 1995:22). These arguments lead to the conclusion that coherence is the most significant element that authors use in their text writing.

Transition signals are expressions such as *first, finally,* and *however,* or phrase such as *in conclusion, on the other hand,* and *as a result.* Other kinds of words such as subordinators (*when, although*), coordinators (*and, but*), adjectives (*another, additional*), and prepositions (*because of, in spite of*) can serve as transition signals.

Transition signals are like traffic signs; they tell your reader when to go forward, turn on, slow down, and stop. In other words, they tell the reader when giving a similar idea (*similarly, and, in addition*), an opposite idea (*on the other hand, but, in contrast*), an example (*for example*), a result (*therefore, as a result*), or a conclusion (*in conclusion*).

4. Logical Order

Beside from using key words, consistent pronouns, and transition signals, Oshima and Hogue (1983:34) suggest that the last technique to establish paragraph coherence is to arrange the sentences in some form of logical order. The use of logical order in a paragraph is determined by the subject and aim of the writing. The writer can combine two or more kinds of logical order in this writing. In this writing, the writer can use two or more types of logical order. The most important thing for the writer to remember is to get used to writing in English. In English writing, there are several types of logical order:

- a. Chronological order: chronological order by time, in other words, it is a sequence of events or steps in process.

- b. Logical division of ideas: in logical division of ideas, a topic divided into several parts and each discussed one by one.
- c. Comparison/contrast: in comparison/contrast paragraph, there are some similarities and/or difference between two or more things discussed in the paragraph.

In conclusion, the writer can conclude that coherence is the relationship between propositions, but the connection is not explicitly or clearly visible in the sentence that expresses it. The indicators of coherence are:

- a. Have one main sentence or principal idea of thought.
- b. There are some explanatory sentences.
- c. There are no sentences that deviate from the main sentence.
- d. Logical or reasonable.
- e. Using the types of coherence.
- f. Using a variety of words so as not to be monotonous.

D. Background of Thesis

Thesis is one of the final requirements for students to obtain an S1 degree in Indonesia. Because it can accept thesis, it is called the final requirement. Students must complete or at least nearly complete all available courses. The term thesis basically refers to the report and its research. According to Nunan (1992), "this course involves the development of skills for conducting research in accordance with scientific writing standards and reporting results in English". The lowest definition

of Nunan (1992) for research is that it is a systematic inquiry process, which is composed of three elements: (1) questions, problems or hypotheses; (2) data; (3) analysis and data interpretation.

The research background is the first and very important part of writing a scientific paper (whether it is a paper or a thesis). The background of the research questions the explain the study topic, the study question, and the reason for the research in a particular topic. It helps guide the reader as well as the abstract. David Silverman & Amir Marvasti (2008:11) described that the research background should answer the following steps: (a) Why choose this topic instead of other topics? (2) Why does this topic interest you? (3) The research method or subject type you will use; (4) Your research question.

According to McMillan (2004:20), the background section is a very important part of the research paper, because in the background section the researcher will explain their research in broad outline, it becomes the foundation of the research paper. The background part reveals the reason for the researcher's research and confirms the theory of his research. It becomes the basic information involved in the research involving a wider range of fields, and it also succinctly marks the development of the research problem.

In conclusion, the writer can conclude that background of thesis is as a primary basis for the writer or the researcher giving understanding to the reader. The background of thesis is written in an effort to provide what

outlines will be discussed in the core of the work. The indicators of background of thesis are:

- a. Background of thesis descriptions are general according to research topics.
- b. Background of thesis descriptions are general, but more specifically than the first paragraph, having been introduced into the topic.
- c. Background of thesis description is special, because it has boils down to phenomena in company. These phenomena will be used as a basis for identifying a problem and something to be completed on the research.

E. Related Previous Studies

A previous study is considered as a helpful element in conducting research. For example, a journal which is usually accompanied by a summary of theories relevant to a particular theme can be used and developed into a major theory in thesis writing. Furthermore, by looking at journals or previous studies, someone can easier arrange his type of research methodology if those studies have the same or similar types with his research.

The first is study conducted by Suwandi (2016) which investigated abstract writing, therefore had to be concise and logical relation between sentences clear, coherence and cohesion. Nevertheless, many students still found difficulty in making their writing cohesive because of their

limitations in understanding the cohesive devices and their applications in writing abstract from the final project reports of undergraduate students of PGRI University Semarang, Indonesia. The results have shown that the abstract analyzed have not reasonably realized coherence despite some cohesion devices such as references, conjunctions, ellipses that are used to connect one sentence with the other. Some grammatical errors have also been found to be like plural form and an active-passive voice.

The second study is journal was conducted by Suarnajaya (2012) entitled “An Analysis of the Cohesion and Coherence of Students’ English Writings” with the research the subjects investigated were 30 second grade students of SMAN 1 Labuapi. The result of the study indicated that cohesion and coherence have to be the emphasis in teaching writing and the English teachers have to be competent in evaluating the coherence of students’ writings.

The last is a research report from Kuncahya (2015) from State University of Yogyakarta. The research title was *Cohesion in Narrative Texts Presented in the Electronic Textbook of Senior High School Grade X Entitled “Developing English Competence”*. The results of the study indicated that reiteration appeared to be the most frequent of all cohesive subcategories, and the narrative text analyzed in this study contained solid lexical cohesion so as to fit the sense of language.

The three previous researches above were analyze about cohesion and coherence in writing text. On the contrary, the results of the research

are different each other. In this study, the writer investigates cohesion and coherence in the background of thesis. First, the writer uses documentation for collecting the data. Then, the source of data for the writer's study is from the background of thesis written by the English Education Department students. Thus, it is clear that this study is different from Suwandi (2015), Suarnajaya (2012), and Kuncahya (2015) work. In this study, the writer analyzes and identifies cohesion and coherence devices on the background of thesis written by the English Education Department students.

CHAPTER III

RESEARCH METHODH

A. Research Design

Research design means an important part of conducting research. This research is used for descriptive qualitative research because it requires data, analysis and meaning interpretation. According to Denzin & Lincoln (1994:643), “Qualitative research is multi-method in focus, involving an interpretive, naturalistic approach to its subject problem”. It means that qualitative research is studying things in the natural environment, trying to make them meaningful or explain phenomena in a meaningful way.

This research is a descriptive qualitative study of discourse analysis because the data analyze is the level of cohesion and coherence in the context of the thesis, and the source of the data is the background of thesis written by English Education Study Program students of IAIN Bengkulu in period September 2020. Due to the need for inductive research on the problems of this study, qualitative methods are used.

B. Population and Sample

1. Population

According to Hanlon and Large (2011:7), population is the whole individual or other unit that will be the subject of the research. This means that population is all subjects to be researched. The population in this study is thesis written by English Education Department students of IAIN Bengkulu in September 2020.

2. Sample

Hanlon and Large (2011:7) stated that sample is part of population that will be taken only few some are used to produce the desired data. This means that the sample will be taken only part of the population. In this study, the writer will obtain data from the background section of thesis written by English Education Study Program students of IAIN Bengkulu in period September 2020. The data are chosen randomly by taking 10 English Education Study Program students' thesis in September 2020.

C. Instrument of Study

The researchers always need an instrument to collecting data. An instrument is a tool to obtain information. Gay and Airasia (2000: 145) revealed that an instrument is a device needed to collect research this data. The writer will use analysis of document as the instrument for data. Then, the documents are taken from the background segment in thesis written by English Education Study Program students of IAIN Bengkulu in period September 2020. As the sources of data, writing could be used by qualitative researchers "for appreciated historical insights, identifying possible leanings, and explaining how things should become what they are." The next must be classified into the table with criteria taken from studies of Halliday and Hasan (1976), Alwi (1993), and Oshima and Hogue (1991).

Table 3.1
Cohesion Used by Students Background of Thesis

Passages	Grammatical Cohesion				Lexical Cohesion	
	Ref	Sub	Ell	Con	Rei	Col
Student 1						
Student 2						
.....						

Table 3.2.
Coherence Used by Students Background of Thesis

Paragraph	Tittle	Sentences	Coherence Devices			
			Repeating Key Nouns	Consistent Pronoun	Transition Signals	Logical Order
		Paragraph 1. 2. ...				
Total of Cohesion and Coherence devices of Paragraph						

D. Technique of Data Collection

Collecting required data is one important step in a research. Therefore, the writer must have the proper technique for collecting data. There are several techniques that can be used to collect data in a qualitative study including observation, interview and documentation. In this study, the writer will use documentation to collecting the data in this study.

According to Cresswell (2002:53), “Documentation represented public and personal documents. While documentation is a record of events in the past in form of hand writing, or even literature work.” There are several benefits to using documentation to collect data. This provides researcher to get the participants’ language and words and that represents the wise data in the participants pay attention to controlling them. In addition, documentation is a tool for obtain information in the form of written sources or documentaries, such as books, magazines, diaries, notes, and so forth, it can be understandable that documentation is really helpful to collect data which researchers need.

The writer will use the background section of thesis written by English Education Study Program students of IAIN Bengkulu in period September 2020, which are documented and used as primary data.

E. Technique of Data Analysis

Creswell (1994:415) stated that the data analysis procedures will reflect the types of research question and answering descriptive question. It means analyzing the classified data by using term of cohesive and coherent devices. In this case, the writer is going to discuss and connect the theories of cohesive and coherent devices in text composed by students.

The taxonomic analysis was conducted to get general types of the cohesion and coherence devices, it means that classifying the data in term of cohesive and coherent devices in the texts based on the theories. Based on the description above, the writer will use some procedures deals with taxonomic analysis and theoretical analysis as following:

1. Read the words, phrases, and sentences in the paragraph in the background of thesis written by English Education Department students carefully.
2. Classifying the texts which used cohesion and coherence devices. Choose and then marked some word that contain correctly the used of the cohesion and coherence devices. The next must be classified into the analysis table based on the instrument of the study.
3. Next, the writer calculates the percentage of each cohesion and coherence devices.
4. Make an interpretation of each paragraph that has been analyzed.

5. Next, the writer counted the number of cohesive and coherent items which have been coded in percentage. This percentage was using Anas Sudijono's formula (2008:43).

$$P = f/N \times 100\%$$

With:

f = the total number of cohesion and coherence items on students' background of thesis.

N = the number of each type of cohesion and coherence on students' background of thesis.

p = the percentage of types of cohesion on students' background of thesis.

6. After count the number of cohesive and coherent, the writer described the result.
7. The last step, the writer concluded the result of data analysis.

F. Data Validity

Lincoln and Guba (1985) proposed four criteria for assessments of qualitative research and explicitly offered them as alternatives to traditional quantitative criteria. According to them, the four criteria which they raise better reflect important assumptions involved in many qualitative researches. Lincoln and Guba (1985:316) mentioned that these four criteria will be described in more detail, as follows:

1. Credibility

The first criteria is credibility, that involves setting up the qualitative research results is credible or trustworthy from the perspective of researchers in the study. Researchers are expected to be able to describe or understand intriguing phenomena. There are several strategies to increase data credibility, such as extension of observation, perseverance of research, triangulation, peer discussion, negative case analysis, and member-checking. In this study, the writer set the time of research and increase perseverance in a serious and careful way in conducting research and reading and examining the data that has been collected.

2. Transferability

Transferability criteria refers to the level of ability of qualitative research results can be generalized or transferred. These criteria emphasize the researcher's ability to examine the results of moving from the source text into the target text. From a qualitative perspective, transferability is the responsibility of researchers in generalizing. Researchers can improve these criteria by doing a job describing the context of the study and the assumptions that are central to the study.

In this study, its context is some background section of thesis that will discuss the level of cohesion and coherence devices. Then, the main focus of this study is the dominant types of cohesion and coherence in the background of thesis written by English Education

Department students of State Institute for Islamic Studies (IAIN) Bengkulu in 2020.

3. Dependability

Dependability criteria are the same as reliability in quantitative research. These criteria emphasize the need for researchers to take into account the changing context in the research conducted. Researchers are responsible for explaining the changes that occur in the background (place and time) and how those changes can affect the way the research approaches in the study. In this study, the write will refer to various theories regarding analysis of cohesion and coherent devices.

4. Confirmability

Qualitative research tends to assume that each researcher brings a unique perspective in the study. The criteria of confirmability or objectivity refer to the level of ability of the results of research can be confirmed by others. Researchers documented a procedure to recheck all research data. Researchers then actively explore and describe negative examples that contradict previous observations. After conducting research, one can conduct a data audit that tests data collection and analysis procedures and makes research on possible distortions and biases.

Creswell (2002:420) explained that through the process of collecting and analyzing data, researchers need to ensure that the findings and interpretations are accurate. Validation of findings means

that researchers determine the accuracy or credibility of such findings through strategies such as triangulation. Researchers examine each source of information and evidence of the findings to support a theme. This guarantees that the study will be accurate because the information comes from a variety of sources of information, individuals, or processes. In this way, researchers are encouraged to develop an accurate and credible report.

Based on the four criteria described above, the techniques used to check the validity of the data in this study, among others:

- a. The writer chose background section of thesis written by English Education Study Program students of IAIN Bengkulu in period September 2020 to be analyzed the cohesion and coherence devices.
- b. Researchers interpret data consistently and review repeatedly the data to be analyzed.
- c. Researchers examined various references related to the focus of the study.
- d. Researchers triangulate by discussing with some experts or peers in relation to the data and findings of the study.
- e. Researchers studied relevant theories that could help in analyzing the data.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Data Description

This study analyzes coherence and cohesion in background of study of English Department students' thesis. The data were collected from background of thesis written by English Education Study Program students of IAIN Bengkulu in period September 2020. To analyze it, the writer took words, phrases, and sentence in background of study of chapter I as the data source. Then those data were analyzed according to the measures of a well-arranged paragraph specifically on the coherence and cohesion of the paragraphs. After that, the writer identified the paragraphs to meet the standards of the coherence and cohesion which is marked by the coherence markers and cohesion devices.

The cohesion level in background of study – are called cohesive devices. They are classified into two; grammatical cohesion and lexical cohesion devices. In grammatical side, it is known four devices, those are

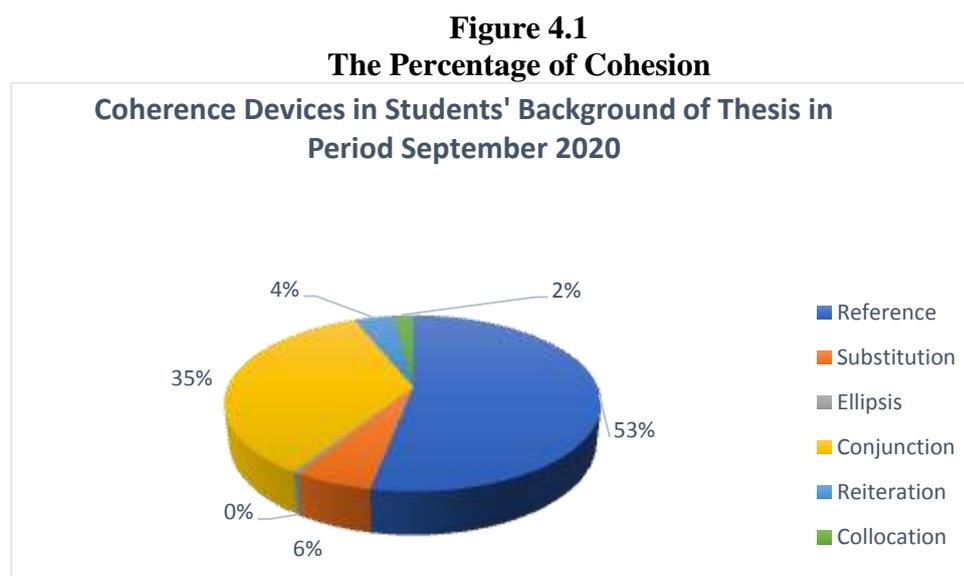
reference, subordinate, ellipsis, and conjunction. Meanwhile lexical parts are repetition, synonym, and collocation. In short, all of those become the identifying tools for analyzing the cohesion and coherence in background of study.

Whereas, other markers that used for identifying another purpose the coherence markers are used to analyze the data in order to find the coherence level would be existed in the paragraph. At least, in this study the writer mentions that there are three coherence markers relations which used to identify coherence of the paragraph in background of study. Those are cause-effect relation, resemblance relation, and equality relation.

B. Findings

1. Findings on Students' Cohesion in Students' Background of Thesis

The recapitulation can be presented in the chart below:

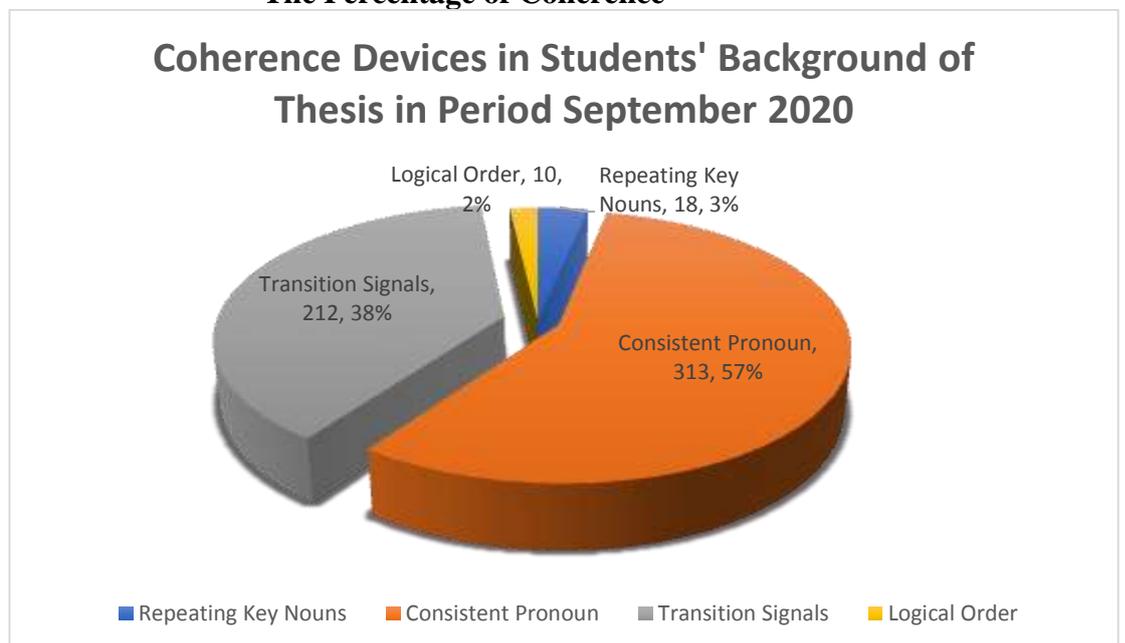


The above chart identifies percentage for two types of cohesion, namely grammatical cohesion and lexical cohesion. From the above chart, the students can build grammatical cohesion which consist of reference as much as 323 or 53%, substitution 34 or 6%, ellipsis 0%, and conjunction 212 or 35%. While lexical cohesion which consist of reiteration as much as 25 or 4% and collocation 12 or 2%.

2. Findings on Students' Coherence in Students' Background of Thesis

The recapitulation can be presented in the chart below:

Figure 4.2
The Percentage of Coherence



The above chart identifies percentage of how students build coherence. It can be seen that students build coherence as much as

57% at Consistent Pronoun, 38% at Transition Signals, 3% at Repeating Key Nouns, and 2% at Logical Order.

C. The Data Analysis and Interpretation

1. Cohesion

There two types of cohesion devices:

1. Grammatical Cohesion

The kinds of grammatical cohesion are reference, substitution, ellipsis, and conjunction.

1) Reference

a. Personal Reference

Generally the cohesion devices constantly occurring within the text is reference. The personal reference elements which occur in the text are personal pronoun as subject *I, it, they, we* and as object *them, us* and possessive adjective *it, my, their,* and *our*. Here, the examples of personal reference:

1. **They** tend to use **their** national language in formal situation, and use local language in daily life activities. ... (Thesis 3 paragraph 1).

Their refers to *they*, and *they* itself refers to citizen (human).

2. Through reading, **you** can understand the stories **you** have read and focus on the material. In reading, **you** remember every detail of the plot to understand the material. In the process, **your** concentration and memorization skills are enhanced... (Thesis 6 Paragraph 2).

Your refers to *you*, and *you* itself refers to people.

3. In Indonesia, **English** is taught as foreign language, although **it** is used as the mean of communication for international affairs. Therefore, **it** is barely spoken in daily communication.... (Thesis 1 Paragraph 1).

It refers to *English* and refers to personal reference.

4. Relevant research is needed to observe several previous kinds of research conducted by other researchers who are relevant to **our** research. In addition, **we** must analyze what points are the focus, inform the design, findings, and conclusions from previous studies... (Thesis 6 Paragraph 7).

Our refers to *we* and refers to personal reference.

5. ... It was supported by **Zaenal Wafa**, in **his** research about teachers' beliefs is part of the

process of understanding how teachers conceptualize their work.... (Thesis 5 Paragraph 3).

His refers to *Zaenal Wafa*, and *Zaenal Wafa* itself refers to people.

b. Demonstrative Reference

The demonstrative reference elements that appear in the text are neutral demonstrative represented by definite article *the*, the selective participant demonstratives *this*, *these*, *that*, *those* and the circumstance selective demonstrative *there*. Here, the examples of demonstrative reference:

1. ... As the result, **the** students can not differentiate between **the** description of situation and linguistic representation. ... (Thesis 3 paragraph 5).

The refers to demonstrative reference.

2. ... In Indonesia, many textbooks are produced to support English language teaching and learning. There are textbooks that published by the Ministry of Education and Culture (Kementerian Pendidikan dan Kebudayaan (Kemendikbud), there are also textbooks that are published by

public or private publishers. **These** textbooks can be used as additional materials by the teachers.... (Thesis 2 Paragraph 6).

These refers to textbooks and refers to demonstrative reference.

3. ... Bailey notes that academic writing is intended for anyone studying (or intending to study) in English speaking colleges and universities and is required to write essays and other assignments for exams or courses. **This** description indicates that academic writing applies only students and colleges who write specific assignments to achieve those objectives.... (Thesis 8 Paragraph 6).

This refers to the description above.

4. Based on observations of researchers in the tenth grade at SMPN 5 Bengkulu Tengah, researcher found **that** many students in class SMPN 5 Bengkulu Tengah experienced difficulties in learning English, especially in grammar error. **That** was proven by when research conducted an interview with one of the

students and teachers there. ... (Thesis 10 Paragraph 4)

That refers to description above.

c. Comparative Reference

The comparative reference elements which occur in the text are particular comparison through enumerative *more, epithet better, higher, harder, hardest* and general comparison through identity *same, different, differently*.

Here, one of the examples of comparative reference:

1. The different structure and lexical system between English and Indonesian was the main problem encountered by the students in writing essay. The students were often confused on the **different** grammatical rules and lexical system. ... (Thesis 1 Paragraph 10).

Different refers to comparative reference.

2. The **other** side they lacked of reading skill so they still difficulty to get main idea of the text. ... (Thesis 2 Paragraph 12).

Other refers to comparative reference.

3. Furthermore, writing is one of the **hardest** skills in learning English. ... (Thesis 1 Paragraph 3).

In *hardest* thing is presumably hardest 'than other things'.

4. ... According to Williams Grammar practice is a significant part of the language arts curriculum at all levels of public education due to overall performance expectancies are high, prospective instructors face numerous challenges **earlier than** they input the classroom. ... (Thesis 5 Paragraph 5).

2) Substitution

The substitution elements that appear in the text are verbal substitution *this, that* and clausal substitution *so*. But, it occurs on very little quantity. Here, one of the examples of substitution:

1. In countries that **do** use EFL, English is taught in schools, often widely, but it does not play an essential role in national or social life. ... (Thesis 3 paragraph 1).

Example above is part of clausal substitution, the word *do* substitutes for *English is taught in schools, often widely, but it does not play an essential role in national or social life*.

3) Ellipsis

Ellipsis has three elements, namely nominal ellipsis, verbal ellipsis, and clausal ellipsis. But, there is no ellipsis items found in the text.

4) Conjunction

a. Addictive Conjunction

In the discussion about conjunction elements, Halliday and Hasan refer only those that combine between sentence and sentence or paragraph and paragraph, while conjunction within sentence or phrase and phrase, word and word and beyond the matter. And the additive conjunction items which demonstrate within text are *and*, *also*, *in addition*, *besides*, *thus*, *for example* and *on the other hand*. Here, one of the examples of additive conjunction:

1. *On the other hand*, intralingual errors occur when language learners misuse some target language rules that they have been learned. ... (Thesis 1 paragraph 6).

From the example above, *on the other hand* is the example of additive conjunction within sentence.

2. By reading, the students knowledge will be improving because from reading the student can be gathering many information **and** have a

broad mind which related to their life. ...

(Thesis 9 Paragraph 2).

From the example above, *and* refers to additive conjunction.

3. Reading is one of receptive skills. It is the ability to get information from reading **and also** indicated as a passive English ability. ... (Thesis 7 Paragraph 4).

b. Adversative Conjunction

Adversative conjunction item which appears in the text are *but*, *even*, and *however*. Here, one of the examples of adversative conjunction:

1. **However**, this ideal condition is still far from the reality. ... (Thesis 4 paragraph 5).

From the example above, *however* is the example of adversative conjunction within sentence.

2. ... Richards say in Indonesia is where English is a second language, someone who learns language with limited time opportunities or without use outside the classroom, **but** someone who learns English in class formally, where

English is not used in everyday communication.

... (Thesis 6 Paragraph 1).

From the example above, *but* is the example of adversative conjunction within sentence.

3. ... **Eventually**, in order to produce a good piece of essay, the EFL learners are required to have accuracy, especially when both first and foreign languages have different structure. (Thesis 1 Paragraph 11).

From the example above, *eventually* is the example of adversative conjunction within sentence.

c. Clausal Conjunction

Adversative conjunction item which appears in the text are *so, therefore, for this reason, because, and then*.

Here, one of the examples of clausal conjunction:

1. ... If in one sentence we only understood one or two words, *then* our time would run out to opened the dictionary and end up with an English book. ... (Thesis 9 Paragraph 6).

Then, expresses the conditional relation with previous sentence.

2. ... **Therefore**, teachers need to form a belief that can improve learning systems. ... (Thesis 5 Paragraph 2).

From the example above, *therefore* is the example of adversative conjunction within sentence.

3. It plays an important role in establishing meaning and continuity in any piece of writing by linking words in sentences and linking paragraphs together, **so** that readers can easily infer meaning which the writer intends to convey. ... (Thesis 8 Paragraph 3).

From the example above, *so* is the example of adversative conjunction within sentence.

d. Temporal Conjunction

Adversative conjunction item which appears in the text are *meanwhile*, *then*, *next*, *finally*, *first*, *second*, etc.

Here, one of the examples of temporal conjunction:

1. ... The problems can be caused by several factors such as; **first**, the students have low motivation in learning English since the teacher applied the teaching learning process with unvaried and unchallenging techniques. ... (Thesis 7 Paragraph 8).

From the example above, *first* is the example of temporal conjunction within sentence.

2. **Meanwhile**, Indonesia language is spoken as their lingua franca which is understandable for every local language speaker. ... (Thesis 1 Paragraph 1).

From the example above, *meanwhile* is the example of adversative conjunction within sentence.

From the findings above, it knows that the students mostly used additive conjunction to connect the ideas in the explanation texts. It arranges semantic relation using familiar words even for neophyte readers. Additive is easy to understand because it adds presenting idea with new one instead of adversative or causal which prosecutes more readers' cognitive competence.

2. Lexical Cohesion

1) Reiteration

Reiteration elements found within text are repetition and synonym. While, superordinate and general word are not found within text.

a. Repetition

All of the lexical cohesion devices, the most common form is repetition. The repetition items existing

within the text to contribute make it cohesive are name of place and noun repetition. Here, one of the examples of repetition:

1. **Education** has an important meaning for human life. **Education** can drive human to achieve the progress of civilization. In addition, **education** provides provisions for human to meet their future. (Thesis 4 Paragraph 1).

The sentence above is the example of noun repetition.

2. The current research is to the implemented several reasons, first in reading skill had, such as: **students'** reading ability was very low, **students** had difficulties to understanding to the context and getting information from the text, most **students** did not have the ability to translate individual words, **students** lacked motivation in reading English texts. ... (Thesis 9 Paragraph 5).

The sentence above is the example of noun repetition.

3. The term of **interference** was firstly introduced by Weinreich to name the exitance of different language system spoken by bilingual speaker in using a language. Weinreich stated that

interference is the deviation of language norms used as the effect of bilingualism toward another language. **Interference** happens when the speaker uses second language and the first language **interference** it.

The sentence above is the example of noun repetition.

b. Synonym

The synonym item occurring in the data is only word that has the identical meaning with other word. For

Example:

1. Indonesian English *learners*, especially *students* in Bengkulu, in common with other EFL *learners*, are believed to have large passive English vocabularies and they are able to understand the English words than they can use productively. (Thesis 3 Paragraph 3).

The synonym above is between *learners* and *students*.

2. Bailey notes that academic writing is intended for anyone studying (or intending to study) in English-speaking **colleges** and **universities** and is required

to write essays and other assignments for exams or courses. (Thesis 8 Paragraph 6).

The synonym above is between *colleges* and *universities*.

2) Collocation

The second one of lexical cohesion is collocation, and it appears in sentence:

1. ... They tend to use their *national language* in formal situation, and use *local language* in daily activities. ... (Thesis 3 Paragraph 1).

Based on example above, *national language* and *local language* are the example of collocation within sentence.

2. Based on school Curriculum 2013, teaching and learning English involves four skills, such as **listening, speaking, writing, and reading** that are taught cohesively. ... (Thesis 9 Paragraph 1).

In conclusion, the texts are actually cohesive, although there are some cohesion devices which are invented in the concept but they do not appear within the data. The cohesion device that does not appear in the text is ellipsis. Yet, the cohesiveness of the texts is still maintained with the appearance of the other cohesion devices.

2. Coherence

Coherence is defined principally as a feature of text, either in terms of the linking of sentences (cohesion) or as the relationships among propositions in the text (sticking to the point). Coherence is categorized of four types, there repeating key nouns, consistent using pronoun, transition signal, and logical order.

As mentioned before, the findings showed that there are 553 coherent in the 10 backgrounds of thesis written by English Education Department students in period September 2020. The explanation texts that analyze in this research establishes all types of coherence.

Hence, the explanation texts that analyzed in this research mostly use equality relation to make the paragraphs seem solid and permanent unit. Coherent paragraph makes all the sentences related smoothly within and between them. It is easy for the reader to move from sentence to sentence.

1. Repeating Key Nouns

As previously mentioned, there are 18 instances of using repeating key nouns in students' background of thesis. Repeating key nouns is the easiest way for writers to make the sentences in the texts coherent, and it is also the easiest relation for readers to comprehend the sentences in the texts.

Examples:

The current research is to the implemented several reasons, first in reading skill had, such as: **students'**

reading ability was very low, **students** had difficulties to understanding to the context and getting information from the text, most **students** did not have the ability to translate individual words, **students** lacked motivation in reading English texts. ... (Thesis 9 Paragraph 5).

The sentence above is the example of key noun repetition.

2. Using Consistent Pronoun

Using consistent pronouns is one of coherent type. Pronoun is a word that takes the place of a noun. There are 313 instances of using consistent pronoun in the students' background of thesis. The pronouns that are used in the background of thesis in this research involve personal pronoun, relative pronoun, demonstrative pronoun, and possessive pronoun. Personal pronoun such as "it", "we", "they", "them", and "she". Relative pronoun such as "that". Demonstrative pronoun such as "this", "these", and "those". Possessive pronoun such as our, their, and its.

Examples:

- a. Relevant research is needed to observe several previous kinds of research conducted by other researchers who are relevant to **our** research. In addition, **we** must analyze what points are the focus,

inform the design, findings, and conclusions from previous studies... (Thesis 6 Paragraph 7).

Our refers to *we* and refers to personal reference.

- b. ... It was supported by **Zaenal Wafa**, in **his** research about teachers' beliefs is part of the process of understanding how teachers conceptualize their work.... (Thesis 5 Paragraph 3).

His refers to *Zaenal Wafa*, and *Zaenal Wafa* itself refers to people.

- c. ... As the result, **the** students can not differentiate between **the** description of situation and linguistic representation. ... (Thesis 3 paragraph 5).

The refers to demonstrative reference.

3. **Transition Signals**

Transition signals are used to signal relationship between ideas in the writing. It is similar to change from one item of idea to another. There are 212 instances of transition signals in the background of thesis analyzed in this research. It is the second position of the most frequent type of coherence after the use of key nouns. It used words such as “when”, “then”, “and”, “or”, “finally”, “because”, “in conclusion”, “therefore”, “before that”, “the first”, “the last”, “second”,

“third”, “fourth”, “until”, “while”, “also”, “so”, “after that”, “but” and so forth.

Examples:

- a. In Indonesia, English is taught **as** a foreign language, although it is used **as** the mean of communication for international affairs. **Therefore**, it is barely spoken in daily communication. It occurred because Indonesian people speak various local languages according to their ethnicities **and** communities. Meanwhile, Indonesian language is spoken **as** their lingua franca which is understandable for every local language speaker. **Therefore**, even though EFL learners learn English in their schools and universities, they have limited space for practicing it in daily communication, many EFL learners still find difficulty in performing **and** understanding English **even though** they have learned it for years. (Thesis 1 Paragraph 1).
- b. From the result of the interview, the teacher said that students had problems in understanding reading phenomena. **First**, students have difficulty understanding recount text in reading such as: the meaning text like low understanding vocabulary of

the text. **Second**, students have low abilities to find information explicitly and implicitly in general structure. **Third**, students have to differentiate recount text with other text. **So** from these three problems, the teacher tries various methods of learning models that can make students learning more effective in reading. ... (Thesis 6 Paragraph 5)

4. Logical Order

The use of logical order in the text is based on the topic and the purpose of the text. Logical order help the writers create a paragraph with a clear purpose that is easy for the readers to follow. Logical order categorized into three common kinds, there are chronological order, logical division of ideas, and comparison or contrast paragraph. There is only one instance of logical order in the background of thesis analyzed in this research, it is chronological order. Because in the 10 background of thesis analyzed in this research are in the same topics, which explain the sequence of events or steps in a process, then each of the texts involve chronological order.

D. DISCUSSION

In this study, cohesion and coherence on 10 students' background of thesis written by English Education Department of IAIN Bengkulu in period September 2020 were investigated. Following are the discussions concerning the result of cohesion and coherence analysis on students' background of thesis.

1. Cohesion on Students' Background of Thesis

Based on the findings, the data analysis showed that the problems which found in this study. First, the students did not use all types of cohesive devices to build cohesion in their background. It was possible that the students lack practice and knowledge about English grammar. As shown in findings above, the use of reference was highest than other devices of cohesion, the occurrence of reference was 323 times. The reference became mostly used in the 10 background of thesis. It could also be assumed that the students knew very well in using references in their background. Abdurahman (2013) indicated that the students are more familiar with the use of reference although they are able to use other types of grammatical cohesive as well. Furthermore, Nugraheni (2017) stated that learners will not avoid the use of the words when they are familiar with the use of words. On the other hand, the use of substitution was rarely used. It had the smallest number of occurrences than other devices. There were only 34 times substitutions which occurred in the 10 background of thesis. In addition, the use of ellipsis was not found. It was probably the lack of the students'

understanding of substitution to make their writing cohesive. Mawardi (2014) indicated that substitution and ellipsis were not used much in the essays because of the fact that the students overused the repetition of lexical items, or they were confused between ellipsis and substitution since there is no clear cut between them.

However, it was not that way. Nilopa, Miftah & Sugianto (2017) all stated that substitution and ellipsis are more characteristically found in spoken discourse dialogue. Besides Nilopa, Miftah & Sugianto, Guna & Ngadiman (2015) all also stated that no instances of ellipsis were found in the students' essay since according to Halliday and Hasan, the ellipsis is mostly used in oral discourse than in written discourse. Hence, it makes substitution has the smallest number of occurrences.

While the use of the conjunction was sometimes higher than reiteration in the abstracts. The type of conjunction which mostly occurred was additive. It happened because this conjunction marked any additional information added by the students to complete the ideas. Linda & Ismail (2018) indicated that the use of additive devices is a very simple and staple use of a cohesive device which can indicate that the writer is still at the novice level. Meanwhile, the other types of conjunction which occurred in the background of thesis were adversative, causal, and temporal. However, the occurrence of those conjunctions was less than additive conjunction.

Whereas, the type of lexical cohesion which occurred in the background was reiteration. It was a form of lexical cohesion which involved the repetition of a lexical item or the use of a synonym. The repetition provided continuity and creates coherent in the text. Nurul (2017) indicated that lexical cohesion contributes to the coherence of the text. The cohesive relations that occur in the text contribute to the continuity and also set up the context for the interpretation. The type of repetition which occurred was a nominal repetition. It was one of the attempts to make sentences cohesive and coherent in the text by the authors.

This is important that students' ability in building cohesion influence their writing quality. When students write a text cohesively, the text will be easy to read and to understand because the elements within text are linked. Based on Halliday and Hasan (1976) theory, the cohesive text is a text which element in the text and some other element are linked so that it creating a meaningful and readable text. It is in line with the reality happens in students' background of thesis written by English Education Department of IAIN Bengkulu in period September 2020. So, cohesion provides strong evidence that it contributes to readable writing. However, the fact showed that the sentences within text should not be connected by the existence of all cohesion devices. Some of the adequate devices are as much as necessary to create a series of sentences called as a text. It was in line

with previous studies' result conducted by Jungok Bae (2001) that referential and lexical cohesion correlate highly with the quality of writing. Besides, ellipses and substitution show a weak correlation with the quality of writing. In line with this, the research showed that students' background of thesis written by English Education Department of IAIN Bengkulu in period September 2020 writing is classified as a high quality of writing because provide cohesive tie in appropriate used.

2. Coherence on Students' Background of Thesis

The background of thesis written by English Education Department of IAIN Bengkulu in period September 2020 has 553 coherence ties. The sub categories of coherence devices appear. Consistent pronouns are the most common type that used among all types of coherence which appeared 313. The second rank is transition signal, it appeared 212 times. The last position is repeating key nouns that only achieved 18 times. Whereas the logical order did not present in the data finding, actually the transition signals have represented the logical order's function. It is because the transition words and phrases have connected and related ideas, sentences, and paragraph. They automatically make the logical flow (logical order) of ideas as they signal the relationship between sentences and paragraphs.

In accordance the coherence theory of Oshima and Hogue (1976:18), they proposed four elements to achieve coherence in a text, those are repeating key noun which considered as the easiest way to achieve coherence, using consistent pronoun, use transition signal to link the ideas and logical order. Moreover, the theory very influences to create the unity of the background of thesis. The writer assume that the truth of theory is proved in the background of thesis. The four sub categories of coherence devices were used in those background of thesis as the data findings.

Same as cohesion, the students' ability in building coherence also influences their writing quality. When the students write a text coherently, the idea of the text will be easy to catch and sentence by sentence within text relate to each other. So, readers will get meaning of the passage completely. It can be concluded that coherence is one of the important elements of writing which should be emphasized in writing. It was in line with previous studies' result conducted by Mawardi (2014) that coherence is an important element of writing. The study showed the necessity of explicit teaching of the coherent writing.

Seeing the discussion above, we can conclude that in students' background of thesis written by English Education Department of IAIN Bengkulu in period September 2020 ability is good enough. It can be showed that all of the students have more than moderate scale of coherence. It can be sum up that cohesion and coherence are the

important elements for a good writing. They are certainly important to the linkage between reader and writer in readable writing. Besides, they are important elements which should be included within the teaching of writing activity.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussions from the previous chapter, the researcher draws conclusions as follow:

The main result in this research is focused on the use of cohesion and coherence devices in the background of thesis written by English Education Study Program students of IAIN Bengkulu in period September 2020. The conclusion of this research is determined based on research questions. The first question is the types of cohesion and coherence devices in students' background of thesis. Based on the students' background of thesis, the types of cohesive devices are reference, substitution, and conjunction in grammatical cohesion, reiteration and collocation in lexical cohesion. Ellipsis is not found in the background of thesis written by English Education Study Program students of IAIN Bengkulu in period September 2020. It means that the students have good enough competence in producing cohesion at their writing texts, because they utilized all the types of cohesion at their writing texts except ellipsis.

Meanwhile, the second is the types of coherence devices used in the background of thesis written by English Education Study Program students of IAIN Bengkulu in period September 2020. Based on the students' background of thesis as the data findings, the types of coherence devices are repeating key noun, consistent pronoun, transition signal, and logical order. Especially for the categories logical order is not served in detail because the transition signals have represented the logical order function. This is meant that the students have good competence in producing coherence at their writing texts, because they applied all the types of coherence at their writing texts.

B. Suggestion

After conducting the study, the writer implies that the students of English Department need to be more aware of making an effective and readable writing especially in organizing the coherent and cohesive paragraphs. In the case of making cohesive paragraph, the writer suggested:

1. Arrange the idea clearly with adding some sentence connectors, conjunctions, or references that will make the paragraph well tied one another and readable.
2. Pay attention in the logical aspect of writing. Avoiding the redundancy and ambiguity in order to make explanation or elaboration.
3. Read more and search the example of a good writing particularly in case of composing an academic writing or another writing for specific purpose.

In the case of coherence, the writer recommends:

1. While composing the paragraphs, outlining is important to do. It consists of mentioning the topic discussions of each paragraph to ensure that there is no divergent or redundant sentence within the paragraphs.
2. Each of the topic discussion must flow smoothly and keep in related to the main idea of the writing or previous ideas.

3. In explaining or elaborating, the students need to state the elaboration specifically only to the topic discussion of the paragraph. Adding unnecessary information outside the topic discussion is prohibited. If the students want to add another information, they must create a new paragraph with a new topic discussion so that the information is not excessive or ambiguous.

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