

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

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ABSTRACT

This study aimed to find kinds of cohesion and coherence in the background section of thesis, it also focused to analyse 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*

INTRODUCTION

Writing is the most critical criterion for good learning. This is due to the fact that college students are more likely to express themselves in non-academic and academic writing, such as final projects, texts, articles, and essays. An academic writing not only takes their thoughts and writes them down, but they must also comprehend these writing patterns extremely well," (Paltridge and Starfield 2007). When students write, it is reasonable to presume that they are aware of this pattern and there is a link between thinking and writing. This is a vital method for them to express themselves and grow in their knowledge.

However, for effective writing to have an impact, the content must be cohesive and coherent. Cohesion and coherence are crucial aspects to consider while writing complete writings. This is due to the fact that cohesion defines the act or state of cohering, but coherence means the act or state of being logically consistent and related. According to (Halliday MAK and Ruqaiya. H 1976), cohesion is the linkage of ideas between each phrase so that the sentences may establish the coherence of the text. Similarly, cohesiveness refers to an act or situation that correlates in meaning. The act or situation that has continuous significance in a text is referred to as coherence. Furthermore, coherence implies that each paragraph is continuous or unity with the other paragraphs from beginning until the end of the text.

Despite the fact that cohesion and coherence are crucial components in constructing a thorough text, there is evidence from statistics and research that many students still struggle with writing cohesion and coherence. The cohesion and coherence devices can be used to connect words, phrases, clauses, sentences, and paragraphs, resulting in a cohesive and complete discourse (Latifah and Triyono 2020). When it comes to preparing a decent piece of writing that is cohesive and coherent, students frequently run into problems, such as when they wish to arrange their thoughts into a clear and concise phrase or sentence, but what they end up with is a long and elusive statement.

Furthermore, before obtaining a bachelor's degree, students must complete a final examination scientific project that includes producing a thesis as a research paper. The thesis is divided into various chapters, one of which is an introduction. The introduction is the most important element of the study since it explains why the author conducted the research. According to (Bhatia. V. K 2004), the introduction plays a crucial role in establishing the linkages between the research to be described. There are six sub-sections in the introduction. Research background, problem statement, research goal, research importance, research scope, and term definition are all included. In research articles, (Mcmillan.J.H 2008) emphasizes the importance of the background section. This is because it serves as the foundation for a research article, revealing why the researcher is doing the study, confirming his research hypothesis and providing fundamental research information, and expanding the research issue.

Writing a thesis as a type of discourse, particularly the background section, requires a decent organization as well as coherence and consistency (Karjono 2020). Because writing is a productive talent, students may communicate their facts, thoughts, and feelings to readers. Writing abilities will be very useful if people wish to communicate with others through social media. Furthermore, the primary goal of writing instruction is to help students develop the capacity to write well. The text must be cohesive and coherent in order for effective writing to have an impression. Grammar and language are used to represent the conceptual aspect of coherence (Wang and Guo 2014).

"The semantic link between an element in a text and other aspects that are crucial to its interpretation," (Halliday MAK 1985) defined coherence. In order to integrate their writings, authors require another key ingredient, coherence, in addition to cohesiveness. Coherence was

historically defined by (Alidoost, Tabatabaei, and Bakhtiarvand 2014) as a connection that links concepts in a text to produce meaning for the reader. Although coherence is necessary for efficient writing, it is sometimes regarded as an abstract, exclusive, and contentious idea that is difficult to teach and understand. According to studies, ESL/EFL students almost exclusively focus on the quality of words and sentences while writing, rather than the level of the complete text, i.e. discourse coherence.

A sufficient research background can assist readers in determining if the study's author has a fundamental comprehension of the research subject under discussion. Furthermore, it boosts the author's trust in the overall quality of the analysis and survey results. This material gives readers the context they need to comprehend the research issue and its significance. This is congruent with introducing a research paper with background material that ties the reader to the study topic. However, how lengthy and how deep the bridge should be depends a lot on how much information the writer feels readers need to properly comprehend the issue under discussion and why the survey question is significant. At this point, cohesion and coherence imply that the phrases or paragraphs in the text are truly connected to one another, rather than simply being a collection of unconnected sentences. The writing is deemed nonsensical if the words or phrases in each paragraph do not fit. They are similar to lists of points or ideas with no link between them, making it difficult for readers to comprehend the writer's point of view.

LITERATURE REVIEW

1. CONCEPT OF COHESION

(Halliday MAK 1985) said that:

"Cohesion is a semantic notion that relates to the relationship between meanings in a text and characterizes it as text." Cohesion arises when the interpretation of one element in a conversation is dependent on the interpretation of another element in the discourse. In certain ways, the premise of an element is another element, and the assumption is that it cannot be adequately decoded and the resource will accept it. When this occurs, it develops a coherent relationship and implies it as a text, at least under the fundamental assumption."

The semantic link between sentence elements that presume elements in another phrase is referred to as cohesion. As a result, when the sentence is separated from its context, it is difficult to read the sentence since it is difficult to interpret. It signifies that the relationship statement is similar to another sentence, making explanation difficult (Emilia, Habibi, and Bangsa 2018).

Based on the above explanation, the writer might infer that cohesion is the link between propositions stated clearly by grammatical, lexical, and semantic elements in the sentences that comprise the discourse (paragraph).

The following are cohesiveness indicators (Katamba 2020):

- a. Include only one major sentence or key sentence.

- b. There are a few phrases that explain things.
- c. No sentences diverge from the primary sentence exist.
- d. Reasonable or logical
- e. There are two forms of cohesion: grammatical cohesion and lexical cohesion.
- f. Using a diversity of terms to avoid monotony.

2. CONCEPT COHERENCE

Although others argue that the two names describe clearly linked but separate phenomena, coherence is frequently referred to as cohesiveness. We utilize coherence to encompass the text's original degree as well as the numerous linguistic and structural techniques to accomplish this coherence. Starting with the last criterion, because this is the most important, any academic work is incomprehensible unless the concepts conveyed in it are organized logically.

To generate a perfect writing, it must be both cohesive and coherent. All of the text's components should be composed in a way that the reader can recognize. Coherence, according to (Dirven & Marjolijn 2004), is a property that distinguishes the text from a random collection of phrases. Coherence occurs when it is feasible to create a cohesive representation of a text. Coherence, according to (Zemach D. E & Lisa 2005), is a clear and logical organization of concepts. When a text is combined together, the reader can readily understand the key message. In a nutshell, coherence is the relationship between words or phrases in a document that allows the reader to grasp the contents contained within it.

"This course emphasizes the development of abilities for doing research in line with scientific writing norms and reporting results in English" (Nunan 1992). (Nunan 1992) defines research as a systematic inquiry process comprised of three elements: (1) questions, issues, or hypotheses; (2) data; and (3) analysis and data interpretation. Finally, the writer might conclude that the background of the thesis serves as the basic foundation for the writer or researcher in providing comprehension to the reader. The backdrop of the thesis is prepared to offer an outline of what will be covered in the centre of the work.

The following are indicative of the thesis's background:

- a. The background of thesis descriptions is generic and based on research themes.
- b. The background of thesis descriptions is generic, but more explicitly than the first paragraph, having established the issue.
- c. The background of the thesis description is unique in that it is based on corporate phenomena.
- d. These phenomena will be utilized to identify an issue and a task to be fulfilled on the investigation.

METHODOLOGY

An important aspect of performing research is research design. This research is employed for descriptive qualitative research since it necessitates data collection, analysis, and interpretation of meaning. "Qualitative research is multi-method in emphasis, incorporating an interpretative,

naturalistic approach to its subject problem," (Norman K. Denzin & Yvonna S. Lincoln 2000) It indicates that qualitative research is concerned with investigating objects in their natural surroundings in order to make them meaningful or to explain occurrences in a meaningful way.

This study is a descriptive qualitative study of discourse analysis because the data analyzed is the degree of cohesion and coherence in the context of the thesis, and the data source is the background of thesis produced by English Education Study Program students at IAIN Bengkulu in September 2020. Qualitative approaches are chosen because inductive investigation on the difficulties of this subject is required.

FINDING AND DISCUSSION

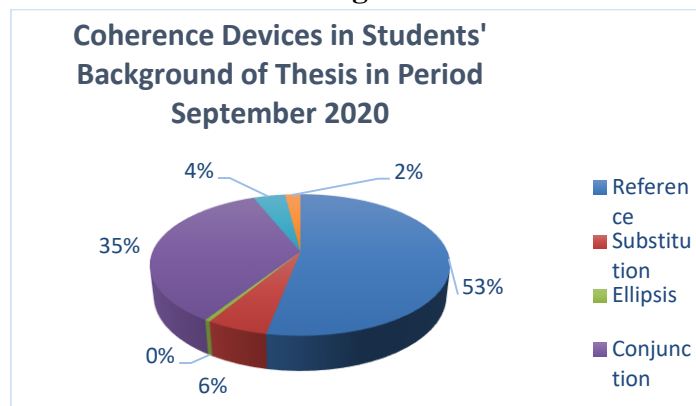
a. Findings

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

The recapitulation can be presented in the chart below:

Figure 4.1

The Percentage of Cohesion



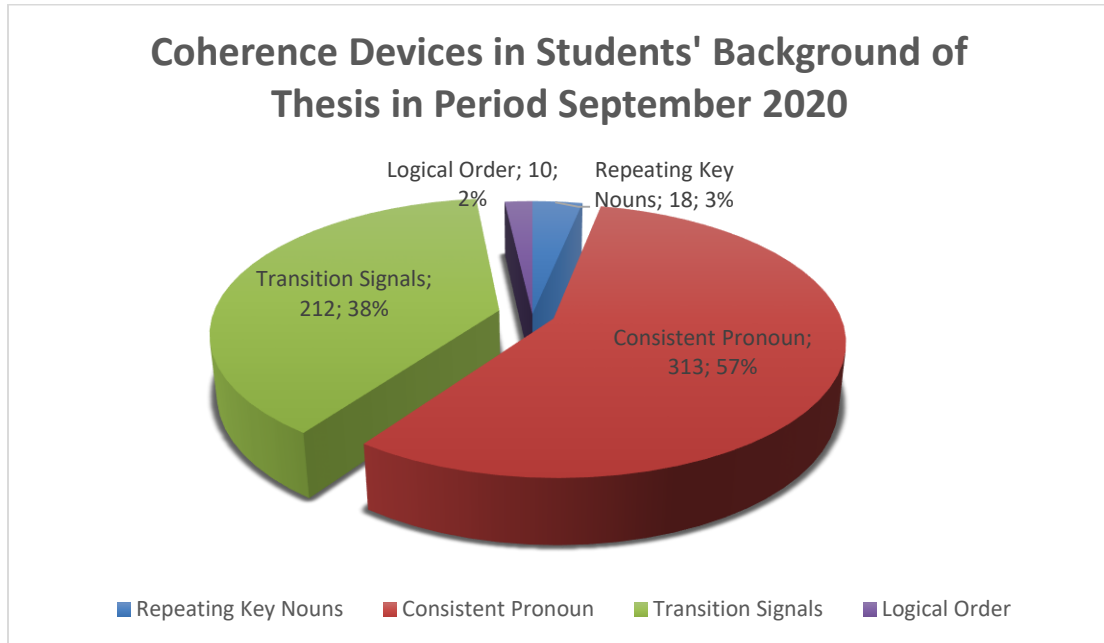
The figure above shows percentages for two forms of cohesion: grammatical cohesion and lexical cohesion. Students can construct grammatical cohesiveness using the above chart, which includes reference as much as 323 or 53%, replacement 34 or 6%, ellipsis 0%, and conjunction 212 or 35%. While lexical cohesiveness consists of reiteration up to 25% or 4% and collocation up to 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 graph above shows the percentage of pupils that establish coherence. It can be shown that pupils create coherence up to 57% at Consistent Pronoun, 38% at Transition Signals, 3% at Repeating Key Nouns, and 2% at Logical Order.

3. The Data Analysis and Interpretation

a. Cohesion

There two types of cohesion devices:

1. Grammatical Cohesion

Grammatical cohesiveness may be divided into four types: reference, substitution, ellipsis, and conjunction.

a. Personal Reference

In general, one of the cohesiveness techniques that appears frequently in the text is reference. Personal pronouns as subjects I, it, they, we, and as objects them, us, and possessive adjectives it, my, their, and our are used in the text. Here are some personal reference examples:

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

b. Substitution

The text contains the replacement components verbal substitution this, that, and clausal substitution so. However, it exists in extremely small quantities.

Here's an example 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*.

c. Ellipsis

Nominal ellipsis, verbal ellipsis, and clausal ellipsis are the three components of ellipsis. However, there are no ellipsis elements in the text.

d. Conjunction

Additive Conjunction

In their examination of conjunction components, Halliday and Hasan only speak to those that join between sentences or paragraphs, rather than those that combine inside sentences, phrases, words, or beyond the content.

And the additive conjunction elements that appear within the text are and, also, furthermore, additionally, besides, thus, for example, and on the other hand.

Here's an example of an 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).

The preceding example, on the other hand, is an example of an additive conjunction within a line of sentences.

Adversative Conjunction

The preceding example, on the other hand, is an example of an additive conjunction within a phrase.

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.

Clausal Conjunction

So, therefore, for this reason, because, and then are examples of adverbial conjunctions that appear in the text. Here's an example of a 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.

Temporal Conjunction

Meanwhile, then, next, eventually, first, second, and so on are examples of adversative conjunction items found in the text. Here's an example of a 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.

2. Lexical Cohesion

1) Reiteration

Text reiteration features include repetition and synonym. Superordinate and generic words, on the other hand, are not present in the text.

a. Repetition

The most prevalent sort of lexical cohesion device is repetition. Name of location and noun repetition are examples of repeated elements found in the text that help to make it coherent. Here is an example of repetition:

Education has an essential value for human existence. Education may motivate human to attain the growth of civilisation. In addition, education provides provisions for human to meet their future. (Paragraph 1 of Thesis 4).

The preceding sentence is an 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:

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).

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.

b. Coherence

Coherence is described primarily as a textual property, either in terms of sentence connecting (cohesion) or the links between propositions in the text (sticking to the point). There are four sorts of coherence: repeated important nouns, consistent use of pronouns, transition signal, and logical order.

1. Repeating Key Nouns

As previously said, there are 18 instances of employing recurring key nouns in students' background of thesis. Repeating essential nouns is the simplest method for authors to make sentences in their writings comprehensible, and it is also the simplest way for readers to grasp the sentences in their 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

One example of a coherent type is using consistent pronouns. A pronoun is a term that replaces a noun in a sentence. In the students' background of thesis, there are 313 instances of utilizing consistent pronoun. Personal pronouns, relative pronouns, demonstrative pronouns, and possessive pronouns are employed in the backdrop of the thesis in this research. Pronouns such as "it," "we," "they," "them," and "she" are examples of personal pronouns. "That" is a relative pronoun. "This," "these," and "those" are demonstrative pronouns. Possessive pronouns like as our, their, and its are examples.

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.

3. Transition Signals

Transition signals are used in writing to indicate the connection of concepts. It is analogous to switching from one notion to another. In the backdrop of the thesis examined in this study, there are 212 occurrences of transition signals. After the usage of key nouns, it ranks second in terms of the most common sort of coherence. It employed phrases like "when," "then," "and," "or," "finally," "because," "in conclusion," "hence," "before that," "first," "last," "second," "third," "fourth," "until," "while," "also," "so," "after that," "but," and so on.

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).

4. Logical Order

The topic and goal of the text influence the usage of logical order in the text. Logical order assists authors in creating a paragraph with a clear objective that is simple for readers to follow. There are three types of logical order: chronological order, logical separation of ideas, and comparison or contrast paragraph. In the backdrop of the thesis investigated in this research, there is just one instance of logical order, and that is chronological order. Because the ten background of thesis investigated in this research are all about the same themes, which

explain the sequence of events or phases in a process, each of the texts involves chronological order.

b. Discussion

Cohesion is a strong indicator that adds to readable writing. However, the fact revealed that the existence of all cohesion devices should not be used to connect phrases inside a text. Some of the necessary technologies are required to generate a series of sentences known as a text. It was consistent with the findings of earlier research done by Jungok Bae (2001) that referential and lexical cohesiveness are substantially correlated with writing quality. Furthermore, ellipses and substitution have a poor relationship with literary quality. In accordance with this, the research revealed that the students' background of thesis produced by the English Education Department of IAIN Bengkulu in the period September 2020 writing is classed as a high quality of writing because it provides a coherent tie in suitable usage.

Students' capacity to write a thesis by the English Education Department of IAIN Bengkulu in September 2020 is adequate. It can be demonstrated that all of the students have a coherence scale that is more than moderate. To summarize, cohesiveness and coherence are critical components of excellent writing. They are unquestionably vital in establishing a connection between the reader and the writer in readable writing. Furthermore, these are crucial components that should be incorporated in the writing activity education.

CONCLUSION

The major outcome of this research is centered on the usage of cohesion and coherence devices in the background of thesis produced by IAIN Bengkulu English Education Study Program students in September 2020. This study's conclusion is defined by the research questions. The first issue concerns the sorts of cohesion and coherence devices in students' thesis background. The sorts of cohesive devices include reference, substitution, and conjunction in grammatical cohesion, and reiteration and collocation in lexical cohesion, according to the students' thesis background. Ellipsis is not discovered in the background of a thesis prepared by IAIN Bengkulu English Education Study Program students in September 2020. It signifies that the students have sufficient ability in generating coherence in their writing texts since they used all forms of cohesion except ellipsis.

Meanwhile, the second is the forms of coherence devices employed in the background of thesis produced by English Education Study Program students at IAIN Bengkulu in September 2020. The sorts of coherence devices include repeated key noun, consistent pronoun, transition signal, and logical order, based on the students' thesis background as the data results. Because the transition signals have represented the logical order function, logical order is not serviced in detail, particularly for the categories. This means that the students have strong skill in generating coherence in their writing texts since they used all sorts of coherence in their writing texts.

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