
Cohesive Markers Used on Thesis Background of English Education Department Students

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ABSTRACT

This study was conducted to analyse grammatical cohesive markers in students' thesis background. The objectives of this study was to describe the kinds of grammatical cohesion used in students' thesis background, to find out the mistake of the use of grammatical cohesion on thesis background, and to know the reason why the students made mistake in their thesis background. The respondents were under graduated students of English Education Department of Halu Oleo University in academic year 2014/2015. The design of this study was qualitative descriptive that consisted of collecting (reading students' thesis background), classifying (giving a code in every grammatical item), identifying (determining the incorrect word), analyzing (explaining the mistake and give the correction) and interviewing about the respondents' mistake. The finding showed that the students were able to apply grammatical cohesion devices in their thesis background which were conjunction, reference, ellipsis and substitution. The students mostly made mistakes in the use of conjunction and reference. The students made mistake because most of them did not give more attention to the background thesis text, they rechecked in such a hurry.

Keywords:

Cohesive Markers, Grammatical Cohesion, Thesis Background.

1. Introduction

In Indonesia, students of English Education Department must have an ability to write in English. That ability is one of the condition that they must have when they want to finished their study. Not only for writing a paper to be presented in the lecturer section but also to write their final project to fulfill the requirement of University level. Therefore, the ability to write a text coherence and cohesively is very much needed.

In writing in English, we know that is not easy to write well, but to write a final project, both cohesion and coherence are needed to make easy the reader and to give a meaning of the writing. Not only students in Indonesia that have English as their second language but also some language expert admit that it is difficult to write well in English even though it is their own language. Brown (2004) states that only very few learn to express themselves clearly with logical If students' understanding

of how write cohesively and coherently is lacking, then the students' writing in Indonesia will not appeal to be read by domestic and foreign readers. So that, the understanding to write coherently and cohesively is important for English Education Students in University level to make a better paper or final project. It can be gotten from Discourse analysis course and the lecturer. Murcia (2000) states that discourse analysis is useful for drawing attention to the language skill, which put users' knowledge of phonological, grammatical and lexical resources into action whenever language users achieve successful communication.

Discourse is the largest unit as the highest language over sentence or clause which is delivered in spoken or written form (Tarigan, 1987). Halliday & Hasan, (1976) divided the cohesion / cohesive devices into two types, they are cohesion through reference, cohesion through substitution, cohesion through ellipsis, cohesion through conjunction, and cohesion through reiteration, cohesion through repetition, cohesion through synonym or near-synonym, cohesion through superordinate, and cohesion through general word. G. Brown & Yule, (1983) defines cohesion as "relationships within a text are set up where the interpretation of some element in the discourse is dependent on that of another". Besides that, Renkema, (1993) also defines cohesion as "cohesion is the connection which the result from the interpretation of textual element is depends on another element in the text".

Based on the experience of the researcher who has been program discourse analysis, there are many problems that faced by students in writing a text especially in grammar that belongs to cohesive. Taufiqullah, (2010) in the summary of his research conducted at Pancasakti University, Tegal, indicated that the students' writing competence was very poor in which their essays were not well organized, less mechanical aspects used, less of the content, materials about the topics, poor organization, and improper use of grammatical aspects as well as unreadable sentences in their writings. There are so many errors in the systematic writing both grammatical and accurate of writing itself, this is also caused by the lack of understanding the use of words, which means the use of grammatical correctness in writing (Andani et al., 2019). Writing skill is different from other skill in English, it is because the nature of the writing process, the need for accuracy in writing, and the mental process that a students who speak, writing needs more time and accuracy (Mustika et al., 2020). In written discourse we expect them to be coherence, meaningful communication in which the words or sentence are linked or another in a fashion that correspond to conventional formulated, just as we do with speech (McCarthy, 1991). Stubbs (1983) states that as linguistics studies language, discourse analysis can study the actual mechanism by which communication, understanding and interaction are maintained.

The researcher chose to analyze thesis background because of the text is one of the important parts of the thesis, the background of the problem is one that becomes a guide for the reader to understand the direction of the writing of the thesis. Bathia as cited in Flowerdew (2002) states that introduction is the key role in presenting the connection of the research to be reported. Therefore, writing the background of the problem must be clear and easy to understand so that, accurate cohesive markers are needed. Sometimes, the writer does not pay attention about cohesive of the sentence. It should not happen because cohesion is needed to make

the meaning of the text clear and understandable. Based on the experience of the researcher who has been program discourse analysis, there are many problems in analyze text especially in grammar that belongs to cohesive. Therefore, the researcher wants to know the problem in analyzing the cohesive marker on thesis background at Halu Oleo University. At the end, the researcher will find the frequency of incorrect from their writing, so that it can be a guide for lecturer about what kind of cohesive that they have to pay attention when they teach students.

The topic about analyzing a cohesive marker on thesis background has been conducted by some researchers. First, "The Analysis of Coherence in the Background of Thesis Written by English Education Department Students of Teacher Training and Education Faculty of Muria Kudus University" by Astuti et al. (2010). The findings of the study showed that all of the backgrounds of thesis lack coherence because it was seen from the finding level of coherence. Second, "The use of Cohesive Device in Students' Writing" by Suningsih (2016). The findings of the study showed that the higher proficiency levels of students do not influence the achievement of substitution. Third, "An Analysis of Cohesion of Exposition Texts: An Indonesian Context" by Emilia et al. (2018). The findings of the study showed that only texts written by high achievers employ the multiple Theme pattern, indicating the students' emerging capacity to create a text with better sense of connectedness, unity, and flow of information at the global level.

Based on some previous study above about the use of cohesive and coherence devices, most of the researcher just focused on analyzing the used of cohesive devices and the mistakes or errors in the used of grammatical cohesion and lexical cohesion, while this study was analyze about the use of grammatical cohesion, identify and determine the mistake of using grammatical cohesion, put the correction of every mistakes, and found the reason why the mistake are made. Beside that, there are 2 previous study that using different theory from this study, and there is no previous study that identify the reason why the student make some mistakes in their writing while this study does.

2. Methods

This study used library research design, more precisely secondary research. This research referred as secondary research because the sources of the data were obtained from other parties such as of books, encyclopedias, dictionaries, journals, documents, magazines, etc. The data source was secondary data which derived from thesis background of English Education Department Students in academic year 2014/2015. The instrument of the study used form of grammatical cohesion evaluating criteria, the criteria is used to identify the mistake in using grammatical cohesion. Technique of data collection consists of reading and identifying. Technique of data analysis consists of Marking, Identifying, Evaluating, Interview, and Concluding. This research applied Halliday & Hasan (1976) theory to analyze the lexical cohesion that occurs in students' thesis background that divided into reference, conjunction, substitution, and ellipsis.

3. Result

Table 1. The Use of Reference

G.C (reference)	Total
It	29
Who	1
They	49
Their	42
Those	5
Them	16
This	16
Us	2
Our	1
We	9
He	1
That	2
Themselves	1
Things	1
These	3
His	1
Itself	1

On Table 1., the result shows that there are many grammatical cohesions which is reference that is used by the students. The table shows there are 180 words of reference that is used.

Table 2. The Use of Conjunction

G.C (Conjunction)	Total
And	170
Or	37
Not only but also	11
So	19
Therefore	9
Beside	4
Because	31
On the other word	2
On the other condition	1
Then	4
However	4
Thus	3
But	17
In addition	2
Moreover	3
Besides	3
So that	3

On Table 2, the data shows that there are 323 words of conjunction that is used by the students.

Table 3. The Use of Ellipsis

G.C (Ellipsis)	Total
The others	1
Others	1
That	1
Not	1

Those	1
The others	1

From Table 3, the result shows that there are 6 words of ellipsis that is used by the students. Every word of ellipsis only used once.

Table 4. The Use of Substitution	
G.C (Substitution)	Total
One	1
Thing	1
Which one	1

On the last table, it shows that only 3 words of substitution that is used by the students in their paper.

Therefore, the researcher concludes that the most dominant of grammatical cohesion that is use in students' background thesis is conjunction that consist of 323 words. The total number of using grammatical cohesion in students' background thesis are 513 words. The students made a little number of mistakes. There are 22 mistakes for all of students and each student just made maximal 3 mistakes. They are the mistake of using reference and conjunction which are 8 mistakes for reference and 14 mistakes for conjunction. There are no mistake in the use of ellipsis and substitution. 9 respondents make mistakes and 1 respondent doesn't have mistake.

4. Discussion

From the research finding, it indicates that most of the students applied grammatical cohesion in their thesis background text. The objective of this research is to know the kinds of grammatical cohesion that are used in the thesis background, to know the mistakes of using grammatical cohesion in students' thesis background, to give the correction of each mistake, and to know the reason why the mistake was made. In this research, the researcher has analyzed 10 thesis background. Based on the analysis, the researcher found that all items of grammatical cohesion which are reference, conjunction, substitution, and ellipsis are used in students' thesis background text, the researcher uses code to mark grammatical cohesive markers with different colors, they are red for reference, blue for conjunction, yellow for substitution, and green for ellipsis. The researcher also found some mistakes in using grammatical cohesion in their thesis background:

4.1 Mistakes in using Grammatical Cohesion of Conjunction

Incorrect

"... has never been carried out in SMAN 8 Kendari. And this media . . . (R3, P12, L2)

Correct

"... has never been carried out in SMAN 8 Kendari. This media may be able . . ."

Incorrect

"... the student not only know the language structure and semantic rules of the target language, but also requires them to know the ability of using the target language appropriately in communication." (R4, P1, L7),

Correct

"... the student not only knows the language structure and semantic rules of the target language but also requires them to know the ability of using the target language appropriately in communication."

Incorrect

"not only for students, to make a sentence for having a conversation or to communicate between people, because learning English..." (R5, P1, L7)

Correct

"not only for students in high school but also for all of the students from elementary to university level".

Incorrect

"not only because the pictures quality..." (R6, P1, L3)

Correct

"not only the pictures quality but also the plot of the story..."

Incorrect

"beside there is no researcher..." (R6, P6, L3)

Correct

"besides, there is no researcher..."

Incorrect

"the translator does not only translate",

Correct

"The translator not only translate, but also transfer".

Incorrect

"not only that, the students sometimes..." (R7, P2, L13)

Correct

"not only that but also the students sometimes..."

Incorrect

"not only that, the TPR method..." (R7, P6, L5)

Correct

"not only that but also the TPR method..."

Incorrect

"... can be changed and combine into..." (R7, P4, L18)"

Correct

"... can be changed and combined into..."

Incorrect

"...to speaking English. And then,..." (R7, P3, L6).

Correct

"...to speaking English. Then, the students..."

Incorrect

"Not only successful students, knowing the strategy..." (R8, P5, L7).

Correct

"Not only successful students but also knowing the strategy..."

Incorrect

"creating such an enjoyable situation and help . . ." (R8, P3, L2).

Correct

". . . creating such an enjoyable situation and helping the learners to. . ."

Incorrect

"Schools should not only be a winner, but the most important thing that is a challenge". (R9, P5, L1).

Correct

"Schools should not only be a winner, but also the most important thing that is a challenge".

Incorrect

"there is no study about it previously. And . . ." (R9, P4, L7)

Correct

"there is no study about it previously. In this case, . . .".

4.2 Mistakes in Using Grammatical Cohesion (Reference)

Incorrect

*"based on the **problem** above, the researcher want to overcome **those** problems . . ." (R1, P7, L2)*

Correct

" based on the problem above, the researcher wants to overcome that problem by using . . ."

Incorrect

"this things happened since . . ." (R2, P2, L7)

Correct

"these things happened since".

Incorrect

"as their responsibility, the government . . ." (R2, P2, L2)

Correct

" as its responsibility, the government . . ."

Incorrect

*"listening comprehension as a separate and important component of language learning only came into focus after significant debate about **is** validity" (R3, P5, L6)*

Correct

"listening comprehension as a separate and important component of language learning only came into focus after significant debate about its validity"

Incorrect

"but unfortunately student is facing some difficulties for to share their idea . . . (R4, P3, L11)".

Correct

"but unfortunately students are facing some difficulties to share their idea . . ." or "but unfortunately student is facing some difficulties to share his/her idea . . .".

Incorrect

*". . . sometimes the words taught to students are understood by them, but **it** is actually . . ." (R5, P3, L5)*

Correct

“...sometimes the words taught to students are understood by them, but those are actually...”

Incorrect

“this kinds can be united into two...” (R6, P3, L4)

Correct

“these kinds”.

Incorrect

“... consist of four skill, they are... (P1, L5)”

Correct

“consist of four skills, they are...”.

In analyzing grammatical cohesion used on thesis background, the researcher found some mistake in the sentence. From 513 items, there are 22 mistakes in the use of grammatical cohesion in students' thesis background.

As the reason why they made a mistake, the researcher found that they already learned about the grammatical cohesion and actually most of the students know about the theory or the grammatical cohesion material, but they careless in writing a background thesis, because some students did not check or give more attention to the background, they just did the check in such a hurry. Beside that, we can see from the finding, every respondents just made maximal 3 mistakes each respondents, just one of them that truly did not understand about the material.

5. Conclusion

Based on the findings of this study, it could be seen that there are some kinds of grammatical cohesion markers are used in students' thesis background. The grammatical cohesion markers are conjunction, reference, substitution, and ellipsis. The conjunction itself consist of 323 words, reference consist of 180 words, substitution consist of 3 words and ellipsis consist of 6 words. The most dominant grammatical cohesion used in students' thesis background is conjunction consist of 323 words. In students' thesis background, there were also mistakes made by students in their thesis background. The researcher found 22 words as mistakes from 9 students' thesis background and most of them made mistakes because they did not check or give more attention to the background, they just did the checking in such a hurry. Besides that, some of them really don't understand about the material and don't know have made a mistake.

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