

Discourse Analysis in Research Thesis Background Written By the Postgraduate Students of Unismuh Makassar

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ABSTRACT : This study aimed to find the kinds of cohesion and coherence in the thesis background, it also focused the use of the cohesion and coherence in the thesis background thesis by of S2 English Program at Muhammadiyah University of Makassar in academic year 2021. The data of this study were six thesis background which were taken randomly from the background section of thesis. Six thesis background are from five thesis background in 2016 academic year and one thesis background in 2017 academic year. This study concerned with used Mixed Method Research Design. In collecting data, the researcher used document. 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. The students can build grammatical cohesion which consist of reference as much as 35.96%, substitution 10.96%, and conjunction 46.05%. Unfortunately, ellipsis is not found in the background of thesis. While lexical cohesion which consist of reiteration as much as 6.50% and colocation 0.49%. In addition, students build coherence as much as repeating keyword as 9.04%, consistent pronoun 20.03%, transition signals 64.89 % and 6.02% logical order. It can be concluded that the students to be competing well in producing cohesion and coherence at students' background of thesis because used cohesion and coherence devices in creating the sentences and paragraphs variously.

KEYWORDS -Discourse Analysis, Cohesion, Coherence, Thesis Background

I. INTRODUCTION

Students must finish a final examination scientific project, which entails producing a thesis as a research paper, in order to receive a bachelor's degree. The introduction is one of several chapters that make up the thesis. To get a bachelor's degree, students must complete a final examination scientific project, which involves writing a thesis as a research paper. The thesis is broken into many chapters, including an introduction. According to Bhatia (2014), the introduction plays a crucial function in outlining the connections between the research that are going to be published. There are six subsections in the introduction. The study background, problem statement, purpose, research significance, scope, and definitions of words are all included in this part. According to McMillan (2008), the background section of research articles is crucial. This is because it serves as the foundation for a research article, reveals the motivation behind the researcher's research, validates his research theory, provides background information on the subject, and broadens the research question. Karjono (2020) asserts that writing a thesis requires appropriate organization, clarity, and consistency, particularly in the background section. Writing is an important skill that enables pupils to communicate their thoughts and feelings

to readers. Students' acquisition of great writing abilities is the goal of writing education. For writing to be effective, it must be coherent and consistent. 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. Therefore the researcher is interested to analyze deeply the postgraduate thesis background to find out the used of cohesion and coherence of the background of thesis written by postgraduate students at University of Muhammadiyah Makassar.

1.1 Research Questions

1. What kinds of cohesion and coherence are used the student's thesis background?
2. How are cohesion and coherence devices used in paragraph of student's thesis background?

1.2 Objective of the Study

1. To find out the kinds of cohesion and coherence are used the student's thesis background.
2. To analyzed the cohesion and coherence devices used in paragraph of student's thesis background?

1.3 The results of the study

The result of the research is expected to provide both theoretical and practical contributions. Theoretically, this research is expected to enrich knowledge and information about the use of cohesion and coherence in the thesis background. Practically, for the teachers this research is expected to give positive input to the English teacher to conduct discourse analysis on the interactions happening in their classrooms to see when and why good and bad language use takes place. Also, for the students, this research is also expecting to be useful for students in order to develop their knowledge about discourse analysis and this study can improve students' awareness on how to make good writing in thesis.

II. Discourse Analysis

Discourse analysis is an excellent way for approaching a wide variety of study problems, from medical institutions to education, and so on, in order to reveal hidden power systems that benefit a few at the expense of the many (Kanika, 2013) Furthermore, Halliday and Hasan (2013) describe discourse as a type of structure; the term is used to refer to the structure of a higher-level unit other than the sentence. Furthermore, discourse analysis is used to refer to a wide range of disciplines, including pragmatics, speech act theory, and conversational analysis. Discourse analysis examines how language is organized above the sentence level, as well as the development of spoken and written language.

2.1 Thesis Background

Thesis is one of the last requirements for students pursuing an S2 degree in Indonesia. Thesis background is the first and very important part of writing a scientific paper (whether it is paper or a thesis). Thesis background is one of the aspects that need to be written correctly when composing essays, research papers, and thesis. Its concluded 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.

2.2 Writing

Writing is a continuous process of thinking and organizing, rethinking and reorganizing (Pitaloka, 2019). Written items require specific abilities in how to originate ideas and organize them coherently, how to apply discourse markers and rhetorical conventions coherently into a written text, how to modify text for clearer meaning, and how to produce a finished output. Writing is intended to convey thoughts, ideas, and facts in easy

and clear language. It is important for students to learn how to understand the art of good writing which will affect their academic and work in the future.

2.3 Cohesion

Cohesion it is a relationship between two textual elements in which one is interpreted by the author. Such relationships between words create cohesive "ties" and allow us to differentiate sentences that constitute a "text" from sequences of unrelated sentences" (Jabeen et. al, 2013). Hence, it is divided into grammatical and lexical cohesion.

2.3.1 Grammatical cohesion

1. Reference

Reference is a grammatical cohesive aspect in a text that is only comprehended in relation to other portions of the text. (Mavasoglu, (2014). A reference is defined as a circumstance in which one element cannot be semantically comprehended unless it refers to another element in the text. Halliday & Hasan (2013)reference is divided into 3 types which have different uses. They are personal reference, demonstrative reference, and comparative reference.

2. Substitution

Substitution refers to replacing one item with another. It is a relationship in terminology, as well as in the text, but not in meaning. Substitution divided into 3 types namely nominal substitution, verbal substitution, clausal substitution.

3. Ellipsis

In writing, the writer did not always need to replace words or sentences. This technique is known as ellipsis. As with replacement, there are three types of ellipsis: nominal, verbal, and phrase ellipsis.

4. conjunction

Conjunction are member of small class that have no characteristic form, their function are chiefly as non-moveable structure words that join such units as part of speech, phrases, or clauses. Halliday and Hasan (2013) divided the conjunction into four kinds. There are additive, adversative, causal and temporal. Every kind of conjunction has different tags, which shows the relationship between the text parts.

2.3.2 Lexical cohesion

1. Reiteration

The forms of reiteration are repetition, synonymy, antonymy, and superordination (hyponymy and meronymy).

2. Collocation

Collocation is a combination of vocabulary items that co-occur together. (Paltridge 2013). It includes combinations of adjectives and nouns , verbs and nouns.

2.4 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.

1. Repeated Keywords

According to Wiemelt (2019) repeating keywords or phrases helps connect and focus ideas through essay. Repetition of the keyword is known as repeating an idea. Repeating an idea can help the writer to develop coherent in writing and also help the reader to stay focused by reminding them of the main idea.

2. Consistent Use of Pronouns

Pronouns can assist the writer avoid monotonously repeating a noun, and they can be used to substitute nouns that have already been stated once or multiple times. Pronouns can also assist readers identify key sentence parts.

3. Transition signal

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.

4. 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. The last technique to establish paragraph coherence is to arrange the sentences in some form of logical order (Oshima and Hogue, 1983).

III. Research Method

The data of this study were six thesis background which were taken randomly from the background section of thesis. Six thesis background are from five thesis background in 2016 academic year and one thesis background in 2017 academic year. This study concerned with used Mixed Method Research Design. In collecting data, the researcher used document.

3.1 Research Instruments

The researcher always needed an instrument to collected data and for this research it is used analysis of document as the instrument for data. Document analysis is a form of qualitative research in which the researcher interprets documents to give voice and meaning to an assessment topic. Then, the documents took from the background thesis written by the postgraduate of Unismuh Makassar. The next must be classified into the table with criteria took from studied of Halliday and Hasan (2013) and Oshima and Hogue (2007).

3.2 Technique Collecting Data

1. The researcher took thesis from the library that would become the samples.
2. The researcher read the paragraphs from the background to analyzed the thesis carefully.
3. The researcher determined the paragraphs in the background of the thesis.
4. The research picked up and analyzed cohesion and coherence in postgraduate writing in the background of the thesis.

3.3 Technique of Data Analyzing

In analysing the data, the researcher applied the Krippendorff's (2004) theory as cited in Karlina (2020). The stages were used as follows:

a) Identification

In identifying the data, the researcher read the words, phrases, and sentences in the paragraph in the background of thesis written by the postgraduate students carefully.

b) Classification

The researcher classifying the texts which used cohesion and coherence devices. Then the researcher chose and 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.

c) Percentage

Next, the researcher calculated the percentage of each cohesion and coherence devices of each paragraph that has been analyzed. The researcher counted the number of cohesive and coherent items which have been coded in percentage.

$$P = (F/N) \times 100\%$$

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' pbackground of thesis.

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

Gay et al., (2012)

IV. RESEARCH FINDINGS AND DISCUSSION

The kinds of cohesion and coherence that the postgraduate used in the background of the thesis

Table 4.1 Cohesion in the thesis background

Variable	Indicators	F	%
Grammatical	1. Reference	292	35.96%
	2. Substitution	89	10.96%
	3. Conjunction	374	46.05%
Lexical	1. Reiteration	53	6.50%
	2. Colocation	4	0.49%
		812	100%

Table 4.2 Coherence in the thesis background

Variable	Indicators	F	%
Coherence	Repeating Key Nouns	51	9.04%
	Consistent Pronoun	113	20.03%
	Transition Signals	366	64.89%
	Logical Order	34	6.02%
		564	100%

a. Cohesion

There are two types of cohesion devices:

1. Grammatical Cohesion

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

a) Reference

Reference is the second rank in types of cohesion after conjunction. It shows 292 times or 35.96% of total occurrences. There are three type that the researcher fund in this study:

- 1) Personal Reference
- 2) Demonstrative Reference
- 3) Comparative Reference
- b) 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

- c) Ellipsis

Ellipsis has three elements, namely nominal ellipsis, verbal ellipsis, and clausal ellipsis

- d) Conjunction

The most frequent type of cohesion after reference. It appears 374 times or 46.05 % of total occurrences of cohesion ties. Conjunction is semantic system where by speaker relate clause in term additive, adversative, temporal and causal.

2. Lexical Cohesion

- a) Reiteration

Reiteration itself included repetition, synonym, antonym and superordinate. In background, repetition is dominant appear with 50 times or 94.33% and the second is synonym with 3 times or 5.66%. While, superordinate and antonym are not found within text.

- b) Collocation

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

b. Coherence

Coherence divided into 4 types there are: using the using repetition of keywords, consistent pronoun, transition signal and using the logical order.

- 1) Repetition keyword

As previously mentioned, repetition of keywords appears 51 times or 9.04%. It can be mean that through the using of repetition of keywords used by students in background of thesis still repeated the similar words in the paragraph or sentences.

- 2) Consistent pronoun

Using consistent pronoun is a word that take place of noun and pronoun in a sentence. There are 113 time of using consistent pronoun in the students' background of thesis

- 3) Transition signal

Transition signal appears 366 times or 64.89%. The research founded transition signals are usually placed at the start of the sentences such as first, in conclusion, and on the other hands. It also appeared in the middle or end of sentences such as and, that, because, and the last.

- 4) Logical order

Logical order is the lowest appear in the six backgrounds thesis. It appears with 34 times or 6.02%. Logical order helps the writers create a paragraph with a clear purpose that is easy for the readers to follow.

Based on the results that have been presented on the findings, it is showed that the cohesive tools were found in students' writing. The study also revealed that almost all of the students used cohesive tools in their writing specifically in reference and conjunction. However, not all of cohesive tools were found in their writing. In this case, it can be understood that the students are more familiar with certain device only in cohesion and still need to understand more about the cohesive tools to make their writing more attractive. From the previous data has been provided on the findings, the use of conjunction was highest than other devices of cohesion, the occurrence of reference was 374 times. The conjunction became mostly used in the 6 background of thesis. The types of

conjunctions that were found in the students' thesis background are additive conjunction with 167 items, adversative conjunction with 75 items, causal conjunction 93 items and temporal conjunction 39 items. It could also be assumed that the students knew very well in using conjunction in their background. For next findings of study it showed that reference was the second type most widely used by the students in cohesive tool. Almost all of them used this kind of cohesive tool in their writing. The total appeared was 292 items, and the types of reference most used by the students are personal reference with 144 item, demonstrative 142 items and comparative reference 6 items. Among those kinds of references appeared in the students' writing, the highest number found in the reference was in personal reference. This means the students frequently repeat the same reference in their writing and they are also more familiar with this kind of reference. On the other hand, the use of substitution was rarely used. It had the smallest number of occurrences than other devices. There were only 89 times substitutions which occurred in the 6 background of thesis. The types most used in substitution is nominal substitution 10 items, verbal substitution 51 items and clausal substitution 28 items. In addition, the use of ellipsis was not found. It was probably the students confused between ellipsis and substitution. 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 and the use of a synonym. The repetition was appeared 50 times and the synonym were appeared 3 times. Meanwhile the collocation appeared with 4 times. 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 the postgraduate students' of Unismuh Makassar. 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. Besides, ellipses and collocation showed a weak correlation with the quality of writing. In line with this, the research showed that background of thesis written by postgraduate students of Unismuh Makassar is classified as a high quality of writing because provide cohesive tie in appropriate used.

The background of thesis written by the postgraduate of Unismuh Makassar has 564 coherence ties. The sub categories of coherence devices appear with repeating keyword, consistent pronoun, transition signal and logical order. Transition signals are the most common type that used among all types of coherence which appeared 366. The second rank is consistent pronoun, it appeared 113 time. Next is repetition keyword appeared with 51 time. The last position is logical order with appeared 34 times. In accordance the coherence theory of Oshima and Hogue (2007), 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. Seeing the discussion above, the researcher can conclude that in students' background of thesis written by the postgraduate students of Unismuh Makassar 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.

V. Conclusion

Based on the students' background of thesis, the types of cohesive devices are found is reference, substitution and conjunction in grammatical cohesion, reiteration and collocation in lexical cohesion. 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. 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 means 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.

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